KS3 GEOGRAPHY CURRICULUM OVERVIEW 2023 24 YEAR 8

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Theme/ area of work for the series of lessons		*Detail, not overview. Enough detail for a new member of staff to follow easily, but not necessarily a non-specialist (so specialist language not needed.)*	*X page in X text book Hyperlink to shared area/ specific document or ppt/ resource*	*CEIAG/ World of work SMSC e.g. British values, equality Numeracy/ literacy*	*Identify links to any specific pillar, where they would be taught/ reinforced.*	*Using quality first teaching. Ensuring differentiation- specify opportunities for stretch and challenge/ scaffolding.*	*What opportunities there are for formative assessment or summative assessment? Specify recall tasks at least once per week.*
Plate tectonics & hazards	14	- Earth structure - Formation of the Himalayas - Plate movements - Volcanoes - Monsterrat decision making - Earthquakes - Christchurch earthquake - Haiti - Tsunamis formation - Japan Tsunami 3 Ps - Indian Ocean Tsunami - Quake proof buildings - Restless Earth revision **Enquiry questions:** L1 – What is the structure of the Earth? L2 – What is plate tectonics? L3 – How did the Himalayas form? L4a – What is the structure of a volcano?	**Hazards**	<u>Literacy</u> Oracy – comparison of LIC/HIC impacts, Monserrat decision-making - Written evaluation of earthquake-proofing strategies <u>Numeracy</u> - Evaluation of response costs for HIC vs. LIC - Analyse cost implications of the 3 Ps		- Glossary of key terms - Use of Tier 3 language - Student help sheets - 'Chunked' tasks - Challenge questions (e.g. Why do you think the Earth's inner core is solid, when it's hotter than the others which are 'liquid'?)	- KITS tests at the start of each lesson - Challenge questions (e.g. Why do you think the Earth's inner core is solid, when it's hotter than the others which are 'liquid'?). Tier 3 terms to be included. - Plate tectonics & hazards summative assessment

		L4b – How does a HIC cope with a volcanic eruption? L5 – How should we respond to Soufiere Hills erupting? L6 – What are the causes and effects of earthquakes? L7 – What were the impacts of the Christchurch 2011 earthquake? L8 – What were the impacts of the Haiti 2010 earthquake? L9 – What are the causes and effects of tsunamis? L10 – What were the impacts of the Japanese 2011 tsunami? L11 – How do we mitigate against tectonic hazards? L11 – What were the impacts of the Indian Ocean 2004 tsunami? L12 – How can we make buildings earthquake-proof?		CEIAG / World of work -Links to engineering and architecture, hazard mitigation / response / management, vulcanologist, seismologist			
Hydrology, coasts & oceans		• Water cycle • Crumbling coasts • Rivers & plastic output • Locations • Temperature • Pacific Garbage Patch • Plastic pollution • Coral reefs • Threats to coral reefs **Enquiry questions:** L1 – What is the hydrological cycle and why is it important? L2 – How do rivers influence the oceans? L4 – Why are our oceans so important?	**Hydrology, coasts & oceans**	Literacy Oracy – debate on how can the garbage patch be removed? - Written evaluations of e.g. Can you identify types of plastic pollution and the impact that they will have on the ocean environment?		- Glossary of key terms - Use of Tier 3 language - Student help sheets - 'Chunked' tasks - Challenge questions (e.g. Can you identify types of plastic pollution and the impact that they will have	- KITS tests at the start of each lesson Challenge questions (e.g. Can you identify types of plastic pollution and the impact that they will have on the ocean environment?) - Hydrology, coasts & oceans summative assessment

		L5 – How does the ocean influence global climate? L6 – What is plastic pollution and why is it an issue? L7 –What is the Great Pacific Garbage and how did it get there? L8 – What is the importance of coral reefs? L9 – What are the threats to coral reefs?		**Numeracy** - Interpretations of data e.g. ocean temperatures, tonnage of plastic pollution, percentage of coral reef loss **CEIAG / World of work** Links to marine biologist, waterways management, water companies e.g. Anglian Water, hydrologist, ecologist		on the ocean environment?)	
Development, population & cities		• Rich poor divide • Development indicators • Plotting development • Aid • Factors affecting development • Trade game • Fair trade • Development in Asia • Population pyramids • China population • India slums • Top down development Iilisu dam **Enquiry questions:**	**Development, population & cities**	**Literacy** Oracy – Trade Game, Ilisu Dam debate - Trade Game write up – why are some countries more developed than others? **Numeracy** - creating and interpretation of		- Glossary of key terms - Use of Tier 3 language - Student help sheets - 'Chunked' tasks - Challenge questions (e.g. why are some countries more developed than others?)	- KITS tests at the start of each lesson - Challenge questions (e.g. why are some countries more developed than others?) - Development, population & cities summative assessment

		L1 – Why are some countries more developed than others? L2 – What's the best way to measure development? L3 – What factors affect development? L4 – How can we analyse development data? L5 – How can we use the HDI to compare countries? L5 – What is aid and why is it given? L6 – How does trade affect development (1)? L7 – How does trade affect development (2)? L8 – What is fair trade and how can it help? L9 –What are population pyramids and what can they tell us? L11 – What are the consequences of population policies? L12 – How can quality of life affect development? L13 – What are the impacts of top down development?		population pyramids - Plotting development graphs <u>CEIAG / World of work</u> Links to urban planning, charity work and aid planning		
Asia (China & India) project		• India's topography • China's topography • Impact on development of China and India **Enquiry questions:** L1 – Where is Asia? L2 – Which parts of Asia are most densely populated? L3 – How does location affect development? L4 – What is the profile of China? L5 – What is the profile of India?	[Asia (China & India) project](#)	<u>Literacy</u> Oracy – debate – China is one of the most polluting countries – how should this be dealt with? Written evaluation - impact of		- Glossary of key terms - Use of Tier 3 language - Student help sheets - 'Chunked' tasks Challenge questions (e.g.	- KITS tests at the start of each lesson - Challenge questions (e.g. China is one of the most polluting countries – how should this be dealt with? India has the largest slum population in the

		L6 – How do China and India compare?		industrialisation on China Numeracy - Creation and interpretation of data including bar charts, climate graphs, choropleth maps CEIAG / World of work - Links to urban planning		China is one of the most polluting countries – how should this be dealt with? India has the largest slum population in the world – how can this be resolved?)	world – how can this be resolved?)
Ramsey investigation	5	Starbucks location project	**Ramsey investigation**	Literacy Creation and interpretation of hypothesis, interpretation of results Numeracy Data presentation and interpretation CEIAG / World of work Links to town planner		- Glossary of key terms - Use of Tier 3 language - Student help sheets - 'Chunked' tasks	Assessment of presentation of data and feasibility of arguments