

Curriculum Map Year 8: Geography

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Half Term 1	Microclimate fieldwork Weather and climate	What contributes to a microclimate. Understand the schools' microclimate (fieldwork). How an urban area affects the local climate and weather. Weather and climate in the UK. Weather Hazards: Hurricanes. The effects of an Urban Heat Island and how it can be managed.	Photo enquiry learning including aerial and infrared photographs. Creativity. Interpretation of diagrams Recording fieldwork data. Presenting fieldwork data – excel bar chart. Analysis of data. Writing conclusions Evaluation of fieldwork	Fieldwork write up
Half Term 2	Economic activity	The different sectors of economic activity. The factors that determine types of farming and how farms can be seen as systems. The factors needed for consideration when starting and locating a business. How farming has changed the landscape since 1930. The different problems caused due to changing farming practices. How the problems created by changes in farming can be resolved. Demonstrate a comprehensive understanding of changes in farming. Understand the location of a secondary industry. Tourism in Kenya – an example of a tertiary activity The Quaternary Sector and how it links to development.	Line graphs photograph analysis Drawing and explaining patterns from bar graphs. Questionnaires. System diagrams. Idea of feedback. Pie charts. climate graphs. Working collaboratively. Analysing photographs. Lateral thinking – creativity Decision making based on evidence	Farming and skills assessment Farming game

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Half Term 3	Atmospheric circulation and global biomes	Global atmospheric circulation and biomes - Location and reasons for major biomes – Ice/Tundra , Temperate/Boreal Forest, Deserts, Grasslands and Tropical rainforests. Focus on Ice / Tundra – location, people, flora and fauna / survival / adaptation - focus on Antarctica and the Arctic circle (including Siberia) Deserts - location, people, flora and fauna / survival/ adaptation - focus on Middle East and N Africa, Sahara) Designing clothes / vehicle / itinerary to suit a pole to pole expedition from Siberia, through China, Middle East to S Africa and on to Antarctica The climate of the Amazon Rainforest. What the vegetation of a rainforest is like, why they are like this and why they are important. How and why animals adapt to the environment of the rainforest.	Categorising Graph interpretation/analysis Use of geographical terminology Development of geographical thinking Creativity Map Skills Photo analysis Problem Solving Memory recall Latitude Graph interpretation/analysis for a line graph and bar chart. Use of geographical terminology Development of geographical thinking Photo enquiry learning Creativity Interpreting climate data, atlas and map skills Research and presentation	End of unit assessment – race across the world Embedded self and peer assessment throughout all lessons
Half Term 4	The Amazon Rainforest	How the indigenous rainforest people sustainably use the rainforest to survive. Why the Amazon Rainforest is exploited and the impact locally, nationally and globally.	Maths - Calculation of mean, range and addition. How to describe location. Making comparisons. Annotating diagrams of environments. Group work – research. Creativity in design. Working independently. Analysis - Interpreting graphs. Evaluating information. Working independently. Development of geographical thinking referring to social, economic and environmental categories Scientific thinking in relation to the earth's energy budget, convection currents and air pressure.	Assessment - Impact of deforestation on people and the environment.

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Half Term 5	Tectonic activity Impacts and management of tectonic activity	How to compare earthquakes– understanding the impacts and mitigation between HICs and LICs. Understand, describe and explain in detail how earthquakes can be predicted, planned and prepared for. Describe and explain what volcanoes are and compare different volcanoes. Know what volcanologists do and how they predict eruptions. Understand and explain in detail the reasons why people live near to volcanoes.	Graph construction interpretation/analysis for a line graph and bar chart. Use of geographical terminology Map Skills. Use of geographical terminology. Categorising. Longitude and latitude Decision Making Creative thinking. Classification. Analysis of information. Understanding seismograph data. Creativity – leaflet, building design. Extracting information. Conducting research. Presenting articulately. Self- management. Drawing accurate geographical diagrams. Annotation	Examination Mid-unit assessment: The impacts of an earthquake – country comparison.
Half Term 6	Fieldwork	Example of a tertiary activity – Is shopping changing in Altrincham? Data collection Data presentation Data analysis, conclusion and evaluation	photograph analysis Fieldwork data collection Isopleths Land use maps Located radar chart or divided bar, annotated photo or field sketch, questionnaire results represented.	Fieldwork write up