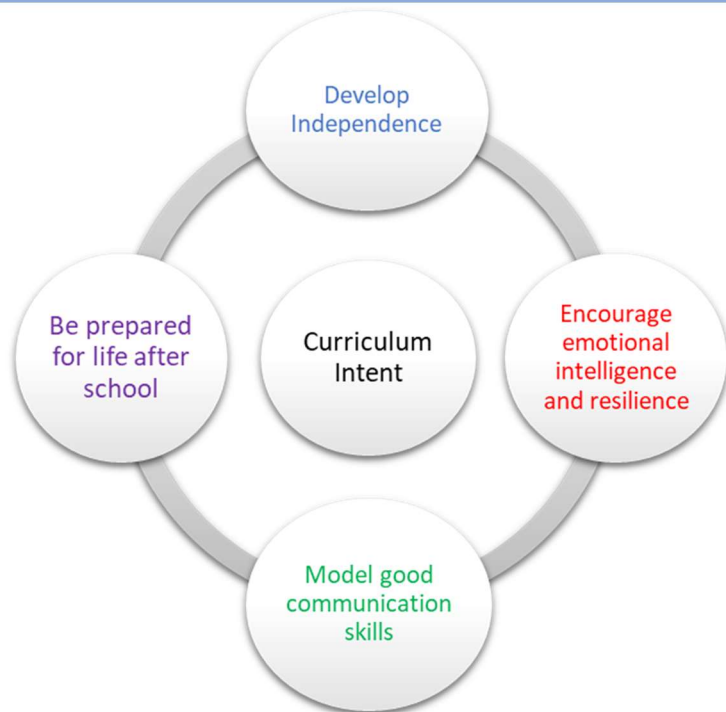


## Year 8 Geography Long Term Plan



### School Pedagogy:

Penkford School has a child centred pedagogy. The school adopts an inclusive, transformative pedagogy as we believe that a child's 'capacity to learn can change and be changed for the better as a result of what happens and what people do in the present' (Hart et al. 2004, P166). Learning is about shared communication between staff and pupils. Implementation of our curriculum intent is underpinned by Rosenshine's 10 Principles of Instruction (Rosenhine, 2012). All learning sessions include the following elements; reference to curriculum intent, recap of knowledge and skills, assessment for learning and pupil voice.

### Subject Specific Pedagogy:

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.

### Subject Intent:

The Geography curriculum is designed to be accessible and enjoyable through personalised learning and challenge. Pupils will be encouraged to be independent through differentiated learning and support. The teaching equips pupils with understanding of local and global citizenship by looking at different aspects of the world and the local area. We are committed to allowing our pupils to learn empathy and understanding of people who may have different lives and cultures to their own.

The curriculum supports geographical literacy through the learning of key words and using these in context. Through a varied scheme, pupils will be encouraged to know more, remember more and understand more.

They will also look at geographical inquiry and encourage pupils to ask questions about politics, conflicts and current affairs. We want to offer pupils the opportunity to take part in field trips and explore the local area.

‘Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.’ Geography National Curriculum

