

## Ridgeway Academy Geography Curriculum Map Year 8

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Summer 2</b>	<b>Spring 1</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Content</b>	<p><b>Crumbling Coasts</b></p> <ul style="list-style-type: none"> <li>● Constructive Vs Destructive waves;</li> <li>● Fetch;</li> <li>● Coastal processes of erosion, weathering, transport and deposition;</li> <li>● Landforms of erosion;</li> <li>● Landform of deposition;</li> <li>● Climate Change and our Oceans</li> </ul>	<p><b>Diverse and Dynamic Japan.</b></p> <ul style="list-style-type: none"> <li>● Physical landscape of Japan, introducing the concept of 'prisoner of geography'.</li> <li>● Culture of Japan: Traditional and Modern</li> <li>● Japan's chronology of development;</li> <li>● Industrial change in Asia;</li> <li>● Shrinking population</li> </ul>	<p><b>Weather and Climate</b></p> <ul style="list-style-type: none"> <li>● What's the difference between weather and climate?</li> <li>● Types of rainfall;</li> <li>● anticyclones and depressions;</li> <li>● Extreme Climates;</li> <li>● World Climates;</li> <li>● Climate Change.</li> <li>●</li> </ul>	<p><b>Amazing Africa</b></p> <ul style="list-style-type: none"> <li>● The physical and human geography of Africa</li> <li>● Some of the challenges facing the continent</li> <li>● Some of the opportunities to develop and change.</li> <li>● Plastic pollution in Kenya</li> <li>● Sahel and desertification</li> <li>● Does China want to help develop Africa?</li> </ul>	<p><b>Why did Chico leave the rainforest?</b></p> <ul style="list-style-type: none"> <li>● Where are the TRFs and why are they located there?</li> <li>● How are plants and animals adapted to the tropical conditions?</li> <li>● How do people live and work in the equatorial region?</li> <li>● What's happening to the TRF?</li> </ul>	<p><b>The Trouble with Resources</b></p> <ul style="list-style-type: none"> <li>● The four spheres and how they interact;</li> <li>● How crude oil forms and how people use petrochemical works;</li> <li>● The difference between renewable and non renewable resources.</li> <li>● Oil in the Middle East (recap plate tectonics); Plastic problem and solutions</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Producing annotated diagrams and using SNOTT to produce field sketches</li> <li>● PEEL exam technique</li> <li>● Chronological process explanations.</li> </ul>	<ul style="list-style-type: none"> <li>● Creating and interpreting flow line map; DTM</li> <li>● Population Pyramids</li> <li>● Stacked Line Graph</li> <li>● Using Atlases and annotate geographical data</li> </ul>	<ul style="list-style-type: none"> <li>● Micro-Study Field Study</li> <li>● Creating and interpreting isoline maps,</li> <li>● bar charts, line graphs, kite diagrams, climate graphs,</li> <li>● how to read maps with synoptic code.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding the Global Atmospheric Cycle Diagrams, linking to the ITCZ,</li> <li>● Interpret climate maps and graphs</li> <li>● Use latitude and longitude to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading and Drawing Climate Graphs</li> <li>● Annotated Diagrams</li> <li>● Decision Making Writing</li> <li>● Plotting data</li> </ul>	<ul style="list-style-type: none"> <li>● Compare OS map with aerial photograph to analyse the location of an oil refinery.</li> <li>● Communicate views about the need to handle resources sustainably</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>● What happened to Holbeck Hall?</li> <li>● What's happening to our oceans?</li> <li>● How did X form?</li> </ul>	<ul style="list-style-type: none"> <li>● Japan and its people have sacrificed their quality of life to improve their standard of living – to what extent</li> <li>● How has Japan developed over time?</li> <li>● How is Asia developing into the most important global economic region?</li> </ul>	<ul style="list-style-type: none"> <li>● Does Ridgeway Academy have a Microclimate?</li> <li>● What are the causes, consequences and responses to climate change?</li> <li>● What is climate resilience housing?</li> </ul>	<ul style="list-style-type: none"> <li>● What is meant by the 'single story'?</li> <li>● Does China want to help develop Africa?</li> </ul>	<ul style="list-style-type: none"> <li>● How can TRFs be managed sustainably?</li> <li>● Why did Chico leave the rainforest?</li> <li>● What are TRFs so humid?</li> </ul>	<ul style="list-style-type: none"> <li>● How do we use our planet as a resource?</li> <li>● What's the significance of the rubber duck?</li> <li>● How do resources cause conflict?</li> </ul>

