**Curriculum Content Map**

**Year group: 8**

**Subject: Geography**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | | | | | | **Term 2** | | | | | | **Term 3** | | | | |
|  | **UNIT 1** | | **AP1** | **UNIT 2** | | **AP2** | **UNIT 3** | | **AP**  **3** | **UNIT 4** | | **A**  **P**  **4** | **UNIT 5** | | | **A**  **P**  **5** | **UNIT 6** |
| Month | **September** | **October** | | **November** | **December** | | **January** | **February** | | | **March** | | **April** | **May** | **June** | | **July** |
| Virtue | **Friendliness & Civility** | **Justice & Truthfulness** | | **Courage** | **Generosity** | | **Gratitude** | **Good Speech** | | | **Good Temper & Humour** | | **Self-Mastery** | | **Compassion** | | **Good Sense** |
| Skill | **Listening** | **Leadership** | | **Problem-Solving** | **Creativity** | | **Staying Positive** | **Speaking** | | | **Staying Positive** | | **Aiming High** | | **Speaking** | | **Teamwork** |
| Curriculum Content | Seas and oceans, both as biomes and the threat they pose to our coasts – types of coastal erosion and the natural habitats that exist at our coastline. | | | Glaciers as water stores, how they affect our landscape, how they have changed due to climate change, including a look at the ice stores of the Antarctica and how man utilises this wilderness area | | | Rivers – hydrological cycle, river processes (erosion, transportation and deposition) and fluvial features | | | Impossible places – locations that survive despite a surplus or deficit of water.  How man manages the environment to flourish in these areas | | | Water – too much, too little: the issues of flooding and drought? What are the causes of these events and hazards?  How can rivers, coastlines and ecosystems be managed to reduce the impacts of flooding and drought for man? | | | | Working together to solve the water problem |
| National Curriculum area | Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.  Physical geography relating to coasts. | | | Physical geography relating to: geological timescales and glaciation, the change in climate from the ice age.  Focus on environmental regions, such as the polar area. | | | Physical processes relating to hydrology.  Understanding how human and physical processes interact to influence, and change landscapes. | | | Locational knowledge and deepen their spatial awareness of the Middle East, focusing on their environmental regions e.g. hot deserts  Physical geography relating to weather and climate | | | Understand, through the use of detailed place-based exemplars the key processes in. Physical geography relating to: weather and climate, including the change in climate; hydrology and coasts. | | | | As left |
| Link to Virtue | Friendliness and civility required between nations in international environmental stewardships | Justice and truthfulness needed when protecting this aspect of the environment | | The courage to address climate change when it is affecting the Earth’s glaciers and water supply | Generosity between nations when protecting glaciers | | Be gracious for our rivers – they are the source of our fresh, clean water | Opportunity to give presentations in fluvial lessons | | | Displaying good temper when living in an “impossible place” – for rich and poor alike | | The self-mastery of environmental management when dealing with global challenges on this level e.g. addressing floods and drought | | Compassion for those suffering from droughts and floods | | Good sense in environmental management |
| Link to Skill | Nations need to listen to each other when protecting oceanic biomes due to “lack of borders” | Leadership by organisations required when protecting this aspect of the environment | | Solving the problem of glacial depletion | Creative solutions required at a global level | | Staying positive when we have to interact with potential water shortages | Opportunity to give presentations in fluvial lessons | | | Staying positive when living in an “impossible place” – for rich and poor alike | | Aiming high with environmental management for all in the community and society e.g. the poverty stricken in LICs | | Opportunity to give presentations on the solutions to these problems | | Teamwork when presenting ideas |
