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

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| Y8 | Half term 1-2 | Halfterm 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 developmentidentify regional inequality in the UK.understand the concept of development and appreciate different definitions of developmentunderstand that development occurs at different rates and times in different countriesunderstand that there are regional disparities of development within countriesidentify reasons for poverty, including gender inequalityunderstand how organisations work to support developmentfurther 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 boundariesunderstand the theory of plate tectonics and scientists’ evolving understanding of how plates moveunderstand the types of plate boundaryappreciate how scientific theories and understanding about plate tectonics have evolved through time through a series of discoveriesunderstand how people respond to an earthquakeunderstand how people manage risk in areas prone to earthquakes and volcanoesunderstand the impact of development and urbanisation on countries susceptible to earthquakes and volcanoesUnderstand 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 Africaunderstand the pattern of climate zones and biomes across Africaidentify the causes and consequences of desertification in the Sahelunderstand how biomes are formed by the interaction of the Earth’s spheres – savannachallenge stereotypical views about the continent of Africaappreciate the effects of colonialism on present-day Africaunderstand the changing state of development across African countriesunderstand population distribution and change in Africaunderstand how urbanisation is changing Africacompare urbanisation in a region of India to a region of Africaidentify reasons for economic growth in Africaunderstand and consider the reasons for China investing in and trading with countries in Africaidentify solutions to desertification in the Sahel. | **How is Asia being transformed?**Pupils will:locate Asia and its countriesidentify key features of Asia’s physical landscape, climate, environments, population distribution and economyunderstand aspects of the physical and human geography of India, China and Nepal.understand the features and reasons for a monsoon climateunderstand the cause of flooding in Asiaunderstand how biomes are formed by the interaction of the Earth’s spheres – mountainsunderstand population distribution and change in Asiacompare the population structure of two Asian countriesunderstand how urbanisation is changing a region – Karnataka, Indiaidentify reasons for economic growth in Chinaunderstand the growing economic importance of Asiaappreciate the changing balance of world tradeunderstand the impact of climate and flooding on people in Asiaunderstand 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 3End of year Exam followed by classroom DIRTN/A |
| Embedding learning | Retrieval tasksSeneca | Retrieval tasksSeneca  | Retrieval tasksSeneca | Retrieval tasksSeneca |