		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Knowledge	**Africa** *Physical geography* *Forest and deserts* *Transatlantic slave trade* *Colonisation in Africa* *Developed and developing countries* *Poverty and conflict in Somalia* *Causes of development gap* *The Great Green Wall* *Tourism in Kenya* *Development and urbanisation*	**Plate Tectonics and Earthquakes** *Continental drift theory* *Plate tectonic theory* *Features of an earthquake* *Earthquake in a HIC* *Earthquake in a LIC* *Managing earthquakes* *Tsunamis* *Japan tsunami 2011* *Natural hazards and development*	**Hot Desert and the Middle East** *Atmospheric circulation and the distribution of hot deserts* *Biodiversity in hot deserts* *Challenges of development in hot deserts* *Geography of the Middle East* *Success of Saudi Arabia and Dubai* *Conflict in the Middle East* *Civil war in Yemen* *Economic importance of the Middle East*	**Climate emergency** *The Greenhouse effect* *The carbon cycle* *Burning fossil fuels* *Farming emissions* *Deforestation* *Extreme weather* *Shrinking polar ice* *Retreating glaciers* *Warming oceans* *Wildfires*	**Coastal landscapes** *The rock cycle* *Weathering* *Erosion* *Headlands and Bays* *Wave-cut platforms* *Cave, Arch, Stack, Stump* *Beaches* *Sand Dunes* *Spits and Bars* *Threats to the coast* *Coastal Management*	**Environments in danger** *Natural resources* *Resource curse* *Blood diamonds* *Illegal mining* *Illegal logging in TRF* *Illegal fishing* *Whale hunting* *Poaching and trafficking animals* *Pollution* *Chernobyl disaster*
	Skills	Throughout each topic students will get the opportunity to develop and practice a range of geographic skills including: • Cartographic skills – The use and interpretation of a variety of maps at a variety of scales including but not limited to atlases and Ordinance Survey maps. **Note:** The use of Ordinance Survey maps involves developing the skills of grid references, scale, directions and height. • Graphical skills – selecting and constructing the appropriate graphs and charts using appropriate scales • Numerical skills - demonstrating an understanding of number, area and scales and being able to draw conclusions from these. • Statistical skills – calculating and using measures such as averages and percentages • Quantitative and qualitative skills – collecting, presenting and interpreting both types of data.						
	Assessment	At KS3, there are four main types of assessment which are expected to take place in Geography lessons. These are: • **In class non-written assessment** - A full range of informal assessment techniques are encouraged to provide students with instant feedback, guidance and encouragement e.g., questioning, low stakes testing, retrieval starters, modelling etc. • **Book Work** – Books will be used to assess students' progress in lessons with opportunities to feedback and improve. • **Mid-point (formative) Assessment** – This information should be used to adjust teaching following the test, with common misconceptions being addressed and corrected in a formal feedback session where students undertake actions set by teacher to close gaps in knowledge • **Summative Assessment** - At the end of each unit, students will sit a summative assessment, designed to allow them to show how well they've understood the knowledge and developed the skills being taught in the unit. These are longer assessments using a range of testing styles						