

<b>KEVICC KS3 Curriculum:</b>	<b>Subject:</b> Geography	<b>Key terms and vocabulary.</b>
<b>Year:</b> 8 <b>Term:</b> Summer	<b>Topic:</b> Extreme World	<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 gain an insight into adventure tourism. It begins by looking at extreme environments and adventure activities, and students will discover why adventure tourism is on the rise.</p> <p>Students will then discover tourism in Utah, Antarctica and Kenya, as well looking at the exploits of two adventurers – Aaron Ralston and Ed Stafford.</p> <p>Finally, students will look at the impact tourism has had on our wild places and how ecotourism can be the future of tourism in a sustainable way.</p> <p><b>Knowledge</b> Regions within Africa; international development; economic activity; how human activity relies on effective functioning of natural systems</p>		<p>Extreme environment Adventure tourism Mass tourism Honeypot sites Ecotourism Sustainable tourism</p> <p>Understanding checked through questioning and regular feedback.</p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Build on Key Stage 2 knowledge of “economic activity”</p>	<p><b>How does this content link to future learning?</b></p> <p>Links to GCSE content in <b>The changing economic world</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>Assessment question.</p> <ul style="list-style-type: none"> <li>- 4-mark question on tourism patterns graph.</li> <li>- Students respond to feedback in Purple Pen.</li> </ul> <p>Peer and self-assessment opportunities, e.g. questions on impact of tourism</p> <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>		