



Curriculum Map

Subject: Geography

Year group: 8

	Autumn Term	Spring Term	Summer Term
Module title	The Development Gap	Resourceful World	World of Work
Content (know what)	<ul style="list-style-type: none"> To understand the different meanings of development How measures of development work (GNI per capita, life expectancy, Human Development Index,) and what their limitations are Reasons for poverty in Africa (colonialism, physical environment, climate change, war, infrastructure etc.) The consequences of the development gap Strategies to reduce the development gap, and how they work (aid, Fair Trade, role of NGOs, appropriate technology) How effective have the Millennium Development Goals been Perceptions of Africa tend to be negative. 'Good news' stories are important to provide a balanced understanding of Africa. E.g. economic development in Ethiopia or digital revolution transforming lives 	<ul style="list-style-type: none"> To identify different types of resources distinguishing between non-renewable and renewables To evaluate a range of important resources such as oil, water and renewables (wind and solar power) To describe and explain the physical characteristics of a rainforest biome To understand the important function that a rainforest provides at both a global and local level To understand the threats facing rainforest. An appreciation of the economic v environmental dilemma that exploitation provides for many LICs and the conflicts that arise from this To understand sustainable solutions to managing rainforest such as Costa Rica – finding the 'middle way'. To understand the relationship between population and resources (food supply) 	<ul style="list-style-type: none"> To identify the different categories of economic activity (primary, secondary, tertiary and quaternary) and how these have changed overtime in the UK To develop an in-depth understanding of different types of economic activity in each of the categories Reasons for the decline in manufacturing and the growth of the tertiary sector in the UK Impacts of the decline in secondary industry – example London Docklands and Enfield To understand and evaluate the impact of global shift of industry by TNCs such as Coca Cola and BT in LICs
Skills (know how)	<ul style="list-style-type: none"> Interpretation of choropleth maps to describe global development levels Construction and interpretation of scatter graphs Use of geographical sources to build an evaluative argument 	<ul style="list-style-type: none"> Atlas skills – interpretation of biome/ecosystem map GIS – how to use GIS to interpret changing land use in terms of rates of deforestation Interpretation of climate graphs 	<ul style="list-style-type: none"> Interpretation of the Clarke-Fisher model graph Interpretation of statistical data

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	<ul style="list-style-type: none"> • Interpretation of statistical data 		
Key questions	<ul style="list-style-type: none"> • How is development measured? • What are the consequences of the development gap in both the LIC and HIC? • What are the most effective ways of reducing the development gap? 	<ul style="list-style-type: none"> • What are the importance of resources? • What are the threats and conflicts facing Earth's natural biomes? • Can the demand for natural resources be managed in a more sustainable way? 	<ul style="list-style-type: none"> • How and why is economic activity changing • Who are the winner and losers of these economic changes?
Assessment	<p>Summative assessment to be completed at the end of the module that assesses a combination of geographical knowledge and skills. This to be completed within a 50 minute time period and a flightpath grade will be used to indicate outcome.</p> <p>Formative 'low stakes' assessments to take place more frequently throughout the term. This could be in the form of a range methods:</p> <ul style="list-style-type: none"> • Quiz • Homework task • Microsoft Forms short tests • In class short tests • Questions and answer sessions • Spelling tests • Group work tasks • Peer assessments 	<p>Summative assessment to be completed at the end of the module that assesses a combination of geographical knowledge and skills. This to be completed within a 50 minute time period and a flightpath grade will be used to indicate outcome.</p> <p>Formative 'low stakes' assessments to take place more frequently throughout the term. This could be in the form of a range methods:</p> <ul style="list-style-type: none"> • Quiz • Homework task • Microsoft Forms short tests • In class short tests • Questions and answer sessions • Spelling tests • Group work tasks • Peer assessments 	<p>Summative assessment to be completed at the end of the module that assesses a combination of geographical knowledge and skills. This to be completed within a 50 minute time period and a flightpath grade will be used to indicate outcome.</p> <p>Formative 'low stakes' assessments to take place more frequently throughout the term. This could be in the form of a range methods:</p> <ul style="list-style-type: none"> • Quiz • Homework task • Microsoft Forms short tests • In class short tests • Questions and answer sessions • Spelling tests • Group work tasks • Peer assessments
Literacy, numeracy SMSC/Character	<ul style="list-style-type: none"> • Development of evaluative writing style • Analysis and manipulation of statistical data (development) • An examination of development and inequality helps to foster 	<ul style="list-style-type: none"> • Introduction to evaluative writing style, and the importance of balancing arguments • Use of calculating the mean and range to analyse data sets 	<ul style="list-style-type: none"> • Develop evaluative writing style, and the importance of balancing arguments • Analysis and manipulation of statistical data

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	empathy and a sense of 'global citizenship'.	<ul style="list-style-type: none"> • Introduction to graphs with multiple axes • Unit focuses in on sustainability as a critical issue that the planet faces. This should help students to build empathy for the environmental crisis, this building their integrity. There is also the chance for students to consider the perspectives of different groups, thus providing balance to any arguments they make. • Small-scale fieldwork opportunity to develop confidence when working outside of the classroom. 	<ul style="list-style-type: none"> • This unit focuses on how the pattern of the work place is changing and the impacts this is and will continue to have for people. There is a chance for student to appreciate how economic activity has changed in their local area and to consider implication this has for them now and in the future.
Regional study	In the past pupils often lacked an in-depth study and appreciation of different parts of the world. This will include – China, The Middle East and Russia. The Department feels that student should develop an awareness of 3 of the most important regions of the world in terms of their global economic, cultural, political and environmental influence now and in the future. This allows pupils to see many of the issues studied in Year 7 being reflected in these key regions. These modules also seek to address and challenge stereotypes of such regions and encourage a greater respect for people of differing cultural backgrounds to their own. This module also seeks to help students make sense of some of the difficult and complex political issues they may be aware from regular news coverage.		