<b>Assessment</b>	<ul style="list-style-type: none"> <li>●Assess the impact of climate change on the world’s oceans (8mks)</li> <li>●Explain how headlands and bays are formed (4mks)</li> <li>●Examine how the interaction of processes cause the formation of a coastal stump (8mks)</li> </ul>	<ul style="list-style-type: none"> <li>●Japan scrapbook/mood boards</li> </ul>	<ul style="list-style-type: none"> <li>●How do I conduct a weather enquiry?</li> <li>●Using a climate graphs to design a climate resilient housing design.</li> </ul>	<ul style="list-style-type: none"> <li>●Plastic Case Study Post Card.</li> <li>●Does China want to help develop Africa summary.</li> <li>●Exam-style practice question.</li> </ul>	<ul style="list-style-type: none"> <li>●Why did Chico leave the rainforest? Decision Making Assessment.</li> <li>●Annotated adaptation diagram</li> </ul>	<ul style="list-style-type: none"> <li>●DM: Where to locate a new wind farm?</li> <li>●Persuasive letter on plastic problem.</li> <li>●PEEL paragraphs on resource conflict</li> </ul>
<b>Literacy/Numeracy/SMSC/Character</b>	<p>Developing exam technique using PEEL writing frames</p> <p>Global learning by examining impact of human activity on our oceans</p> <p>Keywords: coastline, hard &amp; soft engineering, erosion, solution, hydraulic action, longshore drift, constructive/ destructive, groyne</p>	<p>Keywords: economy, manufacturing, trade, globalisation, HRI, DTM</p>	<p>Keywords: air pressure, anticyclones, depression, weather front, convection, relief, isobars, humidity, precipitation,</p>	<p>Conscious of avoiding the ‘single story’ – addressing misconceptions</p> <p>Keywords: colonialism, desertification, imperialist, Berlin Conference</p>	<p>Explore how the use of TRFs is conflicted.</p> <p>Keywords: climate, equator, convectional rainfall, biodiversity, adaptation, deforestation, conflict, sustainable, logging, mining, farming</p>	<p>Define the concept of sustainability and consider how this relates to their daily lives.</p> <p>Keywords: raw material, sphere, sustainable, resource conflict, crude oil, petrochemical, national grid, ocean gyres</p>

<b>Curricular links</b>	<p><b>Prior learning:</b> Yr 7 map skills</p> <p><b>Future learning:</b> Yr 9 Rivers (processes)</p>	<p><b>Prior Learning:</b> Natural resources and hazards revisited. What is a geographer?</p> <p><b>Future learning:</b> Development and Russia place study (comparing population policy and revisiting prisoners of geography) studied in Year 9. Africa continent study. Globalisation of food. Links to History with the chronological past of Japan.</p>	<p><b>Prior learning:</b> NC KS1&amp;2 pupils should have developed a basic understanding of weather, the seasons and climate in different parts of the world. Previous topic introduced the atmosphere and a sphere.</p> <p><b>Future learning:</b> Climate resilient housing introduces Russia, covered in Year 9.</p>	<p><b>Prior learning:</b> Yr 7 map skills; longitude and latitude, TRFs. Year 9 unit one SDGs and use of Development Compass Rose. Year 8 plastic pollution &amp; Tectonics &amp; natural resources</p> <p><b>History Year 8,</b> colonialism and the slave trade.</p> <p><b>Future learning:</b> Yr 9 Tourism – linking to Kenya; Food</p>	<p><b>Prior learning:</b> Concept of sustainability is introduced in Year 7. Longitude and Latitude revisited from Year 7. Knowledge of weather and climate from earlier in year applied in this unit. At end of Year 7, students study environmental geography.</p> <p><b>Future Learning:</b> Managing resources is next topic. Resource conflict explored with Palm Oil example.</p> <p>Global development is studied in Year 9. Uneven resource distribution and controlled use of resources explored.</p>	<p><b>Prior learning:</b> Year 7 TRF as a biome and sustainable tourism. NC KS2 biomes and the distribution of natural resources. Geological timescale.</p> <p><b>Future learning:</b> Why are rivers important, battle over the Arctic circle.</p> <p>In Summer term to coincide with world oceans day and world environment day</p>
<b>DIP/SIP</b>	<p>To produce an engaging curriculum, we include pop-up models and a diagram accuracy competition.</p> <p>Address misconception that weathering and erosion is the same thing.</p>	<p>To develop an engaging KS3 – scrapbook extended project.</p>	<p>Careers: Unifrog used in lesson 1 to identify aspirational pathway. Climate resilient housing develops creativity</p> <p>Climate change project makes up homework for unit. Utilises independent learning developed during lockdown.</p>	<p>Ensure that misconceptions about Africa are addressed and that the unit celebrates diversity. Use flipped learning to teach imperialism and the Berlin Conference.</p>	<p>Topic links to sustainability. DIP goal to build on eco-school award. SIP goal to become carbon neutral. Role of resource depletion explored in this topic.</p>	<p>Students are able to communicate their learning journey. Students prompted to do this with lesson 3.</p> <p>Develop cultural capital and independent learning Scale of issues and flipped learning project.</p>