



## KS3 – Year 7 Geography Long Term Mapping

### Subject Intent/ Aims:

At St Philip Howard we want to foster a love of Humanities and reflect its importance on how it has and does shape our day to day lives. Pupils will be taught how History has changed our world and how Geography is shaping the future world. Humanities teaching will encourage pupils to think creatively, attempt to rationalize our past and to ask questions about our present world.

Pupils will learn how Humanities helps us to understand others through their languages, histories and cultures which will foster a growing awareness in our young people of the need for social justice and equality. Our teaching will encourage pupils to have enquiring empathetic minds that seek to make intellectual sense of the changing world.

Pupils will be able to approach their learning critically and logically with subjective, complex, imperfect information. They will weigh evidence skeptically and consider more than one side of every question.

As such in Humanities pupils will build skills in writing and critical thinking.

We will endeavour to develop informed and critical citizens of the future enriching learning within and outside of the classroom. Success will ensure that pupils appreciate that without the Humanities, democracy cannot flourish and the sustainability of our planet cannot be guaranteed.

### ADVENT- Key Concepts:

Map Skills  
Tectonic Hazards

### LENT- Key Concepts:

Development / Globalization Part 1  
Money

### PENTECOST- Key Concepts:

Water / Drought



<p><b><u>National Curriculum Coverage:</u></b> Geographical skills and fieldwork Locational knowledge</p> <p>Deepen spatial awareness of the world's countries using maps of the world</p> <p>Geological timescales and plate tectonics; rocks, weathering, and soils; weather and climate, including the change in climate</p>		<p><b><u>National Curriculum Coverage:</u></b> Human and physical geography Place Knowledge</p> <p>Population and urbanisation International development Economic activity in the primary, secondary, tertiary and quaternary sectors The use of natural resources</p>		<p><b><u>National Curriculum Coverage:</u></b> Human and physical geography Place Knowledge</p> <p>Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate</p> <p>How human activity relies on effective functioning of natural systems</p>	
<p><b><u>Components (Key Content):</u></b></p> <p>What is Geography? Introduction to Human and Physical Geo Map reading skills 4 and 6 figure grid references Compass and Direction Contour Lines</p>	<p><b><u>HO Knowledge:</u></b></p>	<p><b><u>Components (Key Content/ Knowledge)</u></b></p> <p>Employment / Jobs Journey of a chocolate bar Different areas mean different jobs How has industry changed over time How has Sheffield changed Are Science Parks the industry of the future What is the future of the UK High Street What is the EU and how does it work Should we have left the EU</p>		<p><b><u>Components (Key Content/ Knowledge)</u></b></p> <p>Water Cycle World / UK Rivers Drainage Basin River erosion River erosion landforms River transportation Depositional landforms Flooding Flash Flood – Boscastle Flooding in MEDC Flooding in LEDC</p>	



<p>Geography of the UK</p> <p>English Counties</p> <p>Geography of Europe</p> <p>Geography of the World</p> <p>Continents / Oceans and Layers</p> <p>Using Photographs / Field Sketch work</p> <p>Plate Theory / Pangea</p> <p>Earthquakes – Where, Why/ Measurement /</p> <p>LEDC and MEDC earthquakes / New Zealand</p> <p>Largest ever Earthquake / Chile</p> <p>Types of Volcanoes and parts</p> <p>LEDC Volcano / Montserrat</p> <p>MEDC Volcanoes / Iceland</p> <p>Why do people live near volcanos</p>		<p>Why does Nokia manufacture in China</p> <p>How does trade effect the environment</p> <p>What is more important to China, environment of industry</p> <p>Who are the winners and losers in trade</p> <p>How does your mobile connect you to the rest of the world</p> <p>Paper bag game</p> <p>Sweat shops</p> <p>Do LEDCS benefit from mobile phones</p> <p>How is trade linked</p> <p>Is trade sustainable</p> <p>Do TNCs benefit poorer countries</p> <p>What role do children play in trade</p> <p>What do celebrities have to say about trade</p> <p>Fairtrade Game</p>	
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Can we protect ourselves from Volcanos Super volcanoes Tsunamis			
<b><u>Generic Composite Skills:</u></b>  Consolidate and extend knowledge of the world's major countries  Understand geographical processes and their impact on change  Understand increasingly complex geographical systems in the world  Competence in using geographical	<b><u>HO Composites:</u></b>	<b><u>Composite Skills:</u></b>  Consolidate and extend knowledge of the world's major countries  Understand geographical processes and their impact on change  Understand increasingly complex geographical systems in the world  Competence in using geographical knowledge, approaches and concepts  Analysing and interpreting different data sources	<b><u>Composite Skills:</u></b>  Consolidate and extend knowledge of the world's major countries  Understand geographical processes and their impact on change  Understand increasingly complex geographical systems in the world  Competence in using geographical knowledge, approaches and concepts  Analysing and interpreting different data sources



