KINGS LANGLEY SCHOOL
Unlocking potential for life

Year 8 Geography Curriculum Map

<table>
<tr><td colspan="2">Phase 1: Development</td><td colspan="2">Length of phase: ½ term – Autumn Term 1</td></tr>
<tr><td>Required pre-knowledge
Global geography – continents and countries
Employment sectors
Clark-Fisher model
Characteristics of a temperate climate
The industrial revolution
Natural resources found in Africa</td><td>Learning intentions (knowledge)
Measuring development
Understanding the process of development
Factors influencing unequal development.
Factors influencing development in the UK
Factors influencing development in Ghana
Top-down and bottom-up strategies to reduce the development gap in Ghana</td><td rowspan="2">Leading/Linking to
UK year 7
Continents year 7
Population Year 7
Tectonic Hazards Year 8
Resource management year 8
The middle east year 8
Urbanisation Year 9
Globalisation and superpowers year 9
Nigeria year 9
Global Hazards at KS4
Urban Futures at KS4
Dynamic Development at KS4
Resource Reliance at KS4
Tectonic Hazards at KS5
Shaping Places at KS5
Superpowers at KS5
Migration, Identity and Sovereignty at KS5</td></tr>
<tr><td>Required pre-skills
Scale of maps
Describing distribution
Mean, mode, median, range, percentage change</td><td>Learning intentions (skills)
Map reading
Literacy – explain and evaluate
Numeracy - Measure of central tendency, range and % change.
Describing distribution. P.E.E.R.S’D
Comparison and interpretation of development indicators.</td></tr>
<tr><td colspan="2">Misconceptions
Africa is one country with one story.
What a $ can buy in different places.
The development gap cannot be bridged.</td><td colspan="2">Key questions
What can be inferred from development indicators?
How do countries develop?
What are the causes of uneven global development?
How can the development gap be closed?</td></tr>
<tr><td>Key Resources
Handouts in G304</td><td>Key vocabulary
Development, AC, EDC, LIDC, distribution, development indicator, inference, composite measure, economy, employment structure,</td><td colspan="2">Link to
Character, British values, SMSC – Empathy – Understanding the reasons for why there is inequality in the quality of life around the world.</td></tr>
</table>

	diversified economy, industrialisation, development gap, colonisation, landlocked, corruption, capital, post-industrial, natural resources, industrial revolution, temperate climate, desertification, debt, sustainable, inequality, urban, rural, poverty, sanitation, top-down development, dam, reservoir, hydro-electric power, agriculture, irrigation, displacement, bottom-up development, intermediate technology.	Social justice, Citizenship, Perseverance, Team Work • Literacy, numeracy – Development data, comparisons, explaining reasons why the UK is an C and why Ghana is a LIDC, evaluating top-down and bottom up development projects. • Other curriculum areas – STEM: Appropriate technology- bicycle-powered technology' and History: colonialism • Extra-curricular opportunities – Comic Relief / Sport Relief, Save the Children Fund, Oxfam, Sharing of stories by students if they are new arrivals, 2nd or 3rd generation migrants – visiting relatives. • Careers- international aid/development worker, economic development officer, emergency planning/management officer, charity fundraiser, health improvement practitioner, charity officer, water engineer, outreach worker, community development coordinator, advocacy manager, policy analyst.

Phase 2: Tectonic Hazards	**Length of phase: ½ Term – Autumn Term 2**

<table>
<tr><td>Required pre-knowledge
Continents and oceans
The characteristics of country's according to their level of development</td><td>Learning intentions (knowledge)
Continental drift theory
The structure of the earth
Tectonic hazard distribution
Plate boundaries
causes of earthquakes and volcanoes
The impacts and responses to tectonic hazards in contrasting locations.
Hazard management</td><td rowspan="2">Leading/ linking to
Continents in year 7
Development in Year 8
Coasts in year 9
Global Hazards at KS4.
Tectonic Hazards at KS5.</td></tr>
<tr><td>Required pre-skills
World map
Use of development data
Mean, mode, median, range
Describing distribution</td><td>Learning intentions (skills)
Map reading
Literacy – describe, explain
Numeracy - Measure of central tendency, range
Describing distribution. P.E.E.R.S'D</td></tr>
<tr><td colspan="2">Misconceptions
That natural disasters happen.
Earthquakes can be prevented.
Convection currents are the main mechanism of tectonic plate movement.</td><td colspan="2">Key questions
What is the structure of the Earth?
Why do tectonic plates move?
What happen at plate boundaries?
What causes earthquakes and volcanoes?
What are the impacts to natural hazards?
How can the impacts of natural hazards be mitigated?</td></tr>
<tr><td>Key Resources
Handouts in G304</td><td>Key vocabulary
Tectonic plate, plate boundary, continental drift, lithosphere, asthenosphere, tectonic plates, semi-molten, oceanic, continental, convection, ridge push, slab pull, tectonic</td><td colspan="2">Link to
Character, British values, SMSC - Understanding the impacts of tectonic hazards and how these effect people differently according to wealth,</td></tr>
</table>

