Curriculum Map **Subject:** **GEOGRAPHY KS3** **Year Group: 8**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/**sequence**?	**OUR PHYSICAL WORLD (1)** The focus of Year 8 is to take concepts introduced in Y7 and apply them to the global scale to understand how and why there is so much variation. The purpose of this unit is to look at physical processes that affect the world on a larger scale with landscape formation through Plate Tectonics and climate with a focus on the Monsoon climate, which builds on work on weather from Y7.	**OUR UNEQUAL WORLD (2)** This unit focuses on why there is inequality in quality of life across the world. It revisits concepts of deprivation and terminology introduced in Y7. We look at the causes and impacts of inequality around the world, with a particular focus on health. We also look at some strategies which attempt to reduce the development gap such as Fair trade.	**OUR LIVING WORLD (3)** This unit looks at both the patterns and processes that shape global ecosystems, as well as, how our need for food and resources impacts upon them. Students will start to make links between their understanding of global climate covered earlier in 'Our Physical World' and how it influences the types of vegetation that have adapted to live in different biomes. They will also look at current global issues such as Food miles and Plantation farming.	**FOCUS ON AFRICA (4)** This unit allows students to draw together lots of different elements of geographical study they have studied in previous units and apply them to understand regional variations across Africa. It also looks to challenge some of the stereotypes that all of Africa is the same. For example, they look at the impact of climate on vegetation, and then consider the impact this has on population patterns and cultural variations.	**GLOBAL CITIES (5)** This unit looks at how urbanisation has developed across the world. They apply their knowledge of the process in the UK to understand how people in other countries are following the same pattern. The understand the factors which influence the rate of urbanisation and why it varies globally. We then look at some of the opportunities and challenges faced by people living in some of the largest cities around the world.	**GLOBAL ISSUES (6)** This unit aims to students to look at the major global environmental issues facing us currently such as the increasing problem of plastics in the ocean. Students look at the causes of each problem, assess the severity of the impacts and evaluate a variety of strategies to reduce the problems. It is designed to help those students going on to GCSE to think about the wider issues that transcend national borders and for all students get them to consider their role in these issues.
Skills- What will be developed?	• **Atlas skills** – use of Latitude and longitude to locate geographical features. More independent use of a variety of map styles. For example, understanding RELIEF maps • **Graphical skills** – construction and interpretation of climate graphs and data	• **Graphical skills** – construction of scatter graphs and their interpretation. • **Data handling skills** – student will need to compare different types of numerical data to make judgements about quality of life	• **Graphical skills** – construction and interpretation of climate graphs and data • **Spatial skills –** interpretation of distribution maps suing students' knowledge of global regions and key features. • **Source skills** – sequencing and correlation between two or more sources	• **Graphical skills** – construction and interpretation of Choropleth maps and parallel bar graphs • **Sequencing skills –** looking at timelines to look at patterns of migration. • **Correlation** to identify links between different map sources to infer conclusions.	• **Graphical skills** – construction and interpretation of LINE GRAPHS and proportional symbols. • **Source skills** - Photograph analysis • **Numeracy skills** – understanding rates of change on line graphs.	• **Graphical skills** – construction and interpretation of pie charts. • **Decision making skills** – students must evaluate a range of sources to come to a decision. • **Skills Focus:** Satellite images