knowledge, approaches and concepts  Analysing and interpreting different data sources.			
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<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice</u>
<p>Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Map and data analysis Field work skills</p>	<p>Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Map and data analysis Field work skills</p>	<p>Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Map and data analysis Field work skills</p>



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<u>Adapted Curriculum Content:</u>	<u>Adapted Curriculum Content:</u>	<u>Adapted Curriculum Content:</u>





**Adaptive Implementation Practices:**

Well considered and regularly reviewed seating plans.

Dyspraxia: Gradual teaching of smaller skills and components into larger skills. Allow extra time to complete tasks and ask pupils to repeat back instructions. Use of lined paper with margins. Only ask pupil to answer Qs if they volunteer. Extra support during task changes. Use of simple clear language. Use of laptop where necessary. Variety of teaching approaches e.g visual / auditory / kinesthetic. Visual reminders of expectations.

Autism: Break down steps / instructions and explain new tasks in advance where possible. Consistent tone and phrasing and use of symbols to assist communication. Differentiation through chunking and clear goals. Modelling of completed work. Time out and cooling off time if needed.

Dyscalculia: Differentiated work with chunks and repeated, clear instruction. Extra time to complete tasks. Time out if needed. Use of squared paper and calculator where appropriate.

ADHD: Use of fidget tools and chair stretches when needed. Time warning countdowns and brain breaks / time out cards. Clear behaviour expectations and use of praise / reward. Interruption slides to reengage during lessons and provide brain break. Visible instructions for all tasks, chunked and differentiated.





<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative): Key</u>	<u>Assessment/s (Formative and Summative):</u>
<p>Key Vocab Tests RRR tests End of Topic tests End of Year Exams Base line assessment</p>	<p>Vocab Tests RRR tests End of Topic tests End of Year Exams Can people you're their way out of poverty?</p>	<p>Key Vocab Tests RRR tests End of Topic tests End of Year Exams</p>



<p><b><u>Key Terms:</u></b></p> <p>Human Geography Physical Geography</p> <p>Hazard Risk</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Scale Relief Spot Heights Longitude Latitude Grid References Continents Countries</p> <p>Meteorological Inner Core Outer Core Mantel Crust Crust Layer Tectonic Plates Convection Currents Plate Boundary Subduction Zone</p>	<p><b><u>Key Terms:</u></b></p> <p>Globalisation Trade The Brandt Line EU LIC NIC HIC TNC</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Employment Industry Distribution Development</p>	<p><b><u>Key Terms:</u></b></p> <p>Water Cycle MEDC LEDC</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Drainage Drainage Basin Erosion Transportation Deposition Depositional Landforms Drought</p>
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<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <p>Maths – Data handling and map skills</p>	<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <p>Maths – Data handling and map skills Computer Science – Role of technology</p>	<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <p>Maths – Data handling and map skills Engineering – Flood defences</p>
<p><b><u>SMSC/ BV/ RSHE:</u></b></p> <p>SMSC – Charity and Crisis work</p>	<p><b><u>SMSC/ BV/ RSHE:</u></b></p> <p>SMSC – Role of Celebrity SMSC – Impact of Global technology BV – Global Trade BV – Impact of poverty</p>	<p><b><u>SMSC/ BV/ RSHE:</u></b></p> <p>SMSC – Charity and Crisis work</p>



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