Y8 Geography Long Term Planning	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
<p><b>Autumn 1</b> <b>Country Study - Russia (LK, PK, HP and SF)</b></p>	<ul style="list-style-type: none"> <li>• What is Geography? – Understand the difference between Physical, Human and Environmental Geography.</li> <li>• Introduction to Russia - Stereotypes - What do we know already?</li> <li>• Where is Russia – Cities, Capital, Surrounding Countries, Seas, Continents</li> <li>• Physical Landscape of Russia</li> <li>• Climates in Russia – Variety of climates, using a climate graph</li> <li>• Biomes in Russia</li> <li>• Population density/distribution</li> <li>• Industry in Russia</li> <li>• Project – The Arctic – Natural Resources, Environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>• Moscow</li> <li>• Yakutsk</li> <li>• Siberia</li> <li>• Arctic</li> <li>• Landforms</li> <li>• Climate (Graph)</li> <li>• Permafrost</li> <li>• Biome</li> <li>• Taiga</li> <li>• Tundra</li> <li>• Temperate</li> <li>• Steppe</li> <li>• Adaptation</li> <li>• Population Density</li> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> <li>• Quaternary</li> <li>• Yamal Megaproject</li> <li>• Nenets</li> <li>• Nomadic herding</li> <li>• Greenpeace</li> </ul>	<ul style="list-style-type: none"> <li>• KS2 &amp; Y7 Mapwork</li> <li>• Previous work on Climate Graphs</li> <li>• Yr7 Extreme Environments – Biomes and Arctic study</li> <li>• Yr7 – Industry</li> <li>• Yr7 – Japan – Population density</li> </ul>	<ul style="list-style-type: none"> <li>• English – Literacy skills/ Key vocab</li> <li>• Maths – Scale/ Distance and Grid references Literacy – Key spellings</li> <li>• PSHE/History - Russian Politics/relationships with other countries</li> </ul>
<p><b>Autumn 2</b> <b>Plate Tectonics and geological timescales (HP)</b></p>	<ul style="list-style-type: none"> <li>• Structure of the Earth – Layers, Plates</li> <li>• How do plates move – Continental Drift, Pangaea, Wegener theory</li> <li>• Earthquakes – Cause, Distribution</li> <li>• Case Study</li> <li>• Prediction, Preparation, Protection</li> </ul>	<ul style="list-style-type: none"> <li>• Crust</li> <li>• Mantle</li> <li>• Outer Core</li> <li>• Inner Core</li> <li>• Tectonic plates</li> <li>• Convection currents</li> </ul>	<ul style="list-style-type: none"> <li>• Links to Year 7 work on Japanese Tsunami</li> <li>• KS2 - Mountains</li> </ul>	<ul style="list-style-type: none"> <li>• English – Literacy skills/ Key vocab</li> <li>• Cross curricular links with science – states of matter, convection currents, Forces</li> </ul>

Y8 Geography Long Term Planning	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
	<ul style="list-style-type: none"> <li>• Tsunami – Cause, effects, response</li> <li>• Case study – Japan 2011</li> <li>• Volcanoes – Cause, effect, distribution</li> <li>• Case Study – Saint Helens</li> <li>• Why people live near Volcanoes?</li> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Molten</li> <li>• Magma</li> <li>• Lava</li> <li>• Plate boundaries</li> <li>• Conservative</li> <li>• Constructive</li> <li>• Destructive</li> <li>• Volcano</li> <li>• Active</li> <li>• Dormant</li> <li>• Extinct</li> <li>• Cone, vent, crater</li> <li>• Earthquake</li> <li>• Seismometer</li> <li>• Richter scale</li> <li>• Tsunami</li> <li>• Prediction, preparation, protection.</li> <li>• Economic, social, environmental impact</li> </ul>		<ul style="list-style-type: none"> <li>• Maths – Logarithmic scales (Richter Scale)</li> <li>• DT – Structure of buildings to withstand an Earthquake</li> <li>• Art/DT – Building models to represent a) The structure of the Earth &amp; b) A volcano</li> </ul>
<p><b>Spring 1</b> <b>Weather and climate (inc. Climate change)</b> <b>(HP)</b> <b>Fieldwork</b></p>	<ul style="list-style-type: none"> <li>• I understand the difference between weather and climate</li> <li>• I know how different types of weather can be measured.</li> <li>• I can identify different cloud types and there associated weather conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Water vapour</li> <li>• Evaporation</li> <li>• Condensation</li> <li>• Precipitation</li> <li>• Relief</li> <li>• Altitude</li> <li>• Rain Shadow</li> </ul>	<p>KS2 – Climate Various location studies – Climate graphs KS2 – Water cycle</p>	<p>Science – Water cycle, condensation, evaporation etc. Maths – Numeracy – Measuring weather</p> <ul style="list-style-type: none"> <li>• English – Literacy skills/ Key vocab</li> <li>• MH 1.7/2.2</li> </ul>

