



Year 8 Geography Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rivers	Resource Management	Climate Change	Population Change	Extreme Weather	Economic Change in the UK and Globalisation
Content – Know what	<ul style="list-style-type: none"> • Stores and transfers in the Water Cycle. • Processes of weathering, erosion and transportation. • River landforms. • Factors that influence the risk of flooding. • Management of rivers. 	<ul style="list-style-type: none"> • Factors that influence access to global resources. • The impacts of unequal access to global resources. • The impacts of the unsustainable use of global resources. • Factors influencing access to water. • Measuring our use of water. • A top-down approach to managing national water supplies. 	<ul style="list-style-type: none"> • Geological timeline. • Climate change in the Quaternary Period. • Measuring past climate change. • The Greenhouse Effect and the Enhanced Greenhouse Effect. • Physical and Anthropogenic causes of climate change. • The impacts of current climate change in the UK and the Maldives. • Mitigating current climate change. 	<ul style="list-style-type: none"> • Global population change. • Factors influencing population change. • Development and population change and structure. • How governments have attempted to manage population change – One Child Policy, Singapore and the UK. • Transmigration – push and pull factors. • Factors influencing international migration. 	<ul style="list-style-type: none"> • The difference between weather and climate. • Atmospheric circulation. • El Niño and La Niña • Flooding in South America. • Drought in Australia. • Tropical revolving storms. • Weather in the UK. • How weather is forecasted in the UK. • Climate change and weather in the UK. 	<ul style="list-style-type: none"> • The local and global economy. • Kings Langley High Street local study • Changes in the UK economy and employment. • The UK's trade with the rest of the world. • Globalisation • Industrialisation and deindustrialisation. • Economic hubs. • The UK's changing global influence.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Skills learnt – Know how</p>	<ul style="list-style-type: none"> • Map reading • Literacy – contrast, explain, compare , suggest. • Numeracy - Measure of central tendency . • Analysing and contrasting hydrographs. 	<ul style="list-style-type: none"> • Map reading • Literacy – contrast, explain, compare, suggest, assess. • Numeracy - Measure of central tendency, range and % change. • Analysing graph data – G.C.S.E'D 	<ul style="list-style-type: none"> • Map reading • Literacy – contrast, explain, compare, suggest, assess. • Numeracy -Measure of central tendency, range and % change. •Analysing graph data – G.C.S.E'D 	<ul style="list-style-type: none"> • Map reading • Literacy – contrast, explain, compare, suggest, assess, evaluate. • Numeracy -Measure of central tendency, range and % change. •Describing distribution. P.E.E.R.S'D •Analysing graph data – G.C.S.E'D. 	<ul style="list-style-type: none"> • Map reading • Literacy – contrast, explain, compare, suggest, assess, evaluate. • Numeracy -Measure of central tendency, range and % change. •Describing distribution. P.E.E.R.S'D •Analysing graph data – G.C.S.E'D. 	<ul style="list-style-type: none"> • Map reading • Literacy – contrast, explain, compare, suggest, assess, evaluate. • Numeracy -Measure of central tendency, range and % change. •Describing distribution. P.E.E.R.S'D •Analysing graph data – G.C.S.E'D. • Human geography fieldwork sampling and survey techniques
---	---	---	---	---	---	---

