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| **Year** | 8 | **Subject** | Geography  |
| **Lessons** | 12 | **Topic** | Topic 3 - China vs India  |
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| **Lesson** | **Title** | **L.O.s** | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
| 1  | China’s Physical Features  | * I can describe the location and physical features of China using basic geographical language.
* I can the location and physical features of China using good geographical language.
* I can analyse the location and physical features of China using technical geographical language.
 | * Map Skills
* Extended writing
 | Embedded in lesson and resource folder  |
| 2 | India’s Physical Features  | * I can describe the location and physical features of India using basic geographical language.
* I can the location and physical features of India using good geographical language.
* I can analyse the location and physical features of India using technical geographical language.
 | * Map skills
* Atlas skills
* Extended writing
 | Embedded in lesson and resource folder  |
| 3 | Comparing India and China  | * I can describe the difference between India and China using basic geographical language.
* I can explain the difference between India and China using good geographical language.
* I can analyse the difference between India and China using technical geographical language.
 | * Comparison between countries
 | Embedded in lesson and resource folder  |
| 4 | Economy of India and China  | * I can describe the difference between India and China using basic geographical language.
* I can explain the difference between India and China using good geographical language.
* I can analyse the difference between India and China using technical geographical language.
 | * Clark-Fisher Model
* Pie chart skills
* Extended writing
 | Embedded in lesson and resource folder  |
| 5 | Development Gap - China  | * I can describe the difference between China using basic geographical language.
* I can explain the difference between China using good geographical language.
 | * Extended writing
* live marking
 | Embedded in lesson and resource folder  |
| 6 | Timeline of India’s Development  | * I can describe the difference between India using basic geographical language.
* I can explain the difference between India using good geographical language.
 | * Extended writing
* live marking
 | Embedded in lesson and resource folder  |
| 7 | China - the cost of development  | * To explore how the water crisis has affected China due to rapid industrialization
* To understand the different issues China faces due to its rapid development
* To be able to explain why the water crisis has been caused by China’s development
 | * Extended writing
* live marking
 | Embedded in lesson and resource folder  |
| 8 | India - the cost of development  | * To be able to understand what smog is and how it occurs
* To be able to explain how the smog in India is linked to its development
* To be able to analyse the cost of development between India and China
 | * Extended writing
* live marking
 | Embedded in lesson and resource folder  |
| 9 | Essay ‘In thirty years time should Britain have a closer relationship with India or China?’ | * I can describe the difference between India and China using basic geographical language.
* I can explain the difference between India and China using good geographical language.
* I can analyse the difference between India and China using technical geographical language.
 | * Map skills
* Live marking
 | Embedded in lesson and resource folder  |
| 10 | Peer Marking  |  |  | Embedded in lesson and resource folder  |
| 11 | Comparing two regions of India and China  | * I can describe the difference between India and China using basic geographical language.
* I can explain the difference between India and China using good geographical language.
* I can analyse the difference between India and China using technical geographical language.
 | * Graph skills
* Extended writing
 | Embedded in lesson and resource folder  |
| **Prior Knowledge** | **Assessment Opportunities** |
| This SOW serves as an opportunity to be able to compare two countries in multiple different categories to be able to ultimately extrapolate which country they think will make the most progress. This links to previous topics in Y7 (Russia) which allows students to explore how we can measure a countries development and how we measure progress. | Live marking opportunitiesGCSE practice essay  |
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