

Bishop Stopford's School

Curriculum Map Year 8

GEOGRAPHY

	Curriculum Intent: To inspire every student to engage in lessons and want to explore the curriculum beyond the classroom					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
¥	Natural Hazards: Why? Major component of Physical Geography. Provide an	Industry - UK: Why? Provides opportunity to investigate the Human Geography connections	Global Ecosystems - Tropical Rainforests: Why? Development of a wider	Energy use and Climate Change: Why? Provide students with the knowledge to	<u>Kenya (LIC)</u> : Why? Understand geographical similarities, differences and	Japan (HIC): Why? Understand geographical similarities, differences and
Unit of work	opportunity to expolore global	to industry through history and	understanding of our global	understand and further	links between places through	links between places through
t of	patterns and impacts. NC:	the presnt day in the UK. NC:	ecosystems and the people,		the	the
Ë	LC/PK - South America, Asia	LC/PK	vegatation and wildlife that are	in the UK/globally and how we	study of human and physical	study of human and physical
_	EC/TR South America, Asia	LC/1 K	found there. NC: LC/PK -	apply this to our understanding	geography of a region within	geography of a region within
			Drozil Malausia	of Climata Change NC, LC/DV	Africa	Asia
	Identify locations on maps	Identify locations on maps	 Identify locations on maps 	Identify locations on maps	 Identify locations on maps 	Identify locations on maps
	Draw and label diagrams	Draw and label diagrams	 Draw and label diagrams 	Draw and label diagrams	 Draw and label diagrams 	Draw and label diagrams
S	Describe causes and effects	Describe land use	Describe structure	Describe how resources are	Describe how resources are	Describe how resources are
.≅	Analyse impact	Describe formation of industry	Analyse environmental	used	used	used
Core Skills	Evaluate responses		importance	Analyse environmental impact	Analyse environmental impact	Analyse environmental impact
Ö		Evaluate benefits	Evaluate the interaction between humans and their	Evaluate the interaction between humans and their	Evaluate the interaction between humans and their	Evaluate the interaction between humans and their
			physical environment	physical environment	physical environment	physical environment
			physical environment	priysical environment	physical environment	priysical environment
	Understand, through the use of	Understand, through the use of	Understand, through the use of	Understand, through the use of	Understand geographical	Understand geographical
	detailed place-based exemplars	detailed place-based exemplars	detailed place-based exemplars	detailed place-based exemplars	similarities, differences and	similarities, differences and
	at a variety of scales, the key	at a variety of scales, the key	at a variety of scales, the key	at a variety of scales, the key	links between places through	links between places through
	processes in: physical	concepts relating to: population	processes in: physical	processes in: physical	the study of the human and	the study of the human and
	geography relating to:	and urbanisation; international	geography relating to:	geography relating to:	physical geography of a region	physical geography of a region
	geological timescales and plate	development; economic activity	geological timescales and plate	geological timescales and plate	in Africa and a region in Asia	in Africa and a region in Asia
	tectonics; rocks, weathering and			tectonics; rocks, weathering and		
	soils; weather and climate,	tertiary and quaternary sectors;	soils; weather and climate,	soils; weather and climate,		
	including the change in climate		including the change in climate	including the change in climate		
	from the Ice Age to the present; and glaciations, hydrology and	Understand how human and physical processes interact to	from the Ice Age to the present; and glaciations, hydrology and	from the Ice Age to the present; and glaciations, hydrology and		
	coasts.	influence and change	coasts.	coasts.		
Core Knowledge	Understand how human and	landscapes, environments and	Understand how human and	Understand, through the use of		
3	physical processes interact to	the climate; and how human	physical processes interact to	detailed place-based exemplars		
S S	influence and change	activity relies on the effective	influence and change	at a variety of scales, the key		
ore	landscapes, environments and	functioning of natural systems	landscapes, environments and	processes in: human geography		
ŏ	the climate; and how human		the climate; and how human	relating to: population and		
	activity relies on the effective		activity relies on the effective	urbanisation; international		
	functioning of natural systems		functioning of natural systems	development; economic activity		
				in the primary, secondary,		
				tertiary and quaternary sectors;		
				and the use of natural resources Understand how human and		
				physical processes interact to		
				influence and change		
				landscapes, environments and		
				the climate; and how human		
				activity relies on the effective		
	T1.1 Assessment of current c/w	T1.2 Assessment format:	T2.1 Assessment of current c/w	T1.2 Assessment format:		T3.2 Assessment format:
	and h/w using Yellow form.	Range of skills to suit the needs	and h/w using Yellow form.	Range of skills to suit the needs	and h/w using Yellow form.	Range of skills to suit the needs
ack	Once per week Peer Assessment	of the students and prepare	Once per week Peer Assessment	of the students and prepare	Once per week Peer Assessment	of the students and prepare
edp	(PA) and Self Assessment (SA)	them for the skill requirements in future examination.	(PA) and Self Assessment (SA)	them for the skill requirements	(PA) and Self Assessment (SA)	them for the skill requirements in future examination.
Assement & Feedback	using green pen. Next steps to be acted upon and monitored	Feedback form to indicate	using green pen. Next steps to be acted upon and monitored	in future examination. Feedback form to indicate	using green pen. Next steps to be acted upon and monitored	Feedback form to indicate
± %	using <u>Dedicated Improvement</u>	M/S/D based on outcomes	using Dedicated Improvement	M/S/D based on outcomes	using Dedicated Improvement	M/S/D based on outcomes
a e	Reflection Time (DIRT) every	rather than specific score only	Reflection Time (DIRT) every	rather than specific score only	Reflection Time (DIRT) every	rather than specific score only
ısse	second week	,	second week	,	second week	,
•	1					
	1					
	Introducing physical and		Fantastic Global Places and	Weather and Climate,		
in 8	human geographical concepts	similarities and differences	local area study•Eocational	fieldwork		world's countries, using maps to
ara	i '	through the study of human	knowledge - the world's		focus on regions of study	focus on regions of study
<u> </u>		and physical geography of the	countries, using maps to focus			
prio		United Kingdom	on regions of study			
to	1					
Link to prior learning	1					
	UK flooding: Weather Hazards	Local study: Enfield retail study	Kew Gardens visit: Insight into	Edmonton London Eco Park:	Natural History Museum/British	Natural History Museum/British
Outside leaming/trips	focus - Thames Barrier visit		global biomes and associated	Local recycling plant visit	Museum/Science musuem -	Museum/Science musuem -
ing			vegetation		Afica focus	Asia focus
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