

Geography. Year 8 Curriculum Map



YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p><u>How is the world changing?</u></p> <p>Composite - How is our climate changing?</p> <p>Component 1 – Past climate change over geological timescale.</p> <p>Component 2 – Evidence for climate change.</p> <p>Component 3 – Human causes of climate change.</p> <p>Component 4 – Natural causes of climate change.</p> <p>Component 5 – Impacts of climate change at a local, national and global scale.</p> <p>Component 6 – Mitigation of climate change</p> <p>Component 7 – Adaptation to climate change.</p>	<p><u>How is the world changing?</u></p> <p>Composite – How is our climate changing?</p> <p>Component 8 – Renewable sources of energy.</p> <p>Component 9 – Wind farm decision making task.</p> <p>Component 10 – Sustainability.</p> <p>Component 11 – Sustainable Urban Living in the UK.</p> <p>Component 12 – Sustainable Urban living in Brazil.</p>	<p><u>How is the world changing?</u></p> <p>Composite – How are urban areas developing?</p> <p>Component 1 – Introduction to development and how we classify countries.</p> <p>Component 2 – Social and economic measures of development.</p> <p>Component 3 – Causes of uneven development.</p> <p>Component 4 – What is life like in NEEs? Mumbai/Lagos/Rio</p> <p>Component 5- What is life like in LICs? Kibera.</p> <p>Component 6 – Strategies to improve quality of life in LICs and NEEs.</p>	<p><u>How is the world changing?</u></p> <p>Composite – How are urban areas developing?</p> <p>Component 7 – Impact of gender on development.</p> <p>Component 8– How aid supports development.</p> <p>Component 9- How fair trade can support development.</p> <p>Component 10 – Introduction to Sustainable development goals.</p> <p>Component 11- How the sustainable development goals support development.</p>	<p><u>How is the world changing?</u></p> <p>Composite – How are ecosystems changing?</p> <p>Component 1 – Introduction to the components of ecosystems.</p> <p>Component 2 – Characteristics of ecosystems around the world. Including Tundra in Russia.</p> <p>Component 3 – Introduction to food chains and food webs.</p> <p>Component 4 – Small scale ecosystem investigation on school grounds.</p> <p>Component 5 – Know the characteristics of the Rainforest.</p> <p>Component 6 – Plant and animal adaptations.</p> <p>Component 7 – Causes and impacts deforestation.</p> <p>Component 8 - Managing deforestation.</p>	<p><u>How is the world changing?</u></p> <p>Composite – How are ecosystems changing?</p> <p>Component 9 – Know the characteristics of the desert ecosystem.</p> <p>Component 10 – Plant and animal adaptations.</p> <p>Component 11 – Causes and Impacts of desertification.</p> <p>Component 12 – Managing desertification.</p> <p>Component 13 – Influence of human alteration of ecosystems – Yellowstone National Park.</p>
Prior knowledge and skills (from previous year / key stage)	<p>Pupils will have studied weather and climate in year 7 term 2. Should have studied some aspects of climate change in KS2 but knowledge of this is not embedded in most pupils.</p>		<p>Pupils will have knowledge of the terms urban and rural from Year 7 term 1. They will have locational knowledge from KS2 and Year 7 term 1.</p>		<p>Pupils will be aware of biomes and climatic conditions from YEAR 7 term 2</p>	
Core Knowledge Organiser content	<p>Unit overview. Key words and definitions. Answering question techniques. Information about independent learning.</p>		<p>Unit overview. Key words and definitions. Answering question techniques. Information about independent learning.</p>		<p>Unit overview. Key words and definitions. Answering question techniques. Information about independent learning.</p>	
Assessment Objectives	<p>AO1. Demonstrate knowledge of locations, places, processes, environments and different scales. AO2. Demonstrate graphical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places and environments and processes. AO3. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>		<p>AO1. Demonstrate knowledge of locations, places, processes, environments and different scales. AO2. Demonstrate graphical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places and environments and processes. AO3. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>		<p>AO1. Demonstrate knowledge of locations, places, processes, environments and different scales. AO2. Demonstrate graphical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places and environments and processes. AO3. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	

Vocabulary / Key Subject Terminology	Adaptation, Climate change, Mitigation, Orbital changes, Quaternary period, HIC, LIC, NEE, Sustainability.		Development, poverty, quality of life, gross national income (GNI), per capita, choropleth map, human development index (HDI), life expectancy, sustainability, bilateral and non-governmental aid.			
Assessment 1	Write up of impact of climate change on a global scale.	Wind farm decision making task.	Mid unit assessment – Recent knowledge and recall questions from Year 7.	Account of LIC/NEE life.	Write up of investigation.	Human changes to ecosystems – Yellowstone answer.
Assessment 2	Mid unit assessment – Recent knowledge and recall questions from Year 7.	End of unit assessment – Recent knowledge and recall questions from Year 7.	Causes of uneven development write up.	End of unit assessment – Recent knowledge and recall questions from Year 7.	Mid unit assessment – Recent knowledge and recall questions from Year 7.	End of unit assessment – Recent knowledge and recall questions from Year 7.
Cross Curricular Links with other Faculties	Science – Climate change and Renewable energy. Design technology – building for the future.		Maths – Interpretation of data and trends. RE/SMSC – Empathy		Science – Ecosystems. Maths – Climate graphs.	
Extra-Curricular Offer	KS3: Geography at the movies lunchtime club.					
Time Allocation	3 lessons over 2 weeks.					