

## Year 8

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	Plate Tectonics	<p>How and why does the Earth's crust move?</p> <p>Where and how do they occur and how do they affect us?</p>	<ul style="list-style-type: none"> <li>• The structure of the Earth</li> <li>• Continental Drift Theory</li> <li>• Plate Tectonic Theory</li> <li>• The plate boundaries and their associated landforms and features.</li> <li>• Earthquake formation.</li> <li>• The effects and responses to earthquake events</li> <li>• Gender and hazards</li> <li>• The types of volcanoes and their associated hazards.</li> <li>• The effects and responses to a volcanic eruption.</li> <li>• Supervolcanoes</li> <li>• How earthquakes are managed.</li> </ul>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> <li>• Peer, self and teacher assessment throughout the term of work produced.</li> <li>• Students can describe the structure of the earth</li> <li>• Students can describe and explain continental drift and plate tectonic theories, and how they relate.</li> <li>• Students can explain earthquake formation</li> <li>• Students can identify volcanic hazards</li> <li>• Students can categorise effects and responses to volcanic and seismic events.</li> <li>• Students can justify why people continue to live in volcanic areas.</li> <li>• Students can describe how earthquakes are managed and evaluate how successful these forms of management are.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Map skills</li> <li>• Geographic literacy</li> <li>• PEEL paragraph writing – particularly focusing on how evidence is used to support points.</li> <li>• Development and justification of own ideas based on geographical concepts and understanding.</li> </ul> <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> <li>• Structure of the Earth and plate tectonic theory test.</li> <li>• Earthquakes and volcanoes test.</li> </ul>
Spring	Africa	Why is the physical and human	<ul style="list-style-type: none"> <li>• Misconceptions of Africa and single story.</li> <li>• Introduction to ArcGIS and analysing the key physical and human features of Africa</li> </ul>	How understanding is assessed

		<p>geography of Africa so diverse?</p> <p>What specific issues do people face in Africa?</p>	<ul style="list-style-type: none"> <li>• The impacts of colonialism in Africa.</li> <li>• How Africa has shaped the UK</li> <li>• Investigating a region within Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Peer, self and teacher assessment throughout the term of work produced.</li> <li>• Students can describe and explain the key features of Africa</li> <li>• Students can use ArcGIS to analyse information.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Data description and analysis</li> <li>• Geographic literacy</li> <li>• PEEL paragraph writing – particularly focusing on how evidence is used to support points.</li> <li>• Critical analysis of a film in a short essay</li> <li>• Development and justification of own ideas based on geographical concepts and understanding.</li> </ul> <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> <li>• Project involving researching and discussing how Africa shaped the UK at a range of scales.</li> </ul>
<p>Summer</p>	<p>Physical landscapes of the UK</p>	<p>Physical processes in coastal and glaciated environments</p>	<ul style="list-style-type: none"> <li>• What is the physical geography of the UK like?</li> <li>• How do erosion and weathering shape the physical environment?</li> <li>• Factors influencing coastal erosion</li> <li>• Use of GIS to analyse coastal retreat</li> <li>• How can the coast be managed?</li> <li>• How does ice change the world?</li> <li>• How and why do glaciers form and move?</li> <li>• Glacial landforms</li> <li>• How do glaciated landscapes shape human activity?</li> </ul>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> <li>• Peer, self and teacher assessment throughout the term of work produced.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Describe and analyse data.</li> <li>• Geographic literacy</li> <li>• PEEL paragraph writing – particularly focusing on the quality of explanation.</li> <li>• Development and justification of own ideas based on geographical concepts and understanding.</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• Coasts written assessment</li> </ul>

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