

<b>KEVICC KS3 Curriculum:</b>	<b>Subject:</b> Geography	<b>Key terms and vocabulary.</b>
<b>Year:</b> 9 <b>Term:</b> Autumn 1	<b>Topic:</b> Warming Planet	<i>Which words will be explicitly taught &amp; how frequently will understanding be checked? How will assimilation of new vocab be checked?</i>
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p>In this unit students will look at global warming and the impact on our coastal zones. They will discover the causes of climate change and look at the impacts of sea level rises on people.</p> <p>Students will then look at the disappearing island of Tuvalu and the storm surges that threaten New Orleans. Finally, students end by studying the Thames Barrier and how billions are spent in defending our cities and towns from the seas.</p> <p><b>Knowledge</b> Regions within Asia; population and urbanisation; weather and climate; how human and physical processes interact to influence, and change, landscapes, environments and the climate.</p>		<p>Greenhouse gases, Atmosphere Climate change Global warming Sea level rises Thermal expansion Glacial melt Salt water intrusion Coral bleaching Forced migration Storm surge Hurricane Low pressure Floodplain</p> <p>Understanding checked through questioning and regular feedback.</p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>No specific prior learning, but climate change regularly discussed in previous year 7 and 8 units.</p>	<p><b>How does this content link to future learning?</b></p> <p>Links to GCSE content in <b>The challenge of natural hazards</b> unit.</p>	
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Model answers provided to develop comprehension and literacy.</p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p> <p>Writing answers to assessment questions, following similar structure to GCSE assessment.</p>	
<p><b>Key assessments:</b> <i>How will students review the information learned? How will feedback be seen?</i></p> <p>End of unit assessment completed on separate sheet and stuck in books.</p> <ul style="list-style-type: none"> <li>- Marked by teacher using Assessment Mark Scheme.</li> <li>- Students respond to feedback with Purple Pen.</li> </ul> <p>Peer and self-assessment opportunities, e.g. Tuvalu questions Regular assessment questions throughout the unit. Regular recap sheets to review learning. Verbal feedback given throughout lessons. Opportunities for students to respond to feedback in Purple Pen.</p>		