**LSA Geography - Curriculum Map 2021-2022 Year 8**

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| Y8 | Half  term 1-2 | Half  term 3 | Half  term 4 | Half term 5-term 6 |
| Topics | **Can the development gap be closed?** | **Will we ever know enough about tectonic hazards to live safely?** | **What are the opportunities and challenges that face Africa.** | **How is Asia being transformed?** |
| Key terms | Development; developing; extreme poverty; quality of life; GNI; GNI per capita; choropleth map; Human Development Index (HDI); life expectancy; sustainability; ecological footprint; Industrial Revolution; gender inequality; child bride; international aid; bilateral aid; Department for International Development (DfID); United Nations; Sustainable Development Goals | Geography, physical, upland, lowland, relief, British Isles, United Kingdom, country, nation, human, landscapes, culture, diversity, Population density, dense, sparse, rural, urban, urbanisation land use, CBD, inner city, suburbs, rural-urban fringe, economic activity, primary, secondary, tertiary, quaternary, economy, tourism, seasonal, business park, science park, census, population, migration. | air pressure; anticyclones; climate, climate change, climate graph; clouds; cold front; condensation; convectional rainfall; depression; dew; dew point temperature; drought; frontal rainfall; frost; humidity; isobars; isotherms; occluded front; precipitation; relief rainfall; sunshine; temperature; warm front; warm sector; weather; wind. | Continent, country, contrast, preconceived idea, plate tectonics, fold mountains, monsoon, relief rainfall, population pyramid, rural-urban migration, squatter settlement, informal sector, development, developed country, developing country, High Income Country, Low Income Country, Newly Emerging Economy, pandemic, communism, propaganda, one child policy, hukou system, globalisation, TNC (trans-national corporation),dam, reservoir, erosion, superpower, deforestation, biodiversity |
| Key Ideas | **Can the global development gap be closed?**  Students will: understand global patterns of development, locating countries in different states of development  identify regional inequality in the UK.  understand the concept of development and appreciate different definitions of development  understand that development occurs at different rates and times in different countries  understand that there are regional disparities of development within countries  identify reasons for poverty, including gender inequality  understand how organisations work to support development  further develop understanding of the concept of sustainability, investigating sustainable development goals. | **Will we ever know enough about tectonic hazards to live safely?** Students will: understand the theory of continental drift and recognise the patterns of earthquake, volcano and mountain belts as plate boundaries  understand the theory of plate tectonics and scientists’ evolving understanding of how plates move  understand the types of plate boundary  appreciate how scientific theories and understanding about plate tectonics have evolved through time through a series of discoveries  understand how people respond to an earthquake  understand how people manage risk in areas prone to earthquakes and volcanoes  understand the impact of development and urbanisation on countries susceptible to earthquakes and volcanoes  Understand the formation of tropical storms. Compare maps whilst tracking Hurricane Irma | **What are the opportunities and challenges that face Africa?** students will:  know the physical landscape of Africa  understand the pattern of climate zones and biomes across Africa  identify the causes and consequences of desertification in the Sahel  understand how biomes are formed by the interaction of the Earth’s spheres – savanna  challenge stereotypical views about the continent of Africa  appreciate the effects of colonialism on present-day Africa  understand the changing state of development across African countries  understand population distribution and change in Africa  understand how urbanisation is changing Africa  compare urbanisation in a region of India to a region of Africa  identify reasons for economic growth in Africa  understand and consider the reasons for China investing in and trading with countries in Africa  identify solutions to desertification in the Sahel. | **How is Asia being transformed?**  Pupils will:  locate Asia and its countries  identify key features of Asia’s physical landscape, climate, environments, population distribution and economy  understand aspects of the physical and human geography of India, China and Nepal.  understand the features and reasons for a monsoon climate  understand the cause of flooding in Asia  understand how biomes are formed by the interaction of the Earth’s spheres – mountains  understand population distribution and change in Asia  compare the population structure of two Asian countries  understand how urbanisation is changing a region – Karnataka, India  identify reasons for economic growth in China  understand the growing economic importance of Asia  appreciate the changing balance of world trade  understand the impact of climate and flooding on people in Asia  understand how deforestation in Nepal is affected by a mountain biome. |
| Assessment | Assessment 1 unit assessment –written assessment followed by classroom DIRT | Assessment 2 – unit assessment – written assessment followed by classroom dirt. | Assessment 2 – Unit assessment – written paper followed by classroom DIRT | Assessment 3  End of year Exam followed by classroom DIRT  N/A |
| Embedding learning | Retrieval tasks  Seneca | Retrieval tasks  Seneca | Retrieval tasks  Seneca | Retrieval tasks  Seneca |