



## **KS3 – Year 8 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 endeavor 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:**

Tourism  
Coasts

### **LENT- Key Concepts:**

Coasts  
Development Pt 2

### **PENTECOST- Key Concepts:**

Extreme Environments



<p><b><u>National Curriculum Coverage:</u></b></p> <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate</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></p> <p>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></p> <p>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>Antarctica How close should you get to Polar bears and penguins Coral Reefs Should you take home parts of the Coral Reef Thailand -Long necked Women Honey Pots – When</p>	<p><b><u>HO Knowledge:</u></b></p>	<p><b><u>Components (Key Content/ Knowledge)</u></b></p> <p>Deposition Depositional Landforms Sea Defences Rising sea levels Coast sustainability</p> <p>have you won the Lotto What is development Will some places always be rich</p>		<p><b><u>Components (Key Content/ Knowledge)</u></b></p> <p>Extreme environments Explorers Prudhoe Bay intro Should we exploit Prudhoe Bay Rainforests – What are the features of the world's rainforests Layers and climate of the rainforest Rainforest plant adaptations Rainforest animal adaptations Can elephants really fly Deforestation computers Uluru – physical and human features Computers – can google earth tell us about Uluru</p>	



<p>should you go to a British Honey Pot Safaris / National Parks How many mini buses should gather around an elephant Zakynthos Turtles Gorillas How can I best watch a gorilla Theme Parks GB Disneyland</p> <p>Sustainability Erosion Weathering Erosional Landforms stacks and caves Transportation and Deposition Depositional Landforms Sea defences</p>		<p>Trading – The Trading Game Wealth and Natural resources Does being rich in natural resources make a country more developed Does trade improve lives Shopping Habits – does where you shop make a difference Does what you buy make a difference Charity – How much aid do we give Computers and their different types Can we carry on developing – is development always good Poverty Trap and breaking it</p>	
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<p>Sea Defences DME</p> <p>Effects of erosion</p> <p>Using the coast sustainably</p> <p>What is threatening our coast lines</p> <p>Will sea rises effect you</p>			
<p><b><u>Generic Composite Skills:</u></b></p> <p>Consolidate and extend their knowledge of the world's major countries</p> <p>Understand how geographical processes and their impact on change</p> <p>Understand increasingly complex geographical systems</p>	<p><b><u>HO Composites:</u></b></p>	<p><b><u>Composite Skills:</u></b></p> <p>Consolidate and extend their knowledge of the world's major countries</p> <p>Understand how geographical processes and their impact on change</p> <p>Understand increasingly complex geographical systems in the world around them.</p> <p>Competence in using geographical knowledge, approaches and concepts</p>	<p><b><u>Composite Skills:</u></b></p> <p>Consolidate and extend their knowledge of the world's major countries</p> <p>Understand how geographical processes and their impact on change</p> <p>Understand increasingly complex geographical systems in the world around them.</p> <p>Competence in using geographical knowledge, approaches and concepts</p>



<p>in the world around them.</p> <p>Competence in using geographical knowledge, approaches and concepts</p> <p>Analysing and interpreting different data sources.</p>		<p>Analysing and interpreting different data sources</p>	<p>Analysing and interpreting different data sources</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>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>





<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative):</u> Key	<u>Assessment/s (Formative and Summative):</u>
<p>Key Vocab Tests RRR tests End of Topic tests End of Year Exams</p>	<p>Vocab Tests RRR tests End of Topic tests End of Year Exams</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>Eco Tourism Sustainability Global Warming</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>National Parks Arctic Antarctica Coral Coral Reef Great Barrier Reef Erosion Weathering Landforms Sea defenses</p>	<p><b><u>Key Terms:</u></b></p> <p>The Brandt Line HIC / NIC / LIC Cycle of poverty Quality of Life</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Development Social Economic Disparity Per Capita Investment Landlocked Debt</p>	<p><b><u>Key Terms:</u></b></p> <p>Deforestation</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Explorers Exploitation Rainforests Canopy Emergent layer Understory Undergrowth Adaptations Climate Google earth Latitude Altitude</p>
<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <p>Maths – data and statistics RS – Stewardship Engineering – Coastal defence</p>		<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <p>Maths – data and statistics / trade History – Cycle of Poverty RS – Christian response to hardship Food Tech – Resources and demand</p>		<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <p>Computer Science – use of google earth Maths – data and statistics RS – Stewardship Food Tech – Resources and demand</p>	





<u><b>SMSC/ BV/ RSHE:</b></u>	<u><b>SMSC/ BV/ RSHE:</b></u>	<u><b>SMSC/ BV/ RSHE:</b></u>
<p>SMSC – Global concerns / Rescue and Relief  BV – Charity at home and abroad  RSHE – Global warming / Health impact</p>	<p>SMSC – Global concerns / Rescue and Relief  BV – Charity at home and abroad  RSHE – Quality of Life / Life expectancy</p>	<p>SMSC – Global concerns / Rescue and Relief  BV – Charity at home and abroad  RSHE – Global issues / Health impact</p>



St Philip Howard Catholic Voluntary Academy



Department Planning 2024

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