



Y8 Curriculum Map: Geography

	Timing*	Unit	Core content	Core objectives	Key Skills (not PLTS)
1	Autumn 1	Development	<ul style="list-style-type: none"> Less economically developed countries (LEDCs) and more economically developed countries (MEDCS) Economic and social indicators of development Distribution of wealth and sustainability 	<ul style="list-style-type: none"> Understand that different countries have reached differing levels of development and the implications of this upon societies and individuals. Apply statistical measures of development in the study of contrasting societies Recognise that development can be measured financially and socially and to apply this information to draw conclusions about the quality of life in societies compared to the statistical data 	<ul style="list-style-type: none"> Comparative study Statistical analysis Graphicacy Recognising patterns in data Concept mapping
2	Autumn 2	Earthquake	<ul style="list-style-type: none"> Study of a natural hazard The differing impact of earthquake events at LEDC and MEDC level Planning, preparation and reaction to earthquakes Case study: Kobe, Japan Structure of the Earth, plate margins and tectonics 	<ul style="list-style-type: none"> Understanding the greater implications of earthquakes in less developed countries Recognise that LEDCs are less able to plan and react as effectively as MEDCs to earthquake events and to apply this information in developing reasonable action plans to reduce the negative effect of earthquake Analysis and evaluation of a real-world natural hazard Pupils can recognise and apply knowledge of the variety of processes leading to the occurrence of earthquakes 	<ul style="list-style-type: none"> Comparative study Case Study: Kobe, Japan Concept mapping
3	Spring 1	Space	<ul style="list-style-type: none"> The use of space (area) at different times by different people and for a variety of purposes The concept of place (possession, ownership) Urban renewal and regeneration Urban planning 	<ul style="list-style-type: none"> Explore existing concepts of space from the abstract to the actual Investigate the use of space within pupils' own communities and their degree of ownership of such spaces Formulate and propose improvements to urban spaces such as estates, tower blocks, schools and their own local community Analyse sustainable systems within urban development 	<ul style="list-style-type: none"> Existentialism Fieldwork Thematic mapping Graphicacy
4	Spring 2/ Summer 1	Rainforest	<ul style="list-style-type: none"> Political geography of South America with emphasis on Brazil 	<ul style="list-style-type: none"> The development of pupils' individual locational geography of South America 	<ul style="list-style-type: none"> Country study Comparative



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			<ul style="list-style-type: none"> • Case study of Brazil as a NIC • Internal disparities of development levels with a country • Development of favelas • Ecosystems and biomes • Biodiversity of species • Deforestation • Conflicting land use • The implications of Brazil's level of development upon use of the TRF • Sustainable development 	<ul style="list-style-type: none"> • Investigate the cultural, economic and social differences within Brazil • Investigation and enquiry skills and independent learning • Development of empathy in terms of favela residents in order to understand attitudes, motivations and life chances • Recognise the diverse and interdependent nature of the tropical rainforest and synthesise climatology, pedology and hydrology to assess the impact of deforestation in the TRF 	<ul style="list-style-type: none"> • study • Graphicacy • Impact analysis • Essay writing
5	Summer 2	European Union and France	<ul style="list-style-type: none"> • Member states of the EU • The historical development of the EU and its predecessors • The modern role of the EU • The UK's position within the EU • Conflicting views of the EU • Comparative study of France and the UK (2 MEDCs) • The geography of France • The growth of Paris and associated urban conflict 	<ul style="list-style-type: none"> • Recognise the reasons behind the formation and development of the EU • Critically evaluate the role of the EU from a range of perspectives • Engage in a cost/benefit analysis of the implication of EU membership for the UK • Respond to their learning by developing a personal viewpoint upon the EU • Understand the geography of France • Experience the French language in an environment other than an MFL lesson • Identify and assess the contributing to recent urban conflict in Paris 	<ul style="list-style-type: none"> • Comparative study • Locational geography • Role play • French language skills