

### Curriculum Map: Key Stage 3 Year 8

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>	<b>What is life like in extreme environments?</b>		<b>Life in an NEE: Brazil</b>	<b>Our Risky World</b>	<b>How does weather and climate affect our world?</b>	<b>Fieldwork</b>
<b>Intent</b>	<p>All students should know:            A desert is an area that receives less than 250mm rainfall            Deserts are located in areas of high pressure            Most hot deserts are found near the Tropics of Cancer and Capricorn, between 15-30° north and south of the Equator.            Cold environments (both polar and tundra) are found in high latitude areas and mountainous regions of the world            Animals, plants and people have adapted to survive extreme conditions in deserts</p>		<p>All students should know:            Brazil has a diverse human and physical landscape            Rapid urbanisation has led to inequality, Favelas are illegally built houses on the outskirts of cities            Pacification is one way to improve the life of people in favelas</p>	<p>All students should know:            Tectonic hazards include earthquakes, volcanoes and tsunamis            Earthquakes and volcanoes form at plate margins            The impacts of tectonic hazards can be reduced through planning, protection and preparation            Tsunamis have different impacts on different countries (compare Indian Ocean v Japan)</p>	<p>All students should know:            Temperature decreases with increased latitude and altitude            In areas of low pressure air rises, cools, condenses and creates rainfall            In areas of high pressure, air cools and descends – no clouds therefore no rainfall            Extreme weather events occur all over the world</p>	<p>All students should know that fieldwork starts with a question and includes a risk assessment, data collection, data presentation, and enables us to draw conclusions</p>
<b>Start point</b>	Builds on Year 7 locational and place knowledge and human and physical interaction		Builds on Year 7 locational and place knowledge	Builds on Year 7 and 8 locational and place knowledge and human and physical interaction	Builds on human and physical geography knowledge from Year 7	Revisits geographical skills and fieldwork from Year 7
<b>Key Knowledge Learning Intentions</b>	<p>Location and characteristics of hot and cold deserts            Plant and animal adaptations            Middle East case study – sustainability, migration and resources            Siberia – adaptations and uses of</p>		<p>Location            Physical characteristics of Brazil incl: climate            Push/pull factors for Rio            Growth of favelas</p>	<p>Earth's structure            Plate tectonics/ geological timescales            Plate margins            Sequence of formation of earthquakes, volcanoes and tsunamis            Impacts and responses to tectonic hazards</p>	<p>Climate zones and their characteristics            GAC (Global Air Circulation)            Major biome location and characteristics            Ecosystem balance and interdependence            Extreme weather – UK            Wildfires            Hurricane Katrina</p>	<ul style="list-style-type: none"> <li>• Hypothesis</li> <li>• Data collection methods</li> <li>• Data collection presentation</li> <li>• Data analysis</li> <li>• GIS</li> </ul>

<b>Key Skills</b>	Describe distribution and location Graphicacy – images, choropleth maps, flow charts Explain how animals and plants have adapted to survive the extreme climate Compare life for refugees Discuss the sustainability of development based on oil in Dubai Evaluate whether Qatar hosting the 2022 World Cup was good for people and the environment	Spatial thinking – choropleth maps Graphicacy – interpret climate graphs, satellite images Suggest impacts of rapid urban growth Evaluate impact of pacification and hosting major world sporting events	Spatial thinking Graphicacy – maps, images, positioning Annotated diagrams to explain physical processes Evaluation of impacts and responses to tsunamis Asia v Africa	Annotated diagrams Sequencing formation Graphicacy – identifying features from OS map/images Explain cause of flooding Evaluate responses to extreme weather events	<ul style="list-style-type: none"> <li>Collecting data</li> <li>Choosing a suitable method to present data</li> <li>Analysing patterns to draw conclusions about a hypothesis</li> </ul>
<b>Key Vocabulary</b>	Desert Arid Extreme Climate Adaptation Sustainable Finite	Favela Inequality Urbanisation Rural-urban migration Mitigation	Ecosystem Biome Interdependence Vegetation Extreme weather Monitoring Tracking	Ecosystem Biome Interdependence Vegetation Extreme weather Monitoring Tracking	<ul style="list-style-type: none"> <li>Primary data</li> <li>Data collection method</li> <li>Data collection</li> <li>Mean/median/mode</li> <li>Environmental survey</li> </ul>
<b>Misconceptions</b>	<ul style="list-style-type: none"> <li>All deserts are hot</li> <li>Sahara is largest desert</li> </ul>	<ul style="list-style-type: none"> <li>Favelas are in rural areas</li> <li>People migrate to go on holiday</li> </ul>	<ul style="list-style-type: none"> <li>Tsunamis and tropical storms are the same thing</li> <li>Climate change causes volcanic eruptions</li> <li>Volcanoes only occur in hot places</li> </ul>	<ul style="list-style-type: none"> <li>UK doesn't experience extreme weather</li> <li>UK gets hurricanes</li> </ul>	
<b>Links</b>	<b>KS1/2:</b> Continents, oceans, compass points, latitude  <b>KS3:</b>	<b>KS1/2:</b> Continents, oceans, compass points, latitude, UK, South America	<b>KS1/2:</b> Continents, oceans, compass points, latitude, human and physical geography	<b>KS1/2:</b> Continents, oceans, compass points, latitude, weather	<b>KS1/2:</b> Fieldwork skills  <b>KS3:</b> Fieldwork skills

