

KS3 Curriculum Overview: Year 8 Geography: Spring Terms 2.1 & 2.2

Learner Rationale: A learner will develop interleaving knowledge and comprehension upon different geographical topics across the national curriculum. Year 8 heavily encompasses and develops a sense of independence and responsibility, where students begin to learn about diverse topics across human and physical geography with associative links to our GCSE curriculum, along with parallel links to national curriculum expectations.		Learner – Aims & Objectives: Learners will develop and extend their knowledge of locations, places, environments and processes, upon a variety of scales and contents. Through this, understanding of people and the environment will expand by ‘thinking like a geographer’, which encompasses a range of skills through fieldwork, evaluating vast amounts of evidence, as well as developing the competency of applying their geographical knowledge and understanding to real life contexts.			
Term 1:		Term 2:		Term 3:	
1:1: Crumbling Coasts (Paper Two Link)	1:2: Supply & Demand ((Paper Three Link)	2:1: Devastating Disasters (Paper One Link)	2:2: Our Warming Planet (Paper One Link)	3:1: The Middle East & Geography Conflict (Paper One, Two & Three Link)	3:2: Going Global – TNC’s & Globalisation (Paper One, Two & Three Link)
Term 2	2:1: Devastating Disasters (Paper One Link)		2:2: Our Warming Planet (Paper One Link)		Summer Assessment
Topic Coverage	Enquiry Question: How and why do some countries experience more tectonic hazards than others? <u>Knowledge (AO1 & AO2):</u> <ul style="list-style-type: none"> Classifying Natural Disasters – Climatic & Tectonics Earth’s layers - Characteristics/features. Causes for tectonic plate movement – Convection currents. Tectonic plate distribution and movements – Earthquakes, Tsunamis and Volcanic Eruptions. 1960 Valdivia Earthquake – Causes and consequences upon the Chilean population, economy and environment. The 2010 Eyjafjallajökull Icelandic Eruption – Causes and consequences upon a local and international scale. The historical Pompeii eruption – Effects upon the future. The Japanese 2011 earthquake and tsunami – Causes and consequences upon Japan and the continent of Asia. <u>Skills (AO3 & AO4):</u> <ul style="list-style-type: none"> Tectonic hazards distribution maps. Positioning tectonic plate boundaries and comparing locations in ‘hotspot’ and ‘safe’ zones. OS and choropleth maps locations vulnerable hazards. BGS Geology maps to correlating low-lying nations vulnerable to tsunamis. Diamond Nine/DME tasks associated to worst impacts, best forms of preparation/response and worst hazards of all time. Cost-benefit analysis of a country’s preparation for a hazard. 		Enquiry Question: How will climate change and global warming affect the future of our planet? <u>Knowledge (AO1 & AO2):</u> <ul style="list-style-type: none"> Causes and consequences of climate change and global warming. Comparing the impacts upon the population, economy and environment. Effects of changing climates/temperatures upon the biosphere – Focus on endangering biomes such as the tropical rainforest and coral reef biomes. Climatic debates – Donald Trump vs. Greta Thunberg – Is climate change real or a myth/hoax? Comparing tropical storms (Hurricanes, Cyclones & Typhoons) in 2015 – Causes for formation, effects and analysing which was the most destruction. USA – Most Climatological & Hazardous Country – Climate change heightening forest fires in California and flash floods in Mississippi. <u>Skills (AO3 & AO4):</u> <ul style="list-style-type: none"> Distribution maps with low-lying land vulnerable to sea level rise. Categorising countries based on highest pollutants consuming fossil fuels – Cost-benefit analysis. OS and choropleth maps locations vulnerable to flooding. BGS Geology maps to correlating low-lying nations vulnerable to flooding. Diamond Nine/DME tasks associated to biggest reasons for burning fossil fuels, worst consequences of global warming. 		Knowledge Coverage: <ul style="list-style-type: none"> ➤ Crumbling Coasts (Paper 2 Link) ➤ Supply & Demand (Paper 3 Link) ➤ Devastating Disasters (Paper 1 Link) ➤ Our Warming Planet (Paper 1 Link) Skills Tested: <ul style="list-style-type: none"> ➤ OS/Choropleth Maps/Charts. ➤ Maths-Related Questions – Mean, Range, Percentages etc. ➤ Satellite Imagery – Hazards ➤ Tectonic & Climatic Distribution Maps. Assessment Style Questions & Command Words – Edexcel B Links: <ul style="list-style-type: none"> • Key Term Comprehension – Define & Multiple-Choice Questions (AO1 - Knowledge) • Baseline Comprehension – State, Identify, List, Suggest, Compare, Describe, Explain (AO2 – Comprehension & Understanding). • Skills Test – Assess/Evaluate (AO3 – Judgement & AO4 – Geographical Skills).

Assessment:

- Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions.
- 1 Pit Stop: 1) Earth's Tectonic Hazards – Earthquakes & Volcanic Eruptions
- 1 End Of Unit Assessment: Spring Assessment – Interleaved with Term 1.1: Coasts, Term 1.2: Supply & Demand and Term 2.1: Devastating Disasters.
- Pit Stops interleaved with other GCSE topics, as well as being divided into three sections:
 - 1) AO1 – Key Term Comprehension.
 - 2) AO2 – Knowledge & Understanding.
 - 3) AO3/AO4 – Skills Test.
- End Of Unit Assessments: Combining all AO's, diverse range of command words and use of explicit GCSE exam questions between 2016-2022. Mark schemes followed in moderation.
- DIRT – Carried out after (scores recorded in exercise books):
 - 1) Pitstops
 - 2) End Of Unit Assessments
 - 3) Educake Quizzes.
- Weekly to fortnightly Educake quizzes to supplement and consolidate classroom knowledge. Testing short- and long-term knowledge, variety of question types e.g. Multiple choice, definitions, gap fillers, maths and figure referencing.

- Cost-benefit analysis of a country's combating climate change.
- Global distribution/vulnerability maps to tropical storms.
- Changing biome demographics caused by forest fires/flash floods.
- Decision-Making / racy exercises based on solutions attempting to solve the impacts caused by climate change/global warming.

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- 1 Pit Stop: 1) Climate Change & Global Warming.
- 1 End Of Unit Assessment: Term 2.1/2.2 – Climatic & Tectonic Hazards.
- Pit Stops interleaved with other GCSE topics, as well as being divided into three sections:
 - AO1 – Key Term Comprehension.
 - AO2 – Knowledge & Understanding.
 - AO3/AO4 – Skills Test.
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Reading/Literacy/Oracy:

Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem and enthusiasm for the subject, as well as creating a collaborative and respect learning environment to support the formation in creating well-round citizens and exemplary students.

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	<p><u>Home Learning:</u></p> <p>Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions.</p> <p>Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.</p>	<p><u>Home Learning:</u></p> <p>Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions.</p> <p>Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.</p>	