Key 'How'/'Why' Questions- What **powerful knowledge** will be gained? What areas/themes/concepts will be explored?	• How does landscape vary across the world? • What is the structure of the earth? • How do convection currents create tectonics hazards? • Are all plate boundaries the same? • Why are some people more vulnerable to earthquakes? • How do Hotspot volcanoes form? • What factors influence climate? • What is the cause of the Monsoon? • How does the arrival of the Monsoon affect people? **Places**: Global patterns, Nepal, Hawaii, Iceland, Southern Asia (Monsoon)	• How is the world unequal? • How do we measure quality of life? • What are the causes of inequality? • Escaping inequality through migration • How does access to water affect people? • Can we feed the world? (Issues relating to under and over nourishment) • How does conflict cause poverty? • How does health vary around the world? • How can we help reduce inequality through Fairtrade **Places:** Global patterns, India, Japan, South Sudan, Ghana, Mexico/USA	• Why do global ecosystems vary? • How do ecosystem's function? • How do plants and animals adapt to the climate? • How do we use ecosystems to create resources and is it sustainable? • Why are ecosystems valuable to us? (Coral reefs) • Why are some ecosystems under threat from human actions? (Palm oil and coral reefs) • How are we endangering animals? • What can we do to reduce human impacts on ecosystems. **Places**: Global patterns, UK, Mediterranean, Australia, SE Asia, The Sahel	• Why do we refer to Africa as 'A continent of contrasts?' • How have African populations developed? (Growth and diversity) • What are the challenges of living in the desert? • Kenya a country of contrast • What factors have influenced life in Kenya? • Why is their inequality in the city – Kibera, Nairobi. • Land of the Safari - tourism **Places:** Various, Kenya, Sahara,	• How do the patterns of urbanisation vary around the world? • What are the causes of urbanisation? • Are all cities the same? • Why has Jakarta got that sinking feeling? • How do we transport people around the city? • Making a 'City from the sand' • How can we make our future cities 'Sustainable?' **Places**: Global patterns, China, Tokyo, Dharavi (Mumbai), London, Dubai	• Why are there plastics in the oceans? • How can we 'Reduce, reuse, recycle?' • Why are our Wilderness areas under threat? • How can we protect our fragile environments? • Climate change – what are the facts? • How will global warming affect us all? • How can we create a sustainable future for everyone? **Places:** Various, The Pantanal (South America)

SEND- how will support be seen? Seating plans? Simplified questions?	• All students are placed in seating plans to enable staff to support students and where appropriate to support each other. • All lessons are designed with clear structure tasks which are broken up into smaller chunks to enable students to build their understanding. • Appropriate scaffolding is given to help students complete written work. This may include key terms, sentence starters, partially modelled answers… • Questioning is flexible and tailored to the needs of the group. • Demonstrations and examples for students to apply to new contexts					
Assessment- What? Why?	• Informal Knowledge quizzes using self and peer assessment at both the start and during lessons. • Formal end of unit assessment with teacher feedback to whole class	• Informal Knowledge quizzes using self and peer assessment at both the start and during lessons. • Teacher assessed piece of extended writing. • Formal end of unit assessment with teacher feedback to whole class	• Informal Knowledge quizzes using self and peer assessment at both the start and during lessons. • Teacher assessed piece of extended writing. • Formal end of unit assessment with teacher feedback to whole class	• Informal Knowledge quizzes using self and peer assessment at both the start and during lessons. • Teacher assessed piece of extended writing. • Formal end of unit assessment with teacher feedback to whole class	• Informal Knowledge quizzes using self and peer assessment at both the start and during lessons. • Teacher assessed piece of extended writing Formal Assessment: Content from all Units is assessed in the Year 8 end of year Assessment during this term	• Informal Knowledge quizzes using self and peer assessment at both the start and during lessons. • Teacher assessed piece of extended writing
What **memory for learning** skills will be required- modelling? Concrete answers? Retrieval?	• We use a variety of quiz styles and questioning to retrieve prior knowledge. • We use 'revision' lessons with students before major assessments. • Guided analysis of modelled or completion of partially modelled answers with students					
Literacy- reading, extended accurate writing and oracy opportunities	• **Written skills** focus on EVALUATION and language of significance to create balanced arguments. • **Use of Keyword banks -** to ensure students are using the correct language for detailed physical processes.	• **Written skills** focus on COMPARISON and the language of SIGNIFICANCE and JUDGEMENT when using data as evidence. • Also developing chains of consequences to extend explanations.	• **Written skills** focus on EVALUATIVE and PERSUASIVE styles of writing. • Also developing chains of consequences to extend explanations.	• **Written skills** focus on the language of COMPARISON and EVALUATION to create balanced arguments. • **Extended writing** opportunity to justify their opinion (persuasive writing) • Comprehension tasks involving longer prices of text such as written accounts of people lives and newspaper articles.	• **Written skills** focus on EVALUATION and language of significance to create balanced arguments. • **Extended writing** opportunity to EVALUATE the advantages and disadvantages of rapid urbanisation.	• **Written skills** focus on EVALUATION and using evidence from sources to support arguments made. • **Extended writing – DME (Decision making exercise) – an** opportunity to EVALUATE a range of different sources to decide which solutions are a better idea