	hazard, earthquake, volcano, plate boundary, convergent, divergent, transform, subduction, focus, epicentre, seismic waves, aftershock, magnitude, GIS, vulnerability, pre-disaster preparedness, capacity to cope, magma, lava, composite, shield, viscosity, oceanic ridge, tsunami, displacement, drawdown, short-term response, long-term planning, mitigation, retro-fitting.	*beliefs, and a country's level of development. Empathy. Citizenship. Social justice.* • *Literacy, numeracy – Development data, explaining the impacts of hazards and factors increasing vulnerability.* • *Other curriculum areas – Technology: monitoring of tectonic activity. Engineering: design of earthquake proof buildings. Science – earth's structure.* • *Extra- Curricular – UNICEF, British Red Cross and Disaster Relief Committee* • *Careers - paramedic, seismologist, building technicia*

Phase 3: Resource Management	**Length of phase: Spring term 1**	
Required pre-knowledge • Continents • Uses of food, water and energy • Concepts of development • Global population is rising	**Learning intentions (knowledge)** • Factors influencing the supply and demand of resources • Human use of the environment • Impacts of resource consumption • Global access to resources • Factors influencing food security • Impacts of food insecurity • Strategies to increase food security	**Linking/ leading to** • Resource Reliance at KS4 • The Carbon Cycle at KS5 • The Water Cycle at KS5 • Changing Climate at KS4 • Climate Change Year 8 • Development year 8 • Population year 7

Required pre-skills	**Learning intentions (skills)**	
• Map reading- describing distribution	• Map reading • Compiling a graph • Literacy –explain, assess. • Numeracy –% change	

Misconceptions	**Key questions**
• There is an infinite supply of natural/global resources. • Access to natural/global resources is equal. • There is nothing we can do to create a more equal and sustainable world.	• How do we use the natural environment to support our consumption of resources? • What are the implications of our ever-increasing demand for resources? • Why is access to global resources unequal? • What are the causes and impacts of food insecurity? • What strategies are being used to manage access to resources?

Key Resources	**Key vocabulary**	**Link to**
• Handouts in G304 • Graph paper	Resource, carrying capacity, demand, consumption, supply, ecosystem, biodiversity, ecological footprint, biocapacity, undernourishment, calorie, discrete, continuous, food security, food insecurity, malnutrition, climate change, poverty, agricultural productivity, starvation, famine, sustainable, fair-trade, genetic-modification, agroecology, enterprise	• *Character, British values, SMSC – global citizen, the eco-footprint concept, impacts of food insecurity globally.* • *Literacy, numeracy – interpretation of graph, assessing factors influencing food security.* • *Other curriculum areas – Science and Engineering* • *STEM – Science – resources and energy, biodiversity, Engineering – extraction of resources,*

		• *Extra curriculum areas – KLS Environment Committee* • *Careers- agricultural contractor, farmer, food scientist.*

Phase 4: Climate Change		**Length of phase: Spring Term 2**
Required pre-knowledge • The UK – how has the UK climate changed - ice age, quaternary period, glacial and interglacial period. • Resource management – human use of the environment and impacts of resource consumption • Climate Zones – year 7: tropical, desert, polar, climate • Difference between ACs and LIDCs	**Learning intentions (knowledge)** • Change in climate since the start of the quaternary period. • Evidence of climate change. • Natural causes of climate change • Contrasting the Greenhouse Effect and the Enhanced Greenhouse Effect. • Human causes of climate change. • The impacts of climate change globally and in the UK. • Mitigating and adapting to the impacts of climate change.	**Linking/ leading to** • Yr7 – The United Kingdom • Yr8 – Resource Management • Yr9 Coasts • Yr9 Extreme weather • Changing Climate at KS4 • Resource Reliance at KS4 • Global Hazards at KS4 • The Carbon Cycle at KS5 • The Water Cycle at KS5 • Superpowers at KS5 • Coasts at KS5
Required pre-skills • Map reading / Atlas use • Reading graphs	**Learning intentions (skills)** • Literacy –explain, examine suggest, assess. • Describing distribution • Reading and interpreting graphs	
Misconceptions • That current climate change is a wholly natural process.	**Key questions** • How has the climate changed since the start of the quaternary period?	

• That the natural greenhouse effect is negative • Climate change is positive for the UK.	• What evidence is there for climate change? • What are the natural and human causes of climate change? • What are the social, environmental and economic impacts of climate change? • How can the impacts of climate change be managed and reduced?

