Geography Department
Curriculum and Assessment Map

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5&6
Year 8	**Risky World- Earthquakes & Volcanoes**	**Tourism**	**Challenging Cities**	**Ice Age**	**Blue Planet**
Fundamental Knowledge	**Knowledge: Students need to know…** The structure of the earth (4 layers) The three types of rock The tectonic plates and how they have moved over time (Pangaea, Gondwanaland and Laurasia, convection currents/slab pull) The 4 types of plate boundaries and the hazards associated with each one. The structure of a volcano (2 different types – shield and composite volcano) and the hazards created (pyroclastic flow, lahars, tephra, gases, lava)	**Knowledge: Students need to know…** How and why tourism has increased over the last 60 years. Define tourism and tourist. Know the factors that have contributed to issues with tourism in the UK Use an example of a UK study which has experienced opportunities and challenges of tourism. Using an example, be able to describe how and why a UK destination relies on the tourism industry.	**Knowledge: Students need to know…** Define urbanisation, identify its causes and recognise differences between HIC's/NEE's/LIC's Know push & pull factors and rural to urban migration Know the social, economic & environmental (SEE) challenges of rapid urban growth and its impacts Example (eg Kibera, Dharavi etc..) – know the location, issues, challenges (SEE) and solutions Define sustainable development and know an example of a sustainable city to illustrate sustainability in Transport/Housing/Waste/Energy (eg Curitiba, Masdar)	**Knowledge: Students need to know…** How do glaciers form and how climate has changed over time since the ice age Methods of collecting evidence for climate change (ice core, tree rings, fossils) When the last ice age began and ended Where the last ice ages reached in Britain Names and definitions of glacial processes including freeze-thaw weathering, plucking, abrasion and deposition	**Knowledge: Students need to know…** The five Oceans and their locations. The seas surrounding the UK and the location of the Mediterranean. Where coral reefs are located Why coral reefs are located in warm, shallow waters That coral and algae have a symbiotic relationship An example of a Coral Reef; it's location and importance The threats to coral reefs (climate change, tourism, fishing boats) How coral reefs can experience coral bleaching and how further human activity is causing plastic pollution in the ocean The social, economic and environmental impact of marine plastics An example of plastic pollution (e.g. garbage patch); the causes, impacts and solutions in terms of Social, Economic and Environmental.

	A case study of a volcano – e.g. Mount Merapi in Asia – focussing on primary and secondary effects, and short and long-term responses What an earthquake is and how are they measured A case study of an earthquake e.g. Nepal in Asia, 2015 - focussing on primary and secondary effects, and short and long-term responses How people manage hazards - preparation, protection, prediction. Why people live in risky locations What a super volcano is and what the potential global effects could be. **Knowledge application:** Students need to know how to describe the structure of the Earth Students need to know how to explain how convection currents move tectonic plates Students need to know how to explain why volcanoes occur at constructive and destructive plate boundaries Students need to know how to label the	Define what is meant by ecotourism. Using an example, be able to study the benefits and challenges of ecotourism. **Knowledge application:** Students need to understand how to describe and explain the factors which have led to an increase in tourism. Students need to know how to define specific key terms such as tourism, tourist, ecotourist, mass tourism. Students need to know how to explain the opportunities and challenges in which tourism can present to a UK destination. Students need to be able to evaluate the effectiveness of ecotourism on a chosen destination.	**Knowledge application:** Students need to understand how to describe urbanisation and global patterns of urbanisation Students need to understand how to describe push & pull factors and rural to urban migration Students need to understand how to describe & explain social, economic and environmental impacts of rapid urban growth Students need to understand how to apply knowledge and understanding of rapid urban growth using an example Students need to understand how to describe sustainable development and explain sustainable solutions using an example	How glacial landforms, such as U shape valleys have been created by erosion How Moraines have been created by deposition How humans have contributed to recent climate change How contemporary climate change has led to environmental impacts (reduction in glacial ice, revealing landscapes, sea level rise, damage to animal habitats) **EXT:** How glacial landscapes can be tourist attractions (Lake District) The costs and benefits of tourism in the Lake District **Knowledge application:** Students need to know how to describe changes in temperature since the last ice age and identify glacial and interglacial periods in Earth's history Students need to know how to outline 2 pieces of evidence which show that the Earth's climate has changed. Students need to know how to describe how the UK looked during the last ice age Students need to know how to explain how the landscape is weathered and eroded during glacial periods.	How oceans are being overfished; the reasons for overfishing, impacts and solutions How oceans can be affected by oil spills; the social, economic and environmental impacts of oil spills **Knowledge application:** Students need to know how to explain how plants and animals have a symbiotic relationship within coral reefs Students need to know how to describe how human interactions affect our oceans. Students need to know how to discuss how a named example of a coral reef could be considered important. Students need to know how to explain the impacts of plastic pollution

	structure of a volcano and identify the hazards created by volcanoes Students need to know how to describe and explain the causes, impacts and responses to a volcanic eruption Students need to know how to categorise the impacts of volcanoes into social, economic and environmental but also primary and secondary Students need to know how to assess the effectiveness of short term and long-term responses of volcanoes Students need to know how to explain the causes of earthquakes and outline how they are measured Students need to know how to describe and explain the causes, effects and responses to an earthquake Students need to know how to categorise the impacts of earthquakes into social, economic and environmental but also primary and secondary Students need to know how to assess the effectiveness of short term and long-term			Students need to know how to explain how glaciers shape the landscape Students need to know how to explain the formation of one erosional and one depositional landform (U shaped valley and moraine) Students need to know how to explain the impact of recent climate change on glacial landscapes.	

	responses of earthquakes				
Learning Checkpoint Tasks	Students will be asked a series of short questions based on their Year 7 curriculum with aspects of the current topic. There will be an extended piece regarding the primary and secondary effects of an earthquake/ volcano they have studied. Students will also be assessed on their ability to provide a 'to what extent' argument related to the opportunities and challenges of tourism.		Students will be asked a series of short questions based on previous and current learning. There will be an extended piece that tests students' understanding of the opportunities and challenges of urban growth.	Students will be asked a series of short questions based on previous and current learning. There will be an extended piece of work checking students understanding of the formation of glacial landforms.	Students will be asked a series of short questions based on previous and current learning. There will be an extended piece of working looking at the effects human activities have on our ocean environments.
Common Assessment Task	**Year 8: Common Assessment 1**		**Year 8: Common Assessment 2**		
Mock Exam (if applicable)					
Interleaved Knowledge	During this term, students will use their previous knowledge on major cities and fantastic places from Year 7 to be able to draw upon knowledge what is needed when understanding the physical processes that take place beneath us, where earthquakes and volcanoes are located and the impacts that each hazard can have on people and societies.		During this term, students will use aspects of the physical geography that was taught in last term and in Year 7 to appreciate areas of the glaciated world and why people may still live in those areas. Students will also use their knowledge of major cities to support their deeper understanding of challenging cities.		Students will be able to use their knowledge from challenging cities, connected world and fantastic places to understand how we affect the global environment, with a particular focus on marine life and ocean ecosystems.