Numeracy/computing skills	• **GRAPHING** – construction and interpretation of climate graphs. • Use of coordinates to create Latitude and longitudes.	• **GRAPHING** – construction of scatter graphs and their interpretation. • **CORRELATION** we look at types of correlation in data to make judgements on relationships between variables.	• **SEQUENCING** – looking at the use of diagrams to explain concepts and ideas.	• GRAPHING – construction and interpretation choropleth and parallel bar graphs. • Look at concepts of GROSS and NET migration	• GRAPHING – construction and interpretation of LINE GRAPHS and proportional symbols.	• GRAPHING - construction and interpretation of pie charts. • Students calculate percentages and % increase.
Character development	**Resilience** – students are encouraged to build their confidence in a range of skills that they may find difficult at first. **Compassion** – students will need to put themselves in the position of people affected by earthquake disasters to understand the problems they may face.	**Respectful and compassionate** – students will be looking at a range of other places in the world some of which have experienced extreme poverty or conflict. They will need to be both respectful and compassionate when thinking about the issues facing different groups of people around the world. **Resilience** – students can also learn how resilient people can be in the face of significant challenges.	**Compassion and Respectful** – students will look at a range of issues linked to our use of the natural world. We will look at how are actions are damaging some ecosystems and evaluate how we might change our attitudes and behaviours.	**Resilience** – students can also learn how resilient people can be in the face of significant challenges.	**Respectful and compassionate** – students will be looking at a range of other places in the world some of which have experienced extreme poverty or conflict. They will need to be both respectful and compassionate when thinking about the issues facing different groups of people around the world. **Resilience** – students can also learn how resilient people can be in the face of significant challenges.	**Compassion and Respectful** – students will look at a range of issues linked to our interactions with the natural world. We will look at how are actions are damaging some ecosystems and evaluate how we might change our attitudes and behaviours.
Equality/Diversity opportunities	We look at the diversity of landscapes across the world. We also look at how different groups of people are impacted differently by natural events.	We look at a variety of countries around the world to look at how both historical and current causes of inequality. How the	Students will develop awareness of how different peoples across the world interact with nature and what influences their actions to	Students will be looking at a range of different cultures and ethnicities within Africa to better appreciate the diversity but also understand how different cultural	Students look at how jobs have changed over time and how it leads to patterns of migration and ethnicity.	Students look at the role of various organisations in supporting sustainable future for all.

		consequences of these still impact today.	better appreciate the decisions they make.	beliefs might influence day to day life for different groups and why this may affect the opportunities in life.		
Homework/Independent learning	• Satchel based quizzes design to reinforce in class learning. • Students may be given articles, photographs, graphs, or video clips to interpret and help with the quizzes set. • Students may also be set subject specific spelling tests as appropriate.					
CIAG coverage/links	We look at the role of Geologists and planners in monitoring risk of natural hazards and the organisations linked to this such as the Environment Agency and Emergency services in the UK.	Looks at the work of NGOs (Non-Governmental organisations) including Charities around the world	Look at the role of CONSERVATIONISTS. We also look at how a variety of jobs and industries are linked to our exploitation of the natural world.	Looks at the work of NGOs (Non-Governmental organisations) including Charities around the world.	Students look at the role of URBAN PLANNERS in creating sustainable places to live around the world.	We talk about new opportunities for jobs in environmental management and conservation. How new technologies are being developed to reduce our impact on the world such as those in recycling.