



## Curriculum Map: Year 8 Subject Geography

<b>Topic</b>	<b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i>	<b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	<b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i>
Tectonics	Understand how natural processes create and shape the planet we live on. Link to how this can create benefits and problems for people and the environment.	Allow students to understand, using detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to geological timescales and plate tectonics	Teacher assessed: 1. Team models of seismographs - To identify the ways used to measure and how to deal with earthquakes. 2. Persuasive writing - To understand the social and economic positives of living in volcanic areas 3. To examine why the earthquake in Indonesia, 2018, was so devastating
My area	To allow students to develop their ability to think synoptically and understand what the geography of their own area is like. To understand how geography has created the area they live in and lead to this changing over time. To be able to see how this has changed over time. To enhance student's contextual knowledge of their local area.	Timeline Detection Factfile geology Annotations Graph Graph Data presentation Data analysis Creative Persuasive writing	Teacher assessed: 1. Graph work. To understand how to present data effectively so I can see what it tells me about an area 2. Persuasive writing - To understand the causes and impacts of habitat loss in different ecosystems around the world
The Landscapes of Africa	This unit is designed to extend locational knowledge and deepen their spatial awareness of the world's countries showing that Africa is a continent of many varied countries	Mapping Articles and literacy Historical understanding of colonialism	The focus of this unit is successful mapping of areas, this both teacher and student assessed

### Curriculum Map: Year 8 Subject Geography

<p>Amazon</p>	<p>Equip pupils with knowledge about diverse places, resources and natural and human environments looking at how these interact to impact this key global resource. Human geography will focus on the use of natural resource, physical geography will look at climate and adaptations. Synoptic learning is encouraged through the connections to prior units.</p>	<p>Research IT Explain Comparing peoples Data presentation Persuasive writing</p>	<p>Teacher assessed: To be able to identify key Amazonian animals. To be able to investigate the different characteristics of Amazonian animal adaptations. To be able to associate adaptations to the different layer in the rainforest. PEEL Paragraphs</p>
<p>Human rights</p>	<p>This is an end of year break away unit designed to show children the importance of education in a global context. This is an element of political geography. Children are encouraged to develop their empathy as they learn about education in other areas of the world</p>	<p>Persuasive writing Research IT Explain</p>	<p>Teacher assessed: Work on education around the world</p>
<p>Climate change, Climate around the world – extreme weather</p>	<p>This is a current and relevant global unit. The aim is to make students aware of the potential future of their own planet, looking on different scales at cause, effect and response to allow them to become more aware global citizens. In order to further encourage synoptic learning, students should be able to connect this unit with their climate change unit. Here they will see how the climates of a country differs, leads to extreme weather and then carry out fieldwork in school to localise and provide context to their knowledge.</p>	<p>To understand, using detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to change in climate from the Ice Age to the present. To understand, using detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to weather and climate. Climate graphs Data analysis Climate graph Comparing climates Modelling Choropleth maps Grid references</p>	<p>Teacher assessed: 1. Annotated diagrams - identify what fossil fuels are and how they are formed 2. Graph work - Identify how human cause a change to the Earth's climate PEEL paragraph - To identify the negative impacts of climate change on both humans and wildlife in different places around the World. Teacher assessed: Choropleth map - To learn where hurricanes form and how they are measured.</p>
<p>Microclimates fieldwork</p>	<p>Students will understand how human and physical processes interact to influence, and change climate on a local, school-based context.</p>	<p>Fieldwork skills are developed through interpreting maps in the classroom and the field, including using grid references and scale, topographical and other</p>	<p>Teacher assessed: Fieldwork conclusions</p>

**Curriculum Map: Year 8 Subject Geography**

	<p>They will carry out fieldwork in contrasting locations (they have worked at Knowsley Safari park this year and Speedwell cavern last year) to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. Mathematical data presentation is encouraged</p>	<p>thematic mapping, and aerial and satellite photographs.</p>	
--	---	--	--