| Image result for skills iconSequencing | Builds upon the generic features of biomes (habitats, food webs etc) covered in Y7 Units 5 and 6  Coastal locations covered in Y7 Unit 2 will be used when investigating coastal management, including the use of map and atlas skills from Units 1 and 2 | | | Builds upon the concepts of biome features (eg interdependency) from Y7 Topics 5,6 and Y8 Topic 1, also reference to how landscapes are shaped by nature (coastal erosion in Y8 Topic 2) | | | Builds upon the concepts of natural processes affecting the landscape in Y8 Topics 1 and 2 (coastal / glacial / river erosion) and the natural landscapes formed | | | Builds upon the concept of water availability due to hydrological features covered in Y8 Topic 3 | | | Builds upon the concept of water availability both in due to coastal and fluvial systems and landscapes covered in Y8 Topics 1-4. Also the concept of how countries at differeing stages of development respond to hazards covered in Year 7 Topic 4 (tectonic hazards in Y7 v fluvial hazards in Year 8) | | | | As left |
| Is further developed in Y8 Unit 2 and 3 when looking at the Antarctic biome and in a comparison between coastal, glacial and river erosion | | | Is further developed in Y8 Topic 3 in terms of hydrological features affecting the landscape | | | Is further developed in Y8 Topic 4 when the relationship between hydrological features and storage and availability / water as a resource is explored | | | Is further developed in Y8 Topic 5 when the management of water landforms and water availability is investigated | | | Is further developed in Y9 Topic 5 when the causes of weather related hazards in relation to water surplus and deficits (e.g. tropical storms linked to global atmospheric systems and droughts linked to the tricellular model are investigated | | | |  |
| Retrieval C:\Users\meltynegate\Pictures\icons for booklet\cloud.png | Low stakes testing on the generic features of biomes and ecosystems (from Y7 Unit) | | | Low stakes testing on ocean biomes and coastal management | | | Low stakes testing on glaciation, climate change and Antarctica | | | Low stakes testing on rivers and hydrological processes | | | Low stakes testing on “Impossible places” | | | | Low stakes testing on features of a biome |
| New Learning C:\Users\meltynegate\Pictures\icons for booklet\steps.png | Seas and oceans, both as biomes and the threat they pose to our coasts – types of coastal erosion and the natural habitats that exist at our coastline. | | | Glaciers as water stores, how they affect our landscape, how they have changed due to climate change, including a look at the ice stores of the Antarctica and how man utilises this wilderness area | | | Rivers – hydrological cycle, river processes (erosion, transportation and deposition) and fluvial features | | | Impossible places – locations that survive despite a surplus or deficit of water.  How man manages the environment to flourish .in these areas | | | Water – too much, too little: the issues of flooding and drought?  What are the causes of these events and hazards?  How can rivers, coastlines and ecosystems be managed to reduce the impacts of flooding and drought for man? | | | | As left |
| Independent Practice | Seas and oceans, both as biomes and the threat they pose to our coasts – types of coastal erosion and the natural habitats that exist at our coastline. | | | Glaciers as water stores, how they affect our landscape, how they have changed due to climate change, including a look at the ice stores of the Antarctica and how man utilises this wilderness area | | | Rivers – hydrological cycle, river processes (erosion, transportation and deposition) and fluvial features | | | Impossible places – locations that survive despite a surplus or deficit of water.  How man manages the environment to flourish .in these areas | | | Water – too much, too little: the issues of flooding and drought?  What are the causes of these events and hazards?  How can rivers, coastlines and ecosystems be managed to reduce the impacts of flooding and drought for man? | | | | Working together to solve the water problem |
| Misconceptions | The idea that seas and oceans are less prone to environmental degradation as man has less contact with them.  The concept that man has to solve the coastal erosion problem by always “keeping the sea at bay” | | | The concept that as glacial environments are more remote from human habitation that they need less environmental protection | | | An understanding that because rivers are fluvial systems they are constantly dynamic and changing | | | Challenging the assumption that man can easily overcome water shortages in such “impossible places” | | | The idea that because water is a not a finite resource then it is easy to manage. Also challenge the idea that any water is usable (as it has to be clean and disease free) | | | | The idea that experts in flood management in LICs have to be brought in from HICs |
