

Year 8 Autumn Term

Department: Geography Unit of Work: Global disasters

<p>Grades End of Year 11 Target: 1-3</p>	<p>Grades End of Year 11 Target: 4-6</p>	<p>Grades End of Year 11 Target: 7-9</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Know the names of types of disasters <input type="checkbox"/> Know the types hazards and disasters there are <input type="checkbox"/> Know what key terms mean such as impacts, causes, effects, response <input type="checkbox"/> To state the difference between the types of plate boundary <input type="checkbox"/> To identify impacts, effects and responses to disasters (e.g. in a photograph) <input type="checkbox"/> Name specific case study examples of events correctly including dates <input type="checkbox"/> Identify what impacts Chernobyl nuclear disaster lead to <input type="checkbox"/> Literacy - To speak and write like a geographer to use key terms such as: continents, named places, dates, impacts 	<ul style="list-style-type: none"> <input type="checkbox"/> Know the types of tectonic hazards and the type of plate boundary they are linked to <input type="checkbox"/> Describe why tectonic plates move (convection currents) <input type="checkbox"/> Describe how earthquakes, disease outbreaks, wildfires and tsunamis happen <input type="checkbox"/> Describe accuracy case studies of events, recalling factual detail such as locations, death tolls, responses <input type="checkbox"/> To recognise that different things will affect the outcomes of tectonic hazards e.g. LIC vs HIC, magnitude or location (rural/urban) <input type="checkbox"/> Explain and describe what impacts Chernobyl nuclear disaster lead to <input type="checkbox"/> Literacy - To speak and write like a geographer to use key terms such as: continents, plates, convection current, human or physical 	<ul style="list-style-type: none"> <input type="checkbox"/> To know what the tectonic pattern and hazards pattern of the world looks like including locating and naming places to locate, major plates and types of plate boundaries. <input type="checkbox"/> To describe the types of tectonic hazards and link it to the type of plate boundaries <input type="checkbox"/> To explain how tectonic plates move using convection currents <input type="checkbox"/> To explain case studies using accurate facts and detail, such as explaining why certain impacts happened, responses and causes <input type="checkbox"/> To explain and begin to assess that different things will affect the outcomes of tectonic hazards e.g. LIC vs HIC, magnitude or location (rural/urban) <input type="checkbox"/> Explain how the different ways of monitoring tectonic events work and help have lives <input type="checkbox"/> Explain what impacts Chernobyl nuclear disaster lead to, assess the future of the site <input type="checkbox"/> Literacy - To speak and write like a geographer to use key terms such as: continents, tectonic, plates, boundary, convection currents, impacts, responses, LIC, HIC, tsunami