



KS3 – Year 9 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:

Migration

LENT- Key Concepts:

Weather and Glaciation

PENTECOST- Key Concepts:

AQA Natural Hazards



<p><u>National Curriculum Coverage:</u> 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><u>National Curriculum Coverage:</u> 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><u>National Curriculum Coverage:</u> <u>AQA GCSE</u></p> <p>Tectonic Plates Volcanoes and Earthquakes Global atmospheric circulation Tropical storms UK weather hazards Climate Change</p>
<p><u>Components (Key Content):</u></p> <p>Population introduction Are you a migrant Ageing population Population pyramids Retirement to rural areas Controlling population growth – China Migration to the UK China – migration and urbanization Densely or Sparsely Poland EU migration</p>	<p><u>HO Knowledge:</u></p>	<p><u>Components (Key Content/ Knowledge)</u></p> <p>How weather effects us Pressure UK weather and rain The Beast from the East High pressure weather and effects Low pressure weather and effects Tropical Storms – Hurricane Katrina Tornadoes / Hurricanes Extreme weather around the world Climate Changes – causes and effects Mitigation Adaptation</p>	<p><u>Components (Key Content/ Knowledge)</u></p> <p>Welcome to GCSE Geography What is a natural hazard Plate tectonics Theory Tectonic Hazard distribution Plate boundaries Volcanoes Nepal 2015 New Zealand 2015 Why live near Tectonic hazards Evidence for climate change Climate change the truth Impacts of climate change Mitigation of climate change Adapting to climate change</p>



<p>causes and effects International Migration Megacities DTM Census Computers – where do you fit in Forced migration / refugees Population policies Refugees - Dafur</p>		<p>Location of Glaciers How glaciers move Processes of erosion Erosional landforms Depositional landforms Landforms from maps / images Opportunities in glacial areas Tourism in glacial areas Conflict in glacial areas Avalanches Effects of global warming Making Alp resorts sustainable</p>	
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<u>Generic Composite Skills:</u>	<u>HO Composites:</u>	<u>Composite Skills:</u>	<u>Composite Skills:</u>
<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>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>Analysing and interpreting different data sources</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>Analysing and interpreting different data sources</p>



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>
Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Map and data analysis Field work skills	Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Map and data analysis Field work skills	Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Map and data analysis Field work skills



<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):</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>



<u>Key Terms:</u>	<u>Key Vocabulary:</u>	<u>Key Terms:</u>	<u>Key Vocabulary:</u>	<u>Key Terms:</u>	<u>Key Vocabulary:</u>
<p>Migration</p> <p>Population Pyramid</p> <p>Urbanization</p> <p>EU</p>	<p>Population</p> <p>Migrant</p> <p>Rural</p> <p>Urban</p> <p>Density</p> <p>Sparsely</p> <p>Megacities</p> <p>Refugees</p> <p>Census</p>	<p>Climate Change</p> <p>Global Warming</p>	<p>Air mass</p> <p>High Pressure / Low Pressure</p> <p>Hurricanes</p> <p>Tornadoes</p> <p>Mitigation</p> <p>Frontal</p> <p>Relief</p> <p>Convectional</p> <p>Glaciers</p> <p>Erosion</p> <p>Glacial System</p> <p>Depositional</p> <p>Landforms</p> <p>Avalanches</p>	<p>Global Atmospheric Circulation</p> <p>Coriolis effect</p> <p>Greenhouse effect</p> <p>Hazard</p> <p>Plates</p> <p>Predicted path</p> <p>Quaternary period</p>	<p>Hazard risk</p> <p>Natural hazard</p> <p>Biodiversity</p> <p>Conservative plate margin</p> <p>Constructive plate margin</p> <p>Destructive plate margin.</p> <p>Earthquake</p> <p>Epicentre</p> <p>Geological</p> <p>Hemisphere</p> <p>Immediate responses</p> <p>Landslides</p> <p>Lava</p> <p>Logarithmic scale</p>





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<u>Literacy/ Numeracy/ Cross-Curricular Links:</u> Maths – Statistics and data analysis RS - Stewardship		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u> Maths – Statistics and data analysis RS - Stewardship		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u> Maths – Statistics and data analysis RS - Stewardship	



<u>SMSC/ BV/RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>
BV – Empire / Refugees / Immigration / Migration SMSC – Welfare and Charity work	SMSC – Welfare and Charity work	SMSC – Welfare and Charity work



St Philip Howard Catholic Voluntary Academy



Department Planning 2024



**St Ralph
Sherwin**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY