

CURRICULUM MAP (Long term plan)

SUBJECT : GEOGRAPHY

YEAR GROUP 8

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Aim of the term	This term is focussed on human geography , communities and inequality	The key theme of this term is change , this include physical change of coastal landscape and dynamic changes within Asia	The key theme for this term is living in challenging places and how to resolve the challenges . This includes the hazards of living in places that are vulnerable to volcanoes and earthquakes. It also includes the challenges and opportunities facing people who live in Africa.
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p>Unit 7: What is development?</p> <ul style="list-style-type: none"> -to define development -to compare development around the world - to understand where and why inequality occurs - to understand the actions taken by individuals and communities to aid development <p>Unit 8: How are populations changing?</p> <ul style="list-style-type: none"> -about world population distribution and change how countries attempt to control population change -types of migration -understand urbanisation and how cities evolve 	<p>Unit 9: what happens where the sea meets the land?</p> <ul style="list-style-type: none"> -understand how erosion, transportation and deposition create change in coastal landforms over time -to consider how the coast is used by people -to understand the need for, and impact of, different coastal management strategies - to identify coastal landforms on OS maps and photos <p>Unit 10: How is Asia being transformed?</p> <ul style="list-style-type: none"> -Asia’s diverse physical and human geography - how Asia is a continent of dynamic change - the changing relationship between Asia and the rest of the world 	<p>Unit 11: Can we ever know enough about earthquakes and volcanoes to live safely?</p> <ul style="list-style-type: none"> - the theory of plate tectonics -how volcanoes and earthquakes are linked to plate tectonics the hazards -the hazards associated with these events -how scientists attempt to predict, manage and prevent these hazards <p>Unit 12: What are the challenges and opportunities facing Africa?</p> <ul style="list-style-type: none"> - physical and human geography of Africa - African colonial history about some of the challenges facing the continent - some of the opportunities to develop and change the future for people living in Africa

<p>Disciplinary knowledge - what skills are practised?</p>	<p><u>Acquiring geographic information</u></p> <ul style="list-style-type: none"> -practice using indicators of development -interpret statistics, choropleth maps and quantitative data -interpret qualitative data such as dollar street to investigate patterns of development at different scales -practice methods of communicating understanding of development -interpret models showing population density on a map and a population pyramid - identify longitude and latitude of different cities <p><u>Cartographic skills</u></p> <ul style="list-style-type: none"> -interpreting data on choropleth maps - compare OS maps of different scales -identify longitude and latitude of different cities - compare historical OS maps from 1890 to current day <p><u>Graphical skills</u></p> <ul style="list-style-type: none"> -interpret statistics, choropleth maps and quantitative data -interpret models showing population density on a map and a population pyramid 	<p><u>Acquiring geographic information</u></p> <ul style="list-style-type: none"> -Practise comparing an OS map with aerial and ground level photos -investigate coastal features and methods to manage the coast - Consider different viewpoints, make decisions based on these viewpoints and justify decisions of coastal management -Interpret climate maps for Asia -Use quantitative and qualitative data from Atlas maps and photos to investigate Asia -interpret statistics, graphs, population density map, population pyramids to investigate population change - consider different points of view and decisions people make to change -Apply understanding of migration and urbanisation to analyse a range of geographical information about Karnataka <p><u>Cartographic skills</u></p> <ul style="list-style-type: none"> -Practise comparing an OS map with aerial and ground level photos -Interpret climate maps for Asia -Use quantitative and qualitative data from Atlas maps and photos to investigate Asia <p><u>Graphical skills</u></p> <ul style="list-style-type: none"> -interpret statistics, graphs, population density map, population pyramids to investigate population change 	<p><u>Acquiring geographic information</u></p> <ul style="list-style-type: none"> -interpret how we use data from atlas maps and eyewitness accounts to better understand earthquakes and volcanoes -use scientific evidence, public information material to investigate plate tectonics -interpret climate maps and graphs of Africa -use atlas maps and photos to investigate Africa -interpret statistics, graphs, population density map, population pyramids to investigate population change -apply understanding of migration and urbanisation to analyse a range of geographical information about Ethiopia -apply and understanding development and sustainable development goals to Africa <p><u>Cartographic skills</u></p> <ul style="list-style-type: none"> -interpret atlas maps to understand the plate tectonics interpret climate maps and graphs of Africa <p><u>Graphical skills</u></p> <ul style="list-style-type: none"> -interpret statistics, graphs, population density map, population pyramids to investigate population change
---	---	---	--

<p>Key questions (What is the learning about?)</p>	<ul style="list-style-type: none"> -What is development? -How is development different around the world? - Where and why inequality happens? -How do individuals, governments and communities aid development? - Why do people live in poverty? - One planet, many people: how are populations changing? -Where does everyone live, and why? - How can we describe the structure of the population? - Can we control population size? - Why do people migrate? -Where do people migrate to? - What is urbanisation? - How did urbanisation change Southampton? 	<ul style="list-style-type: none"> -What happens where the land meets the sea? -What shapes our coastal landscape? -What forms of erosion take place on the coast? -What landforms are created by forces of erosion? -How does transportation change the coastline? -How does deposition change the coast line? -How has life on the Holderness coast changed? -What defences can be used to protect the coast? -Diverse and dynamic: how is Asia being transformed? -How does India rely on the monsoon climate? -How do floods threaten lives in Asia? - How does life adapt to the mountain biome? Why is the population of Asia diverse and dynamic? -How is urbanisation changing lives in Karnataka, India? -Is China helping to create an interdependent world? - How is Asia developing into the most important global economic region? 	<ul style="list-style-type: none"> -Can we ever know enough about earthquakes and volcanoes to live safely? -Do continents fit together like jigsaw pieces? -Where are the world's earthquakes, volcanoes and mountain belts? - What is happening beneath our feet? -What happens at plate boundaries? -What do we know about earthquakes? -Can people manage risk living in earthquake zones? -What do we know about volcanoes? -Can people manage risk living near volcanoes? -What are the challenges and opportunities facing Africa? - What is the physical landscape of Africa? -How has Africa's past shaped its present? - How developed are African countries? -What is the pattern of climate and biomes in Africa? -Is there a future for the Sahel? -What are the challenges and opportunities of population change in Africa? -What are the challenges and opportunities of urbanisation? -Does China want to develop Africa?
<p>Assessment</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p>

	Progress check - PPC ASSESSMENT End of term test - EOT assessment	Progress check - PPC assessment End of term test - Assessment	Progress check - PPC End of term test - UPDATED EOT
Literacy (L), Numeracy (N), Oracy (O) opportunities	<p>Literacy and oracy</p> <ul style="list-style-type: none"> -practice methods of communicating understanding of development - debate the different challenges of human geography <p>Numeracy</p> <ul style="list-style-type: none"> -interpret statistics and quantitative data -interpret models showing population density on a map and a population pyramid -identify longitude and latitude of different cities <p>Oracy - Verbal tracker encouraging students to contribute in class discussions</p> <p>Literacy –</p> <ul style="list-style-type: none"> -Learning new geographic key terms - using the key terms when completing work - using a textbook to understand information about a place or concept <p>Writing</p> <ul style="list-style-type: none"> -labelling tasks -writing PEEL paragraphs to show understanding of qualitative data -describe and compare photographs of locations 	<p>Literacy and oracy</p> <ul style="list-style-type: none"> -Consider different viewpoints, make decisions based on these viewpoints and justify decisions of coastal management - debate different points of view and decisions people make to change <p>Numeracy</p> <ul style="list-style-type: none"> -Use quantitative and qualitative data from Atlas maps and photos to investigate Asia - interpret statistics, graphs, population density map, population pyramids to investigate population change <p>Oracy - Verbal tracker encouraging students to contribute in class discussions</p> <p>Literacy –</p> <ul style="list-style-type: none"> -Learning new geographic key terms - using the key terms when completing work - using a textbook to understand information about a place or concept <p>Writing</p> <ul style="list-style-type: none"> -labelling tasks -writing PEEL paragraphs to show understanding of qualitative data -describe and compare photographs of locations 	<p>Literacy and oracy</p> <ul style="list-style-type: none"> -Consider different eyewitness accounts to understand earthquakes and volcanoes - <p>Numeracy</p> <ul style="list-style-type: none"> -Use quantitative and qualitative data from Atlas maps and photos to investigate earthquakes and volcanoes -interpret statistics, graphs, population density map, population pyramids to investigate population change <p>Oracy - Verbal tracker encouraging students to contribute in class discussions</p> <p>Literacy –</p> <ul style="list-style-type: none"> -Learning new geographic key terms - using the key terms when completing work - using a textbook to understand information about a place or concept <p>Writing</p> <ul style="list-style-type: none"> -labelling tasks -writing PEEL paragraphs to show understanding of qualitative data -describe and compare photographs of locations

<p>Cross Curricular Opportunities</p>	<p>Maths- Comparing statistics History- how has the world changed, what has led these changes Citizenship- how other people in the world live and the challenges they face</p>	<p>Maths- interpret statistics English- debating skills justifying different viewpoints Citizenship- how other people in the world live and the challenges they face Science- Earth processes and forces</p>	<p>Science- use scientific evidence, public information material to investigate plate tectonics Maths- interpret statistics, graphs, population density map, population pyramids to investigate population change Citizenship -apply and understanding development and sustainable development goals to Africa History- How has Africa's past shaped it's present?</p>
<p>Super Curriculum</p>	<p>Using dollar street interactive resource</p> <p>Dollar Street website: https://www.gapminder.org/dollar-street/matrix</p> <p>Use of videos Use of a range of maps</p> <p>There is an interesting TedTalk where Anna Rosling explains the concept: www.gapminder.org/videos/using-photos-as-data-to-understand-how-people-live</p> <p>The Human Development Index: http://hdr.undp.org/en/content/human-development-index-hdi</p> <p>This 3.38 min Australian video</p>	<p>Use of videos Use of a range of maps</p> <p>BBC News 2019 video clip of cliff collapse in Norfolk, with links to lots more www.bbc.co.uk/news/av/uk-england-norfolk-48611643</p> <p>BBC Teach Explain this – KS3 Geography explains erosion processes for rivers, glaciers and coast: www.bbc.co.uk/teach/class-clips-video/geography-ks3-erosion/zjdjjhv</p> <p>Time for geography erosional landforms at Flamborough Head really explains the impact of geology: https://timeforgeography.co.uk/videos_list/coasts/Large-scale-</p>	<p>Use of videos Use of a range of maps</p> <p>BBC Earth – A Perfect Planet (2 mins trailer) – Kilauea Volcano Eruption. David Attenborough explains the significance of volcanoes to all life on planet earth – a perfect way to start the unit: www.youtube.com/watch?v=L4qDgsyFw7M</p> <p>USGS GIS live interactive map shows how many earthquakes have occurred today and where they are located: https://earthquake.usgs.gov/earthquakes/map</p> <p>The following science video further explains Wegener's theory of continental drift: www.bbvaopenmind.com/en/science/leading-figures/alfred-wegener-theory-</p>

	<p>clip demonstrates the causes of poverty, comparing someone living in Australia with someone in Timor-Leste: www.worldvision.com.au/get-involved/school-resources/detail/2.-what-causes-poverty</p> <p>Step into the Life of a Child Living in Poverty. In the first 2 minutes of this video the child explains the difficulties of living in poverty. It can be used for students to question what poverty may mean to people around the world and what services they lack: https://vimeo.com/37381240</p> <p>Video from Plan International: 'Because I am a Girl: I'll take it from here' stop motion: https://vimeo.com/80392113</p> <p>UK Aid the view from the street – the views of different people about how much aid the UK provides and how it is used: www.youtube.com/watch?v=YeGu8FLHJhg</p> <p>The World's Largest Lesson is an online resource introducing young people to the SDG's Goals:</p>	<p>erosional-landforms</p> <p>Demonstration wave video – Time for Geography: Types of waves: https://timeforgeography.co.uk/videos_list/coasts/types-waves</p> <p>BBC Teach for KS3 video explaining processes and change at Spurn Point: www.bbc.co.uk/teach/class-clips-video/geography-ks3--gcse-what-is-a-spit-and-how-does-it-form-through-longshore-drift/zkbrf4j</p> <p>Holderness case study video – a variety of people affected by coastal processes tell their stories: www.youtube.com/watch?v=J-VzLG15yMQ</p> <p>GiS storymap: https://esriukeducation.maps.arcgis.com/apps/MapSeries/index.html?appid=760af30c37a245acbd546cf42c7ec0cb</p> <p>Mappleton drone view: www.youtube.com/watch?v=wOqCPghgCC0</p> <p>Dollar Street website: https://www.gapminder.org/dollar-street/matrix</p>	<p>of-continental-drift/</p> <p>National Geographic Earthquakes 101 video clip explains earthquakes linked to plate theory, using real-life footage of earthquakes happening: www.youtube.com/watch?v=r_nFT2m-Vg</p> <p>This geology website includes an excellent graphic showing the frequency of earthquakes in Nepal: www.geologyin.com/2015/04/what-caused-nepal-earthquake.html</p> <p>Drone flight over the volcano: www.youtube.com/watch?v=b9Hq6bTBF2A</p> <p>Arc GiS savanna storymap: www.arcgis.com/apps/MapJournal/index.html?appid=0116daa58f6948c18abc306f7b7f4a67</p> <p>The Met Office – Global circulation patterns uses a series of short videos to explain the patterns shown in diagram A: www.metoffice.gov.uk/weather/learn-about/weather/atmosphere/global-circulation-patterns</p> <p>Check in to worldometers to find the current population of the continent of Africa www.worldometers.info/world-</p>
--	---	---	---

	<p>http://worldslargestlesson.globalgoals.org</p> <p>This site provides a live world population clock: www.worldometers.info/world-population</p> <p>UK Census website: https://census.gov.uk</p> <p>Luminocity GiS interactive population density map shows the changing density of the countries of the world: http://luminocity3d.org/WorldPopDen</p> <p>The work of a demographer: www.su.se/english/education/all-subjects/demography-1.426209?expEduItemPacks=&expEduItems=&open-collapse-boxes=</p> <p>Parallel interactive mapping and visualisation includes a range of excellent interactive maps. One in particular that shows population pyramids for wards across the UK to demonstrate local variations in population structure: https://parallel.co.uk</p> <p>BBC news report about the abandonment of the one child</p>	<p>This website tells stories of farmers and how they rely on monsoons. It considers how monsoons are changing due to climate change: https://modernfarmer.com/2013/04/monsoon-season-finale/</p> <p>The most dangerous school run in the world' shows a family walking through the Himalayas on their journey to school: www.youtube.com/watch?v=HgduegdZc_s</p> <p>Hans Rosling video explaining where people live in the world: www.gapminder.org/answers/where-do-people-live</p>	<p>population/africa-population</p> <p>Photo essay of the streets of Addis Ababa, Ethiopia – provides another way to 'create a need to know': www.mattbadenoch.com/addis-ababa-street-photography-ethiopia</p> <p>Dollar Street to find out more about the Wizilamu family from Malawi: www.gapminder.org/dollar-street/family?place=54b6896d3755cbfb542c290d</p>
--	--	--	--

	<p>only policy in China. Includes two short video clips as well as population change graphs which make an excellent introduction</p> <p>www.bbc.co.uk/news/world-asia-34665539</p>		
Careers	<p>HT 1 How to set up a social enterprise: Alison's story - BBC Bitesize</p> <p>HT 2 How to become an apprentice data and compliance manager: Catherine's story - BBC Bitesize</p>	<p>HT1 Careerpilot : Job sectors : Environment : Job profiles : Ecologist</p> <p>HT2 Land surveyor - Careerpilot : Job sectors : Agriculture</p>	<p>HT1 Inside a volcano: Volcano vlogs - BBC Bitesize</p> <p>HT2 Careers in the media and creative sector - BBC Bitesize</p>
Equality and Diversity Gender Disability Religion Race Sexuality	<p>Diverse representation used with slides presented to children. Diverse family composition. Intergenerational justice and global inequalities identified using dollar street</p>	<p>Diverse representation used with slides presented to children. Diversity of Asia getting rid of misconception of Asian communities</p>	<p>Diverse representation used with slides presented to children. Diversity of Africa getting rid of misconception of African communities</p>
Local Community Links	<p>Changes in our local populations and demographics</p>	<p>Which seaside towns have we visited</p> <p>How has Asian culture influenced the us</p>	<p>How does the local media portray Africa?</p> <p>How the tectonic plates impact UK landscapes</p>
British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	<p>Democracy There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different types of geography, why is geography important and how it helps our daily lives.</p>	<p>Democracy There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different types of geography, why is geography important and how it helps our daily lives.</p> <p>The rule of law</p>	<p>Democracy There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different types of geography, why is geography important and how it helps our daily lives.</p> <p>The rule of law</p>

	<p>The rule of law Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.</p> <p>Individual liberty We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p>Mutual respect and tolerance of others There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and</p>	<p>Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.</p> <p>Individual liberty We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p>Mutual respect and tolerance of others There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p>SMSC</p>	<p>Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.</p> <p>Individual liberty We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p>Mutual respect and tolerance of others There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p>SMSC pair & group working, working safely in a geography classroom.</p> <p>Character Education</p>
--	---	---	--

	<p>debating geography concepts showing respect to peers.</p> <p>SMSC pair & group working, working safely in a geography classroom.</p> <p>Character Education Integrity : during group discussions and working in groups Resilience: data handling including quantitative and qualitative data Confidence: participation during classroom discussions, presenting work and verbal contributions when being questioned</p>	<p>pair & group working, working safely in a geography classroom.</p> <p>Character Education Integrity : during group discussions and working in groups Resilience: data handling including quantitative and qualitative data Confidence: participation during classroom discussions, presenting work and verbal contributions when being questioned</p>	<p>Integrity : during group discussions and working in groups Resilience: data handling including quantitative and qualitative data Confidence: participation during classroom discussions, presenting work and verbal contributions when being questioned</p>
--	---	--	---