

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
Unit of work	Natural Hazards: Why? Major component of Physical Geography . Provide an opportunity to explore global patterns and impacts. NC: LC/PK - South America, Asia	• Industry - UK: Why? Provides opportunity to investigate the Human Geography connections to industry through history and the present day in the UK. NC: LC/PK	• Global Ecosystems - Tropical Rainforests: Why? Development of a wider understanding of our global ecosystems and the people, vegetation and wildlife that are found there. NC: LC/PK - Brazil, Malaysia	• Energy use and Climate Change: Why? Provide students with the knowledge to understand and further investigate the energy resources in the UK/globally and how we apply this to our understanding of Climate Change . NC: LC/PK	• Kenya (LIC): Why? Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa	• Japan (HIC): Why? Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia
Core Skills	<ul style="list-style-type: none"> Identify locations on maps Draw and label diagrams Describe causes and effects Analyse impact Evaluate responses 	<ul style="list-style-type: none"> Identify locations on maps Draw and label diagrams Describe land use Describe formation of industry Analyse environmental impact Evaluate benefits 	<ul style="list-style-type: none"> Identify locations on maps Draw and label diagrams Describe structure Analyse environmental importance Evaluate the interaction between humans and their physical environment 	<ul style="list-style-type: none"> Identify locations on maps Draw and label diagrams Describe how resources are used Analyse environmental impact Evaluate the interaction between humans and their physical environment 	<ul style="list-style-type: none"> Identify locations on maps Draw and label diagrams Describe how resources are used Analyse environmental impact Evaluate the interaction between humans and their physical environment 	<ul style="list-style-type: none"> Identify locations on maps Draw and label diagrams Describe how resources are used Analyse environmental impact Evaluate the interaction between humans and their physical environment
Core Knowledge	Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciations, hydrology and coasts. Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems	Understand, through the use of detailed place-based exemplars at a variety of scales, the key concepts relating to: population and urbanisation; international 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 functioning of natural systems	Understand, through the use of detailed place-based exemplars at a variety of scales, the key concepts in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciations, hydrology and coasts. Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems	Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciations, hydrology and coasts. Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: human geography relating to: population and urbanisation; international 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 functioning of natural systems	Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia	Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia
Assessment & Feedback	T1.1 Assessment of current c/w and h/w using <u>Yellow form</u> . Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u> . Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time (DIRT)</u> every second week	T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate <u>M/S/D</u> based on outcomes rather than specific score only	T2.1 Assessment of current c/w and h/w using <u>Yellow form</u> . <u>Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen</u> . Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time (DIRT)</u> every second week	T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate <u>M/S/D</u> based on outcomes rather than specific score only	T3.1 Assessment of current c/w and h/w using Yellow form. Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen. Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time (DIRT)</u> every second week	T3.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate <u>M/S/D</u> based on outcomes rather than specific score only
Link to prior learning	• Introducing physical and human geographical concepts	• Understanding geographical similarities and differences through the study of human and physical geography of the United Kingdom	• Fantastic Global Places and local area study • Educational knowledge - the world's countries, using maps to focus on regions of study	• Weather and Climate, fieldwork	• Educational knowledge - the world's countries, using maps to focus on regions of study	• Educational knowledge - the world's countries, using maps to focus on regions of study
Outside learning/trips	UK flooding: Weather Hazards focus - Thames Barrier visit	Local study: Enfield retail study	Kew Gardens visit: Insight into global biomes and associated vegetation	Edmonton London Eco Park: Local recycling plant visit	Natural History Museum/British Museum/Science museum - Africa focus	Natural History Museum/British Museum/Science museum - Asia focus