

KS3 Curriculum Overview: Year 8 Geography: Summer Terms 3.1 & 3.2

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 3	3:1: The Middle East & Geography Conflict (Paper One, Two & Three Link)		3:2: Going Global – TNC’s & Globalisation (Paper One, Two & Three Link)		Summer Assessment
Topic Coverage	Enquiry Question: How and why do are countries conflicting and rebelling against authority in the Middle East? <u>Knowledge (AO1 & AO2):</u> Topic Overview: Students embark on discovering the history and changes of the Middle East from the origins of the Ottoman Empire to transiting into global powers dominating economics for fossil fuel production and exportation. However, despite radical developments of nations like the UAE & Qatar, many countries continue to be constrained by war and conflict, with focus on Saudi Arabia, Iran, Iraq and Syria. Controversial Conflicts Lessons 1) Introducing The Middle East – <u>Skills (AO3 & AO4):</u> <ul style="list-style-type: none"> OS and choropleth maps locations showing the distribution of Middle East countries along with biomes, population density, GDP, conflict, refugees etc. Decision-making exercises on the biggest causes and consequences of conflicts and the refugee crisis. Creating speeches and news reports on the causes and consequences of the Saudi Arabian/Iranian proxy warfare. Maths calculations about range, mean and median countries for population/GDP/deaths. <u>Assessment:</u>		Enquiry Question: How has globalisation created opportunities and challenges for different countries? <u>Knowledge (AO1 & AO2):</u> Topic Overview: Students embark on discovering the history and changes of the Middle East from the origins of the Ottoman Empire to transiting into global powers dominating economics for fossil fuel production and exportation. However, despite radical developments of nations like the UAE & Qatar, many countries continue to be constrained by war and conflict, with focus on Saudi Arabia, Iran, Iraq and Syria. Going Global Lessons 1) Introducing The Middle East – <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. 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. 		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) ➤ Summer Assessment: 50 marks divided by into AO1/AO2/AO3 & AO4 including an Artemis question to challenge students thinking on ‘The Middle East – Controversial Conflicts. ➤ Note – Going Global – Assessed via pitstop/end of topic test. Skills Tested: <ul style="list-style-type: none"> ➤ OS/Choropleth Maps/Charts. ➤ Maths-Related Questions – Mean, Range, Percentages etc. ➤ Satellite Imagery – Hazards ➤ Distribution Maps – Middle East, Biomes, GDP etc. Assessment Style Questions & Command Words – Edexcel B Links: <ul style="list-style-type: none"> • Key Term Comprehension – Define & Multiple-Choice Questions (AO1 - Knowledge)

	<ul style="list-style-type: none"> 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) Middle Eastern Conflict 1 End Of Unit Assessment: Summer Assessment – Term 1.1: Crumbling Coasts, Term 1.2: Supply & Demand, Term 2.1: Devastating Disasters. Term 2.2: Changing Climates. Term 3.1: Controversial Conflicts. 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. 	<ul style="list-style-type: none"> Decision-Making / racy exercises based on solutions attempting to solve the impacts caused by climate change/global warming. <p><u>Assessment:</u></p> <ul style="list-style-type: none"> 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) Globalisation Around The World 1 End Of Unit Assessment: Summer Assessment – Term 1.1: Crumbling Coasts, Term 1.2: Supply & Demand, Term 2.1: Devastating Disasters. Term 2.2: Changing Climates. Term 3.1: Controversial Conflicts. 4) AO1 – Key Term Comprehension. 5) AO2 – Knowledge & Understanding. 6) 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): 4) Pitstops 5) End Of Unit Assessments 6) Educake Quizzes. <p>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.</p>	<ul style="list-style-type: none"> Baseline Comprehension – State, Identify, List, Suggest, Compare, Describe, Explain (AO2 – Comprehension & Understanding). Skills Test – Assess/Evaluate (AO3 – Judgement & AO4 – Geographical Skills).
	<p><u>Reading/Literacy/Oracy:</u></p> <p>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.</p>	<p><u>Reading/Literacy/Oracy:</u></p> <p>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.</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>	<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>	
--	---	---	--