

Curriculum Knowledge Map 2024-25



Year 8		AUTUMN	
Topics	How does ice shape our world?	Is the world becoming more developed?	
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • how ice changes the world, • how erosion and transportation create glacial landforms, • identifying glacial landforms on OS maps, • How glacial landscapes are used in the UK, • how the distribution of ice around the world changes through time. 	<ul style="list-style-type: none"> • to define development, • to compared development around the world, • to understand where and why inequality occurs, • to understand the actions taken by individuals, governments and communities to aid development. 	
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> • Compare OS maps with aerial and ground-level photos to identify glacial landforms! • Use OS maps to draw cross-sections to show glacial features. • Describe and explain how people use glacial landforms. • Use evidence to describe how the world's glaciers are changing 	<ul style="list-style-type: none"> • Use a Development Compass Rose to classify indicators of development. • Interpret statistics, Dollar Street website and choropleth maps to investigate patterns of development at different scales. • Communicate understanding of development and use new terminology. • Apply understanding of causes of poverty to Nepal 	
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Arête; Corrie; Crevasses; Glacial till; Hanging valley; Ice Age; Ice core; Lateral moraine; Medial moraine; Meltwater; Misfit River; Moraine; Plucking; Pyramidal peak; Ribbon Lake; Snout; Snow and ice; Striation; Tarn; Terminal moraine; Truncated spur; U-shaped valley; Zone of ablation; Zone of accumulation.	Bilateral aid; Child bride; Choropleth map; Colonialism; Department for International Development (DfID); Developing; Development; Ecological footprint; Extreme poverty; Gender inequality; GNI; GNI per capita; Human development index (HDI); Income; Inequality; International aid; Life expectancy; non-governmental aid; Poverty; Quality of life; Subsistence farming; Sustainable development goals; United Nations.	
Assessment	<p>In lesson – students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a review lesson, where their understanding of the topic is tested.</p> <p>SPW - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.</p>	<p>In lesson – students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a review lesson, where their understanding of the topic is tested.</p> <p>SPW - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.</p>	



Curriculum Knowledge Map 2024-25



Year 8	SPRING	
Topics	Is the world becoming more developed?	How is Asia being transformed?
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> to define development, to compared development around the world, to understand where and why inequality occurs, to understand the actions taken by individuals, governments and communities to aid development. 	<ul style="list-style-type: none"> Asia’s diverse physical and human geography, how Asia is a continent of dynamic change, The changing relationship between Asia and the rest of the world.
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Use a Development Compass Rose to classify indicators of development. Interpret statistics, Dollar Street website and choropleth maps to investigate patterns of development at different scales. Communicate understanding of development and use new terminology. Apply understanding of causes of poverty to Nepal 	<ul style="list-style-type: none"> Interpret climate maps for Asia. Use atlas maps and photos to investigate Asia. Interpret statistics, graphs, population density maps, population pyramids, to investigate population change. Consider different points of view and decisions that people make to change. Apply understanding of migration and urbanisation to analyse a range of geographical information about Karnataka
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Bilateral aid; Child bride; Choropleth map; Colonialism; Department for International Development (DfID); Developing; Development; Ecological footprint; Extreme poverty; Gender inequality; GNI; GNI per capita; Human development index (HDI); Income; Inequality; International aid; Life expectancy; non-governmental aid; Poverty; Quality of life; Subsistence farming; Sustainable development goals; United Nations.	Ageing Population; Built and Natural Features; Colonial; Disputed Territories; Economic Development; EDC; Empire; Fold Mountains; Industrialisation; Media Export; Monsoon; Neo Colonialism; Foreign Direct Investment; Population; Population; Ageing Population; Silicon Valley; Slum; Superpower; Global Influence; Urbanisation
Assessment	<p>Progress Test – as the come to the end of ‘Is the world becoming more developed?’ they will complete a Progress test on both ‘How important is ice?’ and ‘Is the world becoming more developed?’. This Progress Test will test their geographical knowledge of these topics by asking them to recall key facts and information. It will test their geographical literacy by asking them to correctly identify key word definitions. It will test their geographical skills, developed over the last two topics. And it will their geographical understanding by asking them to complete an extended writing task.</p>	<p>In lesson – students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a review lesson, where their understanding of the topic is tested.</p> <p>SPW - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.</p> <p>Progress Test – as the come to the end of ‘How is Asia being transformed?’ they will complete a Progress test on both ‘Where will 10 billion people live?’ and ‘How is Asia being transformed?’. This Progress Test will test their geographical knowledge of these topics by asking them to recall key facts and information. It will test their geographical literacy by asking them to correctly identify key word definitions. It will test their geographical skills, developed over the last two topics. And it will their geographical understanding by asking them to complete an extended writing task.</p>



Curriculum Knowledge Map 2024-25



Year 8		SUMMER	
Topics	Where will 10 billion people live?	Diversity fieldwork	
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> about world population distribution and change, how countries attempt to control population change, about types of migration, to understand urbanisation and how cities evolve. 	<ul style="list-style-type: none"> how and why we collect to collect fieldwork data as a geographer. the different ways to present fieldwork data. how to analyse fieldwork data and draw conclusions from them To evaluate a fieldwork study and suggest improvements. 	
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Interpret statistics, graphs, models, population density maps, population pyramids, to investigate population. Consider decisions that people make to change. Identify the latitude and longitude of cities. Compare OS maps of different scales. Use a range of historical data. Identify change, comparing 1890 OS maps with a current OS map. Identify and explain the world pattern of population distribution 	<ul style="list-style-type: none"> Select an 'appropriate' data presentation technique to display ethnicity and land use data, Analyse this data identifying patterns and trends in the data and anomalies Draw conclusions based on this analysis 	
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Birth rate; Census; Death rate; Demographic Transition Model (DTM); Deported; Forced migrants; Immigrant; Migrant; Natural decrease; Natural increase; Over-populated; Population; Population distribution; Population pyramids; Push factors and pull factors; Refugees; Rural to urban migration; Slums; Under-populated; Urbanisation; Voluntary migrants.	Qualitative; Quantitative; Methodology; Analysis; Ethnicity; Transect; Evaluation	
Assessment	<p>In lesson – students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a review lesson, where their understanding of the topic is tested.</p> <p>SPW - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.</p>	n/a	