	Human and physical features, Russia and Middle East, skills  <b>KS4:</b> Paper 1 Section B: Living World	<b>KS3:</b> Weather and climate, major cities, skills  <b>KS4:</b> Paper 2 Section A: Urban issues and challenges	<b>KS3:</b> Locational and place knowledge, plate tectonics, rocks  <b>KS4:</b> Paper 1 Section A: Hazards Paper 2 Section A: Urban issues and challenges	<b>KS3:</b> Weather and climate, major cities, skills  <b>KS4:</b> Paper 1 Section A: Hazards Paper 1 Section A: Hazards; Section B: Living World	<b>KS4:</b> Paper 3 Section 2: Familiar and unfamiliar fieldwork
<b>Key Reading</b>	<a href="https://www.nationalgeographic.com/environment/article/deserts">https://www.nationalgeographic.com/environment/article/deserts</a> <a href="https://www.nationalgeographic.co.uk/environment-and-conservation/2020/07/a-heat-wave-thawed-siberias-tundra-now-its-on-fire">https://www.nationalgeographic.co.uk/environment-and-conservation/2020/07/a-heat-wave-thawed-siberias-tundra-now-its-on-fire</a>	<a href="https://www.nationalgeographic.co.uk/travel/2018/09/are-favela-tours-ethical">https://www.nationalgeographic.co.uk/travel/2018/09/are-favela-tours-ethical</a>	<a href="https://www.nationalgeographic.com/environment/article/tsunamis">https://www.nationalgeographic.com/environment/article/tsunamis</a>	<a href="https://education.nationalgeographic.org/resource/resource-library-weather/">https://education.nationalgeographic.org/resource/resource-library-weather/</a>	<a href="https://education.nationalgeographic.org/resource/ecosystem/">https://education.nationalgeographic.org/resource/ecosystem/</a>
<b>End Point</b>	Understanding of hot/cold deserts and sustainability which support both Paper 1 and 2	Understanding of population, urbanisation, and access to resources to support Paper 2: Sections A, B and C	Understanding of links between human and physical environments which links to Paper 1: Sections A, B and C	Understanding of links between human and physical environments which links to Paper 1: Sections A, B and C	Understanding of physical fieldwork setting foundations for Paper 3: Section B
<b>Form of Assessment</b>	<ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Low stakes quizzing</li> <li>• MWBs</li> <li>• Self assessment</li> <li>• Extended writing on Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Low stakes quizzing</li> <li>• MWBs</li> <li>• Self assessment</li> <li>• Summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Low stakes quizzing</li> <li>• MWBs</li> <li>• Self assessment</li> <li>• Extended writing on Hurricane Katrina</li> </ul>	<ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Low stakes quizzing</li> <li>• MWBs</li> <li>• Self assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Low stakes quizzing</li> <li>• MWBs</li> <li>• Self assessment</li> <li>• Summative assessment - DME</li> </ul>
<b>Enrichment opportunity</b>	Fieldwork on micro climate on school grounds/fieldwork on small scale ecosystem				

Leadership Opportunity



AMBITION



RESILIENCE



COURTESY



KINDNESS