| Vocabulary and Comprehension | Frayer model  Word maps  Word gradients | | | Frayer model  Word maps  Word gradients | | | Frayer model  Word maps  Word gradients | | | Frayer model  Word maps  Word gradients | | | Frayer model  Word maps  Word gradients | | | | Frayer model  Word maps  Word gradients |
| C:\Users\meltynegate\Pictures\icons for booklet\glasses.pngLiteracy | Identification of Tier 2 and 3 vocabulary in reading links used | | | Identification of Tier 2 and 3 vocabulary in reading links used | | | Identification of Tier 2 and 3 vocabulary in reading links used | | | Identification of Tier 2 and 3 vocabulary in reading links used | | | Identification of Tier 2 and 3 vocabulary in reading links used | | | | Identification of Tier 2 and 3 vocabulary in reading links used |
| Image result for numeracy iconNumeracy | Statistical analysis for changes in sea levels | | | Comparison of glacial retreat figures in various locations, including Antarctica | | | Storm hydrographs (basic). Working out the correlation between rainfall figures and flooding | | | Climate data – comparison of 2 climate graphs in 2 “impossible place” locations | | | Climate data and storm hydrographs in, statistical linkage between flooding and drought statistics and levels of development | | | |  |
| Oracy | Discussion, debate and speech making on the protection of the ocean biome and coastal management | | | Discussion, debate and speech making on wilderness protection in Antarctica | | | Discussion, debate and speech making on river management | | | Discussion, debate and speech making on water resource management | | | Discussion, debate and speech making on river, flood management and water management | | | | Discussion, debate and speech making on river, flood management and water management |
| Careers | Environmental protection, local authorites and councils (coastal management) | | | Environmental protection, geologist, travel and tourism, climatologist | | | River management, National Rivers Authority, water companies, environmental agencies | | | Travel and tourism, water resource management | | | Water resource management | | | | Aid agencies, NGOs |
| Super Curricular Links | - | | | - | | | Field studies visit at local river | | | - | | | - | | | | - |
| British values  and SMSC | The rule of law in the global stewardship of the ocean biome, democratic institutions involved in coastal protection. The moral obligation to protect our seas, oceans and coast | | | The rule of law in the global stewardship of the glacial landscapes, and the moral obligation to protect then. What role do they play in our cultural heritage? | | | How does the law affect our river systems (NRA role)? Rivers as part of our culture | | | Democratic ideals in different locations and “impossible places”. Culture and society in these locations | | | Democratic ideals and the rule of law in different locations that affect water provision and hazard protection in differing location  What are the moral obligations to provide clean water and protect from flooding and drought in global locations | | | | Is there a moral imperative to provide in aid to countries that suffer from flooding or drought |
| Summative assessment | AP1 | | | AP2 | | | AP3 | | | AP4 | | | AP5 | | | |  |
| Scaffolding for LA | Modelled answers  Writing frames  Use of visualisers  Concrete examples  Dual coding | | | Modelled answers  Writing frames  Use of visualisers  Concrete examples  Dual coding | | | Modelled answers  Writing frames  Use of visualisers  Concrete examples  Dual coding | | | Modelled answers  Writing frames  Use of visualisers  Concrete examples  Dual coding | | | Modelled answers  Writing frames  Use of visualisers  Concrete examples  Dual coding | | | | Modelled answers  Writing frames  Use of visualisers  Concrete examples  Dual coding |
| Challenge for HA  ✰ | Directed questioning  Extended reading eg second reading link  Use of extended writing for homework tasks  Production of personalised mindmaps by students | | | Directed questioning  Extended reading eg second reading link  Use of extended writing for homework tasks  Production of personalised mindmaps by students | | | Directed questioning  Extended reading eg second reading link  Use of extended writing for homework tasks  Production of personalised mindmaps by students | | | Directed questioning  Extended reading eg second reading link  Use of extended writing for homework tasks  Production of personalised mindmaps by students | | | Directed questioning  Extended reading eg second reading link  Use of extended writing for homework tasks  Production of personalised mindmaps by students | | | | Directed questioning  Extended reading eg second reading link  Use of extended writing for homework tasks  Production of personalised mindmaps by students |