Y8 Geography Long Term Planning	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
	<ul style="list-style-type: none"> <li>I can describe and explain different types of rainfall</li> <li>I can explain air masses (cold and warm fronts) and explain how they affect the weather</li> <li>I can explain how air pressure affects the weather</li> <li>I can understand and interpret basic synoptic maps</li> <li>I can explain factors that influence the climate.</li> <li>I can explain why climates are changing due to global warming</li> <li>I can draw and interpret a climate graph.</li> </ul>	<ul style="list-style-type: none"> <li>Prevailing wind</li> <li>Air pressure</li> <li>Altitude</li> <li>Front</li> <li>Depression</li> <li>Anticyclone</li> <li>Water vapour</li> <li>Precipitation</li> <li>Climate</li> <li>Latitude</li> <li>Altitude</li> <li>Prevailing winds</li> <li>Ocean current</li> <li>The Gulf Stream</li> <li>Depression</li> </ul>		<ul style="list-style-type: none"> <li>C2.4/2.5/2.7</li> </ul>
<p><b>Spring 2</b> <b>India (include population, economic development, etc.)</b> <b>(links to be made with previous country studied)</b> <b>(LK, PK, HP and SF)</b></p>	<ul style="list-style-type: none"> <li>Where is India – Location, surrounding countries, cities and geographical landmarks</li> <li>Climate of India</li> <li>Population of India – Overpopulation (Cause and impacts)</li> <li>Colonialism – Political geography and history of India</li> <li>India as a Superpower</li> <li>Urbanisation in India – Causes and Impacts</li> <li>Inequalities in India – Slums v City</li> </ul>	<ul style="list-style-type: none"> <li>Monsoon</li> <li>Over Population</li> <li>Distribution</li> <li>Colonialism</li> <li>Globalisation</li> <li>Super Power</li> <li>Trade</li> <li>Urbanisation</li> <li>Inequalities</li> <li>Slums</li> </ul>	<ul style="list-style-type: none"> <li>Weather &amp; Climate work</li> <li>Yr7 Industry</li> <li>Other location studies – Climate/population</li> </ul>	<ul style="list-style-type: none"> <li>English – Literacy skills/ Key vocab</li> <li>History – Colonialism</li> <li>Maths – Climate/population data</li> </ul>

Y8 Geography Long Term Planning	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
	<ul style="list-style-type: none"> <li>Environmental impacts of Urbanisation in India</li> </ul>			
<p><b>Summer 1</b> <b>Skills - interpret Ordnance Survey maps in the classroom and the field.</b> <b>(LK, PK, HP and SF)</b></p>	<ul style="list-style-type: none"> <li>What is an Ordnance Survey map?</li> <li>How do we find out where we are?</li> <li>4 figure and 6 Figure Grid References</li> <li>Orientation and Compass Points</li> <li>Using the key</li> <li>Topographical maps</li> <li>Using shading, contours, spot heights to show the shape of the land</li> <li>Thematic Maps – Using an atlas</li> <li>Aerial/Satellite photos</li> </ul>	<ul style="list-style-type: none"> <li>Ordnance Survey</li> <li>Grid Reference</li> <li>Orientate</li> <li>Compass</li> <li>Key</li> <li>Topographical maps</li> <li>Contours</li> <li>Spot height</li> <li>Thematic maps</li> <li>Aerial</li> <li>Satellite</li> </ul>	<ul style="list-style-type: none"> <li>Building on mapwork from KS2 and Year 7</li> <li>Thematic maps are used in studies of regions/countries e.g. Japan in Year 7</li> </ul>	<ul style="list-style-type: none"> <li>Links closely to Outdoor Education and Forest School.</li> <li>Maths – Co-ordinates</li> </ul>
<p><b>Summer 2</b> <b>Tourism</b> <b>(LK,PK,HP)</b></p>				