

Beths Grammar School KS3 Geography Curriculum Map – Year 8

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A Year 8</p>	<p>Intent Why is this taught now? A cornerstone of physical geographical understanding</p> <hr/> <p><u>Crazy Coasts</u></p> <ol style="list-style-type: none"> 1. Why do we study coasts? 2. The role of waves at the coast 3. How do coastlines change over time? 4. UK case study – The Holderness coastline 5. International case study – Tuvalu 6. Coastal management 	<ul style="list-style-type: none"> • To appreciate the role that coasts play for people and communities • Use and interpret a range of photos and maps at different scales • Look at different types of wave and their impact on the coastline • To understand that coasts are dynamic environments that constantly change and evolve • To compare coastal processes and issues in contrasting parts of the world • To make connections with Year 7 content about climate change and appreciate how this impacts coasts • To evaluate the different ways that people intervene and manage coastlines 	<p>End of unit test after the final lesson using a mixture of short and longer answer question styles.</p> <p>Knowledge and skills will both be assessed</p>
<p>Autumn Term 1B Year 8</p>	<p>Intent Why is this taught now? Progresses on from the coasts topic as the majority of the world’s population are crowded around coastal zones. Understanding development issues, a key theme through all key stages</p>	<ul style="list-style-type: none"> • Check current world population clocks and appreciate trends of population growth • UK and London population patterns of distribution and density • Drawing and interpreting choropleth maps 	

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	<p><u>Crowded Planet</u></p> <ol style="list-style-type: none"> 1. Where do we live? Local geography and population patterns 2. Population distribution 3. Demographic Transition Model 4. Population density case studies 5. Population pyramids – geographical skills 	<ul style="list-style-type: none"> • Global patterns of population distribution, the physical and human factors that affect this • Linking demographic change to level of development • Comparing case study areas of dense and sparse population – Kolkata and Western Ireland • Developing graphical skills by drawing and interpreting population pyramids 	<p>End of unit test after the final lesson using a mixture of short and longer answer question styles.</p> <p>Knowledge and skills will both be assessed</p>
<p>Spring Term 2A Year 8</p>	<p><u>Intent</u> Why is this taught now? Developing an understanding of a threatened global biome, and the impact that increasing population has on the natural world</p> <p><u>Tropical rainforests</u></p> <ol style="list-style-type: none"> 1. Where are the world’s rainforests? 2. What are rainforests like? 3. How have animals and plants adapted to rainforest environments? 4. Why are rainforests important? 5. Why are rainforests being cut down? 6. Saving the rainforest 	<ul style="list-style-type: none"> • The concept of biomes • Understanding global distribution of ecosystems and the role of latitude • Climate graph interpretation and diagram drawing to understand the nature and structure of rainforest ecosystems • To appreciate the vital role that rainforests play at a variety of scales – local, national and international • Evaluating the range of threats that face rainforests in an increasingly globalised world • Actions that can be taken to safeguard nature including the value and importance of individual action 	<p>Peer assessment of rainforest animal homework task</p> <p>End of unit test after the final lesson using a mixture of short and longer answer question styles.</p> <p>Knowledge and skills will both be assessed</p>
<p>Spring Term 2B Year 8</p>	<p><u>Intent</u> Why is this taught now? A research- based unit to encourage students to select and present information with precision</p> <p><u>Adventure of a lifetime</u></p> <ol style="list-style-type: none"> 1. The adventure starts in the UK 2. Tourism at the beach 	<ul style="list-style-type: none"> • Growth in the tourism industry over time and key tourist destinations in the UK • Students research destinations they would like to visit in the UK • The importance and impacts of beach tourism, both positive and negative • Safari tourism and its role in helping development 	<p>An on-going project where students plan and map their own world adventure</p> <p>PLUS</p>

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	<ol style="list-style-type: none"> 3. On safari 4. Ecotourism 5. Decision making – should we visit Antarctica? 6. Mapping the adventure 	<ul style="list-style-type: none"> • Ecotourism, looking at overlapping issues of biodiversity loss, climate change and development pressures • Weighing up the moral dilemma of whether we tourism should take place in wilderness areas such as Antarctica • Mapping skills and choosing ways to present individual research 	<p>End of unit test after the final lesson using a mixture of short and longer answer question styles.</p> <p>Knowledge and skills will both be assessed</p>
<p>Summer Term 3A Year 8</p>	<p>Intent Why is this taught now? Brings issues of sustainability down to a local scale, develops fieldwork and geographical investigation skills</p> <hr/> <p><u>Fieldwork – How can Beths be made more sustainable?</u></p> <ol style="list-style-type: none"> 1. Undertaking environmental quality surveys 2. School energy use survey 3. Sustainable travel questionnaires 4. Future planning and sustainable schools 	<ul style="list-style-type: none"> • Understand and work through the stages of geographical investigation • Go out around the school site to collect data about environmental quality • Undertake surveys of energy use and find out about more renewable methods of generating power • Compiling questionnaires in a small group, encouragement of students to use more sustainable methods of travel such as public transport • Research how schools around the world are working to become more sustainable 	<p>Geographical investigation write-up including methods of data collection, presentation of results, conclusion and evaluation</p>
<p>Summer Term 3B Year 8</p>	<p>Intent Why is this taught now? Introduces the geography of extreme climates and draws together key themes whilst introducing less studied places</p> <hr/> <p><u>How do people thrive in extreme environments?</u></p> <ol style="list-style-type: none"> 1. Characteristics of cold environments 2. The original cold weather inhabitants 3. Case study - Opportunities in Alaska 	<ul style="list-style-type: none"> • Identify the differences between tundra and polar areas • Interpret climate graphs • Interdependence of soil, climate, water, plants and human activity in cold areas • Weigh up and evaluate the opportunities and challenges of living in Alaska • Protecting cold environments, includes decision making activity around the development of oil pipelines 	<p>End of unit test after the final lesson using a mixture of short and longer answer question styles.</p> <p>Knowledge and skills will both be assessed</p>

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	<ol style="list-style-type: none">4. Case study - The challenges of living in Alaska5. How do we protect cold environments?		
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