Key Resources	**Key vocabulary**	**Link to**
• Handouts in G304	Climate, quaternary period, ice age, glacial, interglacial, ice core, tree ring, reliable, orbit, axis, season, sunspot, radiation, atmosphere, greenhouse effect, enhanced greenhouse effect, greenhouse gases, fossil fuels, drought, tropical storm, refugee, sea level, flooding, adaptation, mitigation.	• *Character, British values, SMSC – global citizen, the eco-footprint concept* • *Literacy, numeracy – interpretation of graphs,* • *Other curriculum areas – Science and Engineering* • *STEM – Science – resources and energy, biodiversity, Engineering – extraction of resources,* • *Extra curriculum areas – KLS Environment Committee* • *Careers- palaeontologist, climate scientist, member of parliament*

Phase 5: Rivers	**Length of phase: ½ term – Summer term 1**

Required pre-knowledge	**Learning intentions (knowledge)**	**Leading/Linking to**
• Water cycle • Process of freeze-thaw weathering • Continents – locations and names • Difference between human and physical geography • An appreciation of the continued evolution of landscapes over time. • 4 figure grid references	• The water cycle and drainage basin • Geomorphic processes • River characteristics throughout its long profile • River landforms • Factors that influence the risk of flooding • UK flood event case study • Management of rivers	• UK year 7 • Climate Zones year 7 • Coasts Year 9 • Distinctive Landscapes at KS4 • The Water and Carbon Cycle at KS5

Required pre-skills • OS Map reading – grid references, height, scale and distance	**Learning intentions (skills)** • OS Map reading/ skills – grid references, height, scale and distance • Literacy – examine, evaluate • Numeracy – measure of central tendency • Analysing and contrasting hydrographs	
Misconceptions • Which way a river flows • Scale – long and cross profiles • Processes of weathering and erosion at different parts of the river	**Key questions** • How is water stored and transferred within in the water cycle/ drainage basin? • How are our landscapes shaped by rivers? • How can we manage rivers to reduce the risk of flooding?	

Key Resources	Key vocabulary	Link to
• Print outs in G304	Hydrological cycle, drainage basin, landscape, erosion, weathering, transportation, deposition, long profile, vertical erosion, lateral erosion, load, velocity, discharge, v-shaped valley, waterfall, gorge, undercut, meander, thalweg, slip-off slope, river cliff, oxbow lake, floodplain, levee, alluvium, saturate, bankfull capacity, impermeable, hydrograph, urbanisation, hard engineering, soft engineering.	• *Character, British values, SMSC* • *Literacy, numeracy* • *Other curriculum areas, Science: biodiversity and conservation. Engineering and flood defence designs.* • *Extra curriculum areas: Ver Valley Society, River Chess Association, River Colne Catchment Action Network (Gade and Bulbourne)* • *STEM – engineering: flood and catchment management* • *Careers - hydrologist, environmental consultant, water network operative*

Phase 6: The Middle East	**Length of phase: ½ term – Summer Term 2**	
Required pre-knowledge • Global geography – continents and countries • Characteristics of climate zones • Plate boundaries • Resource insecurity • Development indicators • Employment sectors	**Learning intentions (knowledge)** 1. Location and features of the Middle East 2. Contrasting desert and Mediterranean climate 3. Population diversity and density 4. Varying development in the Middle East 5. The importance of oil 6. Causes and consequences of conflict 7. Contrasting the development of Yemen and UAE	**Leading/Linking to** • Climate Zones year 7 • Population Year 7 • Development Year 8 • Tectonic Hazards Year 8 • Resource management year 8 • Nigeria year 9 • Global Hazards at KS4 • Dynamic Development at KS4 • Resource Reliance at KS4 • Tectonic Hazards at KS5
Required pre-skills • Scale of maps • Reading population pyramids • Describing distribution	**Learning intentions (skills)** • Map reading • Reading population pyramids • Literacy – explain and evaluate	

• Mean, mode, median, range, percentage change	• Numeracy - Measure of central tendency, range and % change. • Describing distribution. P.E.E.R.S'D • Comparison and interpretation of development indicators.	

Misconceptions • All of the Middle East is just one big desert • All Middle Eastern people are Arab and Muslim. • The Middle East is not modern • All countries in the Middle East are the same • The Middle East is not important to the rest of the world.	**Key questions** • Where and what is the Middle East? • What are the climate zones of the Middle East • Who and where are the people of the Middle East? • How developed is the Middle East? • What is the importance of oil in the Middle East? • Why is there ongoing conflict in the Middle East?

Key Resources Handouts in G304	**Key vocabulary** Region, religion, capital city, trade, oil reserve, Mediterranean, desert, arid, water scarcity, aquifer, irrigation. population density, distribution, ethnicity, culture, urbanisation, migration, development, corruption, diversification, economy, crude oil, commodity, non-renewable resource, import, export, colonialism, conflict, forced migration, political unrest, proxy warfare, the 'west', gender equality humanitarian crisis, NGO, infrastructure, tertiary, tourism	**Link to** • Character, British values, SMSC – Empathy – Understanding the reasons for why there is inequality in the quality of life around the world. Social justice, Citizenship, Perseverance, Team Work • Literacy, numeracy – Development data, comparisons, • Other curriculum areas – • Extra-curricular opportunities – Fundraising eg UNICEF, • Careers- civil service manager, offshore drilling worker, advocacy worker.