

**Subject: Geography**

**Year 8**

Curriculum and Assessment Progression Map

Holy Family

Catholic High School

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| **Key Learning Constructs to be developed over the academic year. – Core Knowledge** | **Scheme of Learning****Autumn Term** | **Scheme of Learning****Spring Term** | **Scheme of Learning****Summer Term** |
| Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. | **Natural Hazard** Structure of the Earth Plate tectonics Destructive plate boundariesConstructive and Conservative PBVolcanoes**China**Life in ChinaHow is China changingMade in ChinaChina IndustryOne Child or two ChildPotential of ChinaThree Gorges DamContrasting ChinaCHINA- LIC or HIC?Is China sustainable? Environment issues in China | **China continued…****Rivers** Where in the worldHydrological cycle Drainage Basin Long River ProfileUpper CourseMiddle Course of the RiverFlooding - Boscastle Floods Planning for the worst Flooding in Bangladesh**Coasts**Where the sea meets land: Explanation of Geology How do we use the coasts?Boscastle FloodsManaging the coastSea level rise | **Glaciation**Introduction to the ICE ageArtic- AntarcticAvalancheDeposition landforms**Extreme Environments**AntarcticaAntarctica’s climateGlobal warmingWildlife in AntarcticaAntarctica’s ecosystemATSResources in AntarcticaTourism |
| **Hinterland Knowledge** | Earths complex structure. Link to Science KS3 What are the social inequalities that differ from your own? LINKS TO FAST FASHION AND CLIMATE CHANGE | World’s top 20 rivers. Local flooding knowledge and impacts: what happened? Boscastle Floods. Ocal coasts. What human and natural features do we see along the East Coast? Flambrough headlands and bays. Coast features-. Link to East coast, Studland Bay decision based exercise (KS4 P3)**Holderness Coast**- link to glaciation and till. English link to writing letter skills. Why is the Maldives in such a poor position? What does the future hold? | Global warming, geographical features: e.g. ice shelf/sheet, peninsula, ozone hole, food web. Geographical processes and impacts: e.g. global warming, ozone depletion; katabatic wind; over-fishing. Attitudes and opinions: e.g. bias, objections, fact, opinion, stakeholder, Antarctic Treaty System. Economic processes: e.g. ecotourism. Development, e.g. resources, minerals |
| **Assessment: -Formative Techniques** **-Summative Pieces** | INTERACTIONS from our learning model. Active, deeper questioning, think-pair-share, ‘basketball’ rather than ‘ping-pong’, quizzes, ‘always, sometimes, never true’, multiple choice questions, flashback 4 starter questions. Fastest Finger First, Most accurate finger wins. |
| Extended writing piece for China LIC NEE. | End of unit test, mid unit rivers test | Fieldwork write up, end of unit test. |
| **Key Vocabulary** | Atlas, map, grid reference, longitude, latitude, compass points, symbol, relief, gradient, human, physical.Ecosystem, biome, rainforest, wilderness, South America, Brazil, indigenous, climate change, greenhouse effect. | Condensation, water vapour, confluence, deposition, sediment, drainage basin, erosion, estuary, evaporation, floodplain, groundwater flow, meander, mouth, precipitation, river channel, saltation, solution, source, spurs, surface run-off, suspension, traction, transportation, tributary, V-Shaped valley, watershed. | Antarctica, Antarctic Treaty System, British Antarctic Survey, Circumpolar winds, climate change, dispute, ecosystem, ecotourism, extraction, ice shelf/sheet, peninsula, ozone hole, food web, global warming, ozone, depletion, katabatic wind, over-fishing, bias, objections, fact, opinion, stakeholder, ecotourism, resources, minerals |
| **Key Skills** | Map reading, data analysis, interpret reading, understanding place and space, differing of lifestyle from HIC/LIC | Map reading, data analysis, interpret reading, understanding place and space, differing of lifestyle from HIC/LIC | Map reading, data analysis, interpret reading, understanding place and space, differing of lifestyle from HIC/LIC |
| Reading & writing | Through the activities students could: use evidence to back up an opinion, make decisions and justify their choices, use adjectives to describe Antarctica as a place, produce a piece of journalistic work based on interviews and evidence |
| Speaking & listening | Through the activities students could: ask questions to gain clarification and further information, e.g. *why, how, what, when,* answer questions using relevant evidence or reasons, debate issues of the need for resources vs the need to preserve an environment |
| **Opportunities Outside the taught curriculum.** | Links to school ethos around global citizenship. Fieldwork around the local area.  |