KEY STAGE 3 – YEAR 8 – GEOGRAPHY CURRICULUM MAP

Autumn Term		Spring Term		Summer Term	
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Themes/Concepts		**Key Themes/Concepts**		**Key Themes/Concepts**	
1.China Vs India – Which is greater? 1. Physical geography comparison – location, climate 2. Human geography comparison – population structures 3. Mumbai case study 4. Beijing case study 5. Economies of both countries with a focus on manufacturing 6. Conflict on the Himalayas 7. Sherpa people – tourism 8. Glaciers over time – Gangotri glacier		**2. Can we ever know enough about tectonics?** 1. Structure of the Earth and plate movement 2. Earthquakes including the Turkey/Syria and Boxing Day 2004 events 3. Volcanoes including the White Island event 4. Hotspots and Hawaii 5. How we reduce the effects of tectonic hazards		**3. What are the differences in African countries?** 1. Locating the different African nations 2. Comparing natural resources in African nations 3. Comparing the biomes and climate of African nations 4. Comparing the physical and human geography of Niger, Botswana and South Africa.	
Assessment		**Assessment**		**Assessment**	
• Progress task 1 – Climate of India and China • Progress Task 2 – Beijing and Mumbai case studies • Progress Task 3 – Conflict and FDI example questions (short and extended answer) **End of topic assessment: 'China V India – Which is greater?'**		• Progress task 1 – Plate tectonics short answer questions • Progress Task 2 – Turkey/Syria and 2004 Boxing Day comparison • Progress Task 3 – Tectonics extended questions **End of topic assessment: 'Can we ever know enough about tectonics?**		• Progress task 1 – Map skills and natural resources – Students demonstrate geographical skills (recap) with emphasis on Africa and complete short answer questions on natural resources. • Progress task 2– Case studies – Students complete variety of short answer questions on three case studies with focus on South Africa. **End of topic assessment:** **'What are the differences in African countries?** **End of Year 8 Geography exam**	
Links to the National Curriculum: **Locational knowledge:** Extend their locational knowledge and deepen their spatial awareness of the world's countries; using maps of the world to focus locational knowledge; focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. - Asia (including China and India), **Physical geography relating to:** Weather and climate, including the change in climate from the Ice Age to the present; Glaciation, hydrology and coasts		**Links to the National Curriculum:** **Locational knowledge:** Extend their locational knowledge and deepen their spatial awareness of the world's countries; using maps of the world to focus locational knowledge; focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. - Asia (including China and India), Middle East **Physical geography relating to:** Geological timescales and plate tectonics; **Human geography relating to:**		**Links to the National Curriculum:** **Locational knowledge:** Extend their locational knowledge and deepen their spatial awareness of the world's countries; using maps of the world to focus locational knowledge; focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. – Africa **Place knowledge:** Understand geographical similarities, differences and links between places through the study of the human and physical geography of: A region in Africa	

Human geography relating to: Population and urbanisation; International development; Economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources Understand how human and physical processes interact to influence and change landscapes, environments and the climate; How human activity relies on the effective functioning of natural systems **Geographical skills and fieldwork**: Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs Use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	Population and urbanisation; Understand how human and physical processes interact to influence and change landscapes, environments and the climate; How human activity relies on the effective functioning of natural systems Understand how human and physical processes interact to influence and change landscapes, environments and the climate **Geographical skills and fieldwork**: Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field	**Physical geography relating to:** Weather and climate, including the change in climate from the Ice Age to the present **Human geography relating to:** Understand how human and physical processes interact to influence and change landscapes, environments and the climate **Geographical skills and fieldwork**: Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.

KEY STAGE 3 – YEAR 8 – SUBJECT – CURRICULUM ASSESSMENT

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
MASTERING	**Detailed comparison** of the physical and human geography features that make China and India unique. **Extensive usage** of the case studies of Mumbai and China to give geographical reasoning and further comparison. **Detailed selection of data** to explain the economies of both countries and explain the implications of the manufacturing sector in both countries using some case study detail in their answers. **Detailed awareness** of two conflicts on the Himalayas and justification of of both using geographical reasoning. **Detailed analysis** of the changes to the Gangotri glacier over time, using geographical skills.		**Detailed description**, using numerical data, of how the earth's lithosphere is made up. **Detailed use** of an annotated diagram to explain how earthquakes and volcanoes form. **Detailed explanation** of all of the plate boundaries and can give some examples of these using a map. **Extensive description** of the different volcano types and can begin in compare them to hot spot volcanic activity. **Detailed usage** of case studies to exemplify nearly all answers and can evaluate the impacts and responses of multiple tectonic events including Turkey/Syria and Japan. **Detailed awareness** of how we, as humans, can reduce the impacts of volcanic and seismic events, giving examples of where this has been successful.		**Detailed and accurate skills** used to locate the major countries in Africa on a map of the continent. **Detailed explanation** of the importance of the national resources found in African nations. **Detailed and accurate comparison** of the physical and human geography of the three case study countries using accurate case study detail to exemplify their answers.	
SECURING	**Clear comparison** of the physical and human geography features that make China and India unique. **Clear usage** of the case studies of Mumbai and China to give geographical reasoning and further comparison. **Clear data used** to explain the economies of both countries and explain the implications of the manufacturing sector in both countries using some case study detail in their answers. **Clear awareness** of two conflicts on the Himalayas and justification of both using geographical reasoning. **Clear analysis** of the changes to the Gangotri glacier over time, using geographical skills.		**Clear description**, using numerical data, of how the earth's lithosphere is made up. **Can use** an annotated diagram to explain how earthquakes and volcanoes form. **Clear explanation** of all of the plate boundaries. **Clear description** of the different volcano types and can begin in compare them to hot spot volcanic activity. **Clear usage** of case studies to exemplify nearly all answers and can begin to evaluate the impacts and responses of multiple tectonic events including Turkey/Syria and Japan. **Clear awareness** of how we, as humans, can reduce the impacts of volcanic and seismic events.		**Clear skills** used to locate the major countries in Africa on a map of the continent. **Clear explanation** of the importance of the national resources found in African nations. **Clear comparison** of the physical and human geography of the three case study countries using some case study detail to exemplify their answers.	

DEVELOPING	**Simple comparison** of the physical and human geography features that make China and India unique. **Basic usage** of the case studies of Mumbai and China to give geographical reasoning and further comparison. **Basic data used** to explain the economies of both countries and explain the implications of the manufacturing sector in both countries using some case study detail in their answers. **Some awareness** of two conflicts on the Himalayas and justification of both using geographical reasoning. **Basic analysis** of the changes to the Gangotri glacier over time, using geographical skills.	**Simple description**, using numerical data, of how the earth's lithosphere is made up. **Inaccurate completion of** an annotated diagram to explain how earthquakes and volcanoes form. **Simple explanation** of all of the plate boundaries. **Simple description** of the different volcano types and can begin in compare them to hot spot volcanic activity. **Simple usage** of limited case studies to exemplify some of answers. . **Some awareness** of how we, as humans, can reduce the impacts of volcanic and seismic events.	**Some usage of skills** used to locate the major countries in Africa on a map of the continent. **Can partially form an explanation** of the importance of the national resources found in African nations. **Limited comparison** of the physical and human geography of the three case study countries using some case study detail to exemplify their answers.