



Curriculum Map for Geography Year 8

YEAR 8	Autumn 1	Autumn 2
Topics	Brazil	Tectonics
Substantive Knowledge – The Content Students Will Learn	<ul style="list-style-type: none"> History of Migration into Brazil Causes of Migration Impacts of Migration 	<ul style="list-style-type: none"> Structure of the Earth Theory of Plate Tectonics The Causes of Volcanic Eruptions and Earthquakes
Disciplinary Knowledge – When Students Consider Where Geographical Knowledge Originates From and How They Learn the Practices of Geographers	<ul style="list-style-type: none"> Inequality and issues around development of poor communities The development of sustainability and how Brazil has adopted some aspects of this 	<ul style="list-style-type: none"> Reasons why people live near hazards Why something is a hazard
Skills	<ul style="list-style-type: none"> Explanation and Evaluation Skills Graph Analysis Development of Exam Command Word Recognition 	<ul style="list-style-type: none"> Photo Analysis Evaluation of Data
Links To Prior Learning	<ul style="list-style-type: none"> Map Skills in Describing Location Links to Development Issues Addressed in Fairtrade Topic in Year 7 Sustainability 	<ul style="list-style-type: none"> Students Build on Their Knowledge From Year 7 to Interpret OS Maps and Infer Land Use
Literacy/ Numeracy	<ul style="list-style-type: none"> Description and explanation of features and themes in the unit 	<ul style="list-style-type: none"> Description and explanation of features and themes in the unit
Cross Curricular	<ul style="list-style-type: none"> Link to equality and development issues around urban areas 	<ul style="list-style-type: none"> Link to Science with the study of tectonic processes
Assessment	<ul style="list-style-type: none"> Essay style question using exam board command words around evaluating the impacts of tourism 	<ul style="list-style-type: none"> Recall style questions

YEAR 8	Spring 1	Spring 2
Topics	Coasts	Africa - Contrasts
Substantive Knowledge –	<ul style="list-style-type: none"> Processes of Erosion, Transportation and Deposition 	<ul style="list-style-type: none"> Biomes and Ecosystems of the Continent

The Content Students Will Learn	<ul style="list-style-type: none"> Impacts and Management of Erosion To Know How Humans Can Protect the Coastline 	<ul style="list-style-type: none"> Population Distribution and Density of Africa
Disciplinary Knowledge – When Students Consider Where Geographical Knowledge Originates From and How They Learn the Practices of Geographers	<ul style="list-style-type: none"> Place Knowledge To know what processes occur in the coastal system To understand the difference between weathering and erosion To understand that coastal systems are complex 	<ul style="list-style-type: none"> Development issues in certain countries. Inequality Misconceptions about the level of development To know that inequality exists across different contexts To be able to classify countries based on their level of development
Skills	<ul style="list-style-type: none"> Become Familiar with Aerial Photographs or Satellite Images 	<ul style="list-style-type: none"> Map Skills Production of Choropleth Density Map Analysis and Interpretation
Links To Prior Learning	<ul style="list-style-type: none"> River Topic in Year 7 - covers some of the same key processes which can be recapped 	<ul style="list-style-type: none"> Migration from Brazil in Year 8 Development and Inequality from Fairtrade unit in Year 7 Ecosystems from the cold environment topic in Year 7
Literacy/ Numeracy	<ul style="list-style-type: none"> Development of extended writing around reasons for and against coastal management 	<ul style="list-style-type: none"> Production of maps using and data Categorising population and HDI data Explanation
Cross Curricular	<ul style="list-style-type: none"> Moral issues around the protection of coastlines and why some are not protected 	<ul style="list-style-type: none"> Climate and biomes from Science curriculum
Assessment	<ul style="list-style-type: none"> Recall style questions 	<ul style="list-style-type: none"> Exam style single question around the impact of migration

YEAR 8	Summer 1	Summer 2
Topics	Tourism	Globalisation
Substantive Knowledge – The Content Students Will Learn	<ul style="list-style-type: none"> To Know How to Describe the Location of Places To Define Tourism To Explain the Impacts of Tourism on Host Countries To Know What Mass Tourism Is 	<ul style="list-style-type: none"> To Understand What Globalisation Is and its Causes To Know What Transnational Corporations Are
Disciplinary Knowledge – When Students Consider Where Geographical Knowledge	<ul style="list-style-type: none"> To know why tourism affects different locations differently To understand the concept of sustainable tourism 	<ul style="list-style-type: none"> To know that inequality exists across different contexts Climate change and the concept of food miles

Originates From and How They Learn the Practices of Geographers		
Skills	<ul style="list-style-type: none"> • Graph Analysis • Map Skills – description of location 	<ul style="list-style-type: none"> • Graph Production • Description and Explanation
Links To Prior Learning	<ul style="list-style-type: none"> • Map Skills • Fantastic Places in Year 7 and Cold Environment introduce the concept of tourism as a threat to the environment 	<ul style="list-style-type: none"> • Fairtrade in Year 7 introduces the idea of global trade and connection • Builds on the Tourism topic previously
Literacy/ Numeracy	<ul style="list-style-type: none"> • Data Analysis, Tourism Arrivals • Description and Explanation 	<ul style="list-style-type: none"> • Graph Production • Use of GCSE Command Words to structure questions such as that of the assessment one (see below)
Cross Curricular		<ul style="list-style-type: none"> • Links to the idea of global citizenship
Assessment	<ul style="list-style-type: none"> • 'Tourism has helped to reduce the development gap' Do you agree with this statement? 	<ul style="list-style-type: none"> • 'Globalisation is good for everyone' - to what extent do you agree with this statement?