Key Questions Asked (Geography)	<ul style="list-style-type: none"> • What are the key physical and human features that influence the movement of water within a drainage basin? • How can rivers be managed to reduce or control the risk of flooding? 	<ul style="list-style-type: none"> • What are the main global resources? • Why is there unequal access to resources? • What are the impacts of resource use? • How can resources be managed using large scale projects? 	<ul style="list-style-type: none"> • How has climate changed over the last 2.6 million years • What causes the climate to change? • What are the impacts of climate change? • How is current climate change different? • How can the potential impacts of current climate change be mitigated? 	<ul style="list-style-type: none"> • Why do populations change? • What are the impacts of rapidly growing and declining populations? • How can be population change be managed? • Why do populations change as a result of the movement of people? 	<ul style="list-style-type: none"> • How does latitude influence climate? • How is heat distributed around the world? • What are the impacts of changes to the movement of large air masses. • How do tropical revolving storms form? • How do countries plan for, prepare for and predict tropical revolving storms? • Where does our weather in the UK come from? • How is current climate change predicted to affect the UK's in the future? 	<ul style="list-style-type: none"> • How does a local economy feed into the global economy? • How has employment in the UK changed in the 21st Century? • What are the causes and impacts of deindustrialisation? • How is the UK's global influence changing?
Assessment opportunities	<ul style="list-style-type: none"> • Quick starts • Knowledge Test • Extended Writing • Self assessment 	<ul style="list-style-type: none"> • Quick starts • Knowledge Test • Extended Writing • Self assessment • Extended Writing Test – including use of skills learnt. 	<ul style="list-style-type: none"> • Quick starts • Knowledge Test • Extended Writing • Self assessment 	<ul style="list-style-type: none"> • Quick starts • Knowledge Test • Extended Writing • Self assessment 	<ul style="list-style-type: none"> • Quick starts • Knowledge Test • Extended Writing • Self assessment • Extended Writing Test – including use of skills learnt. 	<ul style="list-style-type: none"> • Quick starts • Knowledge Test • Extended Writing • Self assessment • Fieldwork write-up

Literacy/ Numeracy/ SMSC/ Character	<ul style="list-style-type: none"> • Stewardship - Understanding the impacts of human activity on natural processes. • Scale – hydrographs • Perseverance • OS Maps – scales 	<ul style="list-style-type: none"> • Social justice - Understanding the effect on people’s lives as a result of global resource inequality. • Stewardship • Graphs at different scales 	<ul style="list-style-type: none"> • Stewardship • Social justice - Understanding how current climate change is unequally affecting those who have contributed least to the problem. • Graphs at different scales 	<ul style="list-style-type: none"> • Social justice - Understanding the impacts of top-down strategies used to manage population change. • Empathy 	<ul style="list-style-type: none"> • Empathy – Understanding how local and global processes can have a profound impact on people’s lives. • Understanding how physical processes can simultaneously impact different locations at the same time. 	<ul style="list-style-type: none"> • Team work • Self-regulation • Perseverance • Empathy - Understanding how local and global processes can have a profound impact on people’s lives.
STEM	<ul style="list-style-type: none"> • Engineering – flood and catchment management • Science - biodiversity 	<ul style="list-style-type: none"> • Engineering – extraction of resources 	<ul style="list-style-type: none"> • Science – monitoring of climate change information • Engineering & Technology – climate change mitigation and adaptation • Maths – graphs at different scales using different units 	<ul style="list-style-type: none"> • Maths – graphs at different scales • Maths – population growth rates and percentage change 	<ul style="list-style-type: none"> • Science / Physics – Atmospheric processes • Technology – tracking of storms • Engineering – preparation for storms and recovery from storms • Engineering – water conservation and distribution 	<ul style="list-style-type: none"> • Maths – survey skills, data analysis, graphing of fieldwork data • Maths – financial transactions between countries / trade

<p>Extra-curricular opportunities</p>	<ul style="list-style-type: none"> •Ver Valley Society •River Chess Association •River Colne Catchment Action Network (Gade and Bulbourne) 	<ul style="list-style-type: none"> •KLS – Environment Committee 	<ul style="list-style-type: none"> •Transition Town Associations locally •KLS – Environment Committee 			<ul style="list-style-type: none"> •Local study – Kings Langley High Street
<p>Links to other subjects</p>	<ul style="list-style-type: none"> •Science – freshwater conservation and engineering / flood prevention 	<ul style="list-style-type: none"> •Science – resources and energy 	<ul style="list-style-type: none"> •Science – atmosphere •History – climate evidence in literature and art 		<ul style="list-style-type: none"> • Resistant Materials – building design / storm shelters 	<ul style="list-style-type: none"> • Maths – data analysis