Curriculum Map
Year 8

Geography

Learning Aims and Curriculum Intent:

Year 8 Pupils studying Geography continue to build upon and develop the skills of geographical literacy began in Year 7. Their ability to explore issues in Geography that causes conflict between the landscape and stakeholders/different groups will be developed further and they are expected to support their points in greater detail with reference to place specific knowledge and geographical data. They will continue to build on their practical powers of handling different types of geographical data through graphicacy and tabulation and explore the patterns and trends in visual data on maps, photographs, and other data. In Year 7 they transition from studying the local and national scale to increasingly encounter more global perspectives and cultures, considering concepts like race and empire. They are expected to address sustainability at different scales – international through to the individual - and to weigh up interpretations of the past (historiography). Here they should increasingly appreciate the nuance in arguments and react in a balanced and academic manner. There are also opportunities to develop oracy and collaborative skills.

Term	Content, Key Questions and Knowledge	Skills	Assessment
	Weather and Climate What is weather and climate and how does it affect us? How do we measure and record weather? What is a microclimate and how can we investigate it around school? How can I collect and present weather data from the microclimate study? How can I analyse my findings from the microclimate study? How to create and compare Climate Graphs of different areas. What factors influence global climates? Characteristics of global climates	Sense of place and space by comparing weather, climate, and microclimate Climate graph data handling Microclimate fieldwork enquiry hypothesizing possible outcome. Cause-Effect relationships on global climates due to land and ocean features, atmosphere Comparison skills between different locations, scale and time	Application of geographical enquiry sequence to follow a systematic investigation using field work data from the school site. Retrieval practice quizzes
	Population What affects where we live? How can we describe and explain population densities from maps? How do populations grow? What can we learn from population pyramids? What is the DTM and what does it tell us? What issues arise from population and resource imbalance? Why do some countries use population policies including China's One Child Policy, and how successful have they been?	Sense of place and space – understanding the conditions in 1970s China that led to the OCP Knowledge of scale: global trends, regional patterns, national scale patterns and issues Cartographic – suitability of dot maps and choropleth mapping Data handling/numeracy/ Graphicacy – interpretation of Population Pyramids (bar charts) Explanation of factors affecting birth and death rates Sequencing the stages of demographic change Synoptic assessment of the impacts of China's OCP	Collaborative work (project or presentation) to explain the pattern of population distribution for a range of countries. Evaluative writing on the social, political, economic and cultural impacts of China's One Child Policy. Unit summative assessment.

	Climate Change What do we know about past climates? Why does our climate change? Natural and human causes What human activities contribute to the enhanced greenhouse effect? What are the most severe global impacts of Global Warming? How will the UK be affected – positives and negatives? Who is most responsible for greenhouse gas emissions? Who will suffer the most? How can individuals, companies and governments tackle climate change?	Knowledge of all scales Global, Regional (e.g. Arctic) National (UK and an LIC) Local examples of UK places affected Data handling/numeracy/ graphicacy – line graphs showing temperature rise/ CO2 concentrations Cartographic – choropleth mapping of rising temperatures Explaining how a variety of human activities contribute greenhouse gas emissions Sequencing the cause-and-effect relationship of the Enhanced Greenhouse effect Evaluating the severity of different effects Comparison skills – assessment of differing levels of greenhouse gas emissions	Making a decision on the most severe impacts of climate change and providing a written justification for the most severe. Collaboration to elaborate on the impacts of climate change on a variety of LIC nations. Summative assessment opportunity under timed conditions.
	Tropical Rainforests Where are rainforests found? What are the reasons for the Equatorial climate? What are the characteristics of Tropical Rainforest soils, climate, vegetation and wildlife? What are the interactions between each element of the biome? How have animals and plants adapted to the climate conditions? What is the value of tropical rainforest? What are threats to the rainforest?	Terminology – characteristics, Data handling/numeracy – climate graphs Cartographic locations of rainforests and explanation of these. Cause-Effect relationships between equatorial climates and adaptations	Describing patterns and distributions of TRFs Explaining processes, functions and adaptations of the rainforest. Decision-making exercise on which are the greatest threats to the tropical rainforests at different scales.

Examples of Homework	Create a working model of a weather instrument, analysis of micro-climate primary data collected on the school site to reach effective conclusions, using living graphs of the DTM model to apply knowledge and develop understanding, evaluative writing on the success vs failures of China's One-Child Policy, group/paired research on how climate change impacts will affect different nations.	
Key terminology	Glacial periods, interglacial periods, evidence of climate change, ice cores, greenhouse effect, enhanced greenhouse effect, greenhouse gas emissions, carbon dioxide, methane, orbital theory, sunspots, sea level rise, habitats, permafrost, extreme weather, small island nations, severity, crop yields, human activities, HIC countries, LIC countries, mitigation, adaptation, layers, convectional rainfall.	
Super-curricular enrichment and scholarly extension	• **READ:** The Climate Book by Greta Thunberg, Climate Crisis section on Guardian website for news articles • **WATCH:** BBC Tropical Rainforests Planet Earth, Met Office YouTube channel • **LISTEN:** BBC Sounds Rethink Population podcasts • **VISIT:** BBC Planet Earth Immersive Experience	
Useful websites	**https://www.metoffice.gov.uk/** **https://www.populationpyramid.net/world/2023/** **https://www.un.org/en/un75/climate-crisis-race-we-can-win** **https://rainforests.mongabay.com/**	
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