



Navigator

## Navigator Curriculum - Formal Curriculum

- A formal academic curriculum for students closer to age related expectations.
- Aspirational and challenging.
- It is typically for our children with high functioning autism or moderate learning difficulties.
- A broad and balanced secondary curriculum.
- Leads to good GCSE, Level 1 and Level 2 outcomes.
- Subjects become more specialist.

# 7N - Navigator Curriculum – Geography / 2 Lessons weekly

Year	