

<b>KEVICC KS3 Curriculum:</b>	<b>Subject:</b> Geography	<b>Key terms and vocabulary.</b>
<b>Year:</b> 8 <b>Term:</b> Autumn 1	<b>Topic:</b> Risky World	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<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 explore the way the Earth moves and how this contributes to the distribution of global hazards.</p> <p>Students will be aware of the causes of natural hazards through plate movement at the different plate margins. They will also examine the impacts of, and responses to, natural hazards, using specific examples from an earthquake, tsunami and volcanic eruption. It will also look at how level of development can affect the impacts of, and responses to, natural hazards and how physical and human factors can impact on risk.</p> <p><b>Knowledge</b> Geological timescales and plate tectonics; regions within Africa; regions within Asia; population and urbanisation; international development; how human activity relies on effective functioning of natural activities.</p>		<p>Natural hazard Tectonic plates Earthquake Tsunami Volcanic eruption Explain Justify Analyse Evaluate</p> <p>Understanding checked through questioning and regular feedback.</p>
<b>What prior learning supports understanding of this content?</b>	<b>How does this content link to future learning?</b>	
Students will have studied "mountains, volcanoes and earthquakes" at Key Stage 2.	Links to <b>The challenge of natural hazards</b> GCSE unit.	
<b>Reading:</b> Where in the unit are students supported to read complex academic text?	<b>Writing:</b> Independent writing tasks and how they are structured	
Model answers provided to develop comprehension and literacy.	Writing answers to assessment questions, following similar structure to GCSE assessment.	
<p><b>Key assessments:</b> How will students review the information learned? How will feedback be seen?</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>Mid-unit assessment question.</p> <ul style="list-style-type: none"> <li>- 6-mark question on tectonic plate movement marked by teacher.</li> <li>- Students respond to feedback in Purple Pen.</li> </ul> <p>Regular assessment questions throughout the unit.</p> <p>Regular recap sheets to review learning.</p> <p>Verbal feedback given throughout lessons.</p> <p>Opportunities for students to respond to feedback in Purple Pen.</p>		