

Year 8 ~ Curriculum Map for Geography

What are the intended aims for this year's curriculum?
 The aim of the year 8 curriculum is to develop an understanding of human and physical geographical topics, as well as introduce key geographical skills required at GCSE. The topics are designed to give a basic grounding of topics which are covered in more detail at GCSE, which should make the course more accessible during Year 9, 10 and 11.
 The topics chosen are also designed to create an engaging curriculum which fosters a passion for geography.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic(s): Disasters/Hazards	Topic(s): Development	Topic(s): Coasts	Topic(s): Migration	Topic(s): Rivers	Topic(s): Slums
	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of EoY
'Big idea(s)' / fundamental concepts	What natural hazards are, different types and characteristics of hazards and factors which affect risk.	Exploring patterns of global development levels. Reasons for varying levels of development. How levels of development can be changed.	Coastal processes, formation of landforms and management strategies.	Patterns, causes, types of and effects of migration on host and source countries. Challenging stereotypes and perceptions.	River processes, formation of landforms and management strategies.	Patterns of urban growth and urbanisation. Distribution, characteristics and problems of slums. Management of slums and sustainable living
Knowledge to be learnt	How HICs and LICs are affected differently by hazards.	How we measure development, why there is a gap, and how it can be reduced.	How coastal processes work, what features they create and how they can be managed	Why people move from one location to another.	How coastal processes work, what features they create and how they can be managed	
Key vocabulary	Tsunami Tropical Storm Cyclone Hurricane Typhoon Mitigation Storm Surge Windshear Responses Climate Change Global Warming Greenhouse Effect	Development Development Indicators Literacy GNI/GDP LIC NEE HIC Megacity Physical factors Historical factors Colonies Landlocked Infrastructure	Erosion Hydraulic Action Abrasion Attrition Solution Transportation Long shore drift Deposition Cave Arch Stack Stump Headland Bay Spit Bar Tombolo Beach Coastal management	Push factor Pull factor Forced migration Voluntary migration Economic migration Host country Source country Migrant Refugee Asylum Seeker Immigrant Immigration Emigration	Hydraulic Action Abrasion Attrition Solution Transportation Saltation Solution Suspension Traction Bedload Meander River cliff Slip off slope Oxbow lake Waterfall Gorge Interlocking spurs Channel bed Long profile Cross-sectional profile Upper course Middle course Lower course Hydrograph	Development LIC NEE HIC Infrastructure Economy Informal sector Crime Sanitation Community Sustainability Favela Shanty town Slum Squatter Settlement. Overcrowding Disease
The role of reading and comprehension	Reading maps, tables and written text for comprehension.	Reading maps, tables and written text for comprehension.	Reading maps, tables and written text for comprehension.	Reading maps, tables and written text for comprehension.	Reading maps, tables and written text for comprehension.	Reading maps, tables and written text for comprehension.
The role of independent extended writing	Describing distribution of hazards. Explanation of formation of hazards. Comparison of effects and responses.	Describing the distribution of development. Explaining how development indicators can be used to judge development. Comparing levels of development between countries. Explaining how various strategies can be used to close the development gap.	Describing how processes work. Explaining how coastal features are formed through processes. Explaining how coastal management techniques work. Justifying why coastal management should be used in some locations and not others.	Explaining why people may migrate due to push and pull factors. Describing the problems faced by migrants to the UK. Comparing the positives and negatives of migration for people and the host and source countries.	Describing how processes work. Explaining how river features are formed through processes. Explaining how river management techniques work. Justifying why river management should be used in some locations and not others.	Describing the location of slums. Explaining the positives and negatives of living in slums. Explaining how slums can be improved.
The role of maths/ numeracy	Analysing data, logarithmic scales, reading tables/graphs. Interpreting maps.	Analysing data, averages, reading tables/graphs. Interpreting maps.	Analysing data, finance management, reading tables/graphs. Interpreting maps.	Analysing data, reading tables/graphs. Interpreting maps.	Analysing data, finance management, reading tables/graphs. Interpreting maps	Analysing data, reading tables/graphs. Interpreting maps
Links to careers/aspirations	Volcanologist, FEMA, MET office	Aid Worker, Charity Worker, NGO, ONS worker	Environment Agency, town planning.	Aid Worker, Charity Worker, NGO	Environment Agency, town planning, MET office	Aid Worker, Charity Worker, NGO, building contractor
	To Assess and Review knowledge learn from Term1, and year 7		To Assess and Review knowledge learn from Term1, 2, 3 and year 7		To Assess and Review knowledge learn from Term1, 2,3, 4 and 5	
					To Assess and Review knowledge learn from Term1, 2,3, 4,5 and 6	

Core skills	To be able to: Drawing cross-sectional diagrams, written explanations. Comparing the effects and responses of HICs and LICs. Using data as evidence to support ideas. Making links between, level of development and level of devastation.		To be able to: Describe distribution. Make links between sets of data to help form and justify opinions. Understand the links between development, quality of life and standard of living. Make links between the causes of under-development. Make links between the ways to solve the development gap and how they help improve lives.		To be able to: Make links between processes and features. Drawing –cross sectional diagrams. Justifying opinions using evidence. Comparing different management strategies.		To be able to: Analyse reasons why people migrate. To develop empathy as to why people may have to move and what issues they may face as a result. Read graphs and analyse data to work out migration patterns.		To be able to: Make links between processes and features. Drawing –cross sectional diagrams. Justifying opinions using evidence. Comparing different management strategies.		To be able to: To make links between why push factors and pull factors. TO make links between living conditions and what can be done to improve people's lives.
Dept. enrichment activities	Documentaries on Tropical storms, tsunamis and climate change.		Gap-minder.com documentaries.				Rwanda genocide documentary. Immigration to the UK documentary.				Slumming It and Welcome to Lagos documentaries.
Home learning opportunities	Visit https://www.noaa.gov/ Play http://www.stopdisastersgame.org/		Visit https://www.gapminder.org/ https://www.sendacow.org		Walk between Herne Bay and Reculver Towers to have a look at various coastal management strategies				Visit https://www.gov.uk/government/organisations/environment-agency Visit river Stour in Canterbury and Sandwich to have a look at the river defences. Visit the Lake District and have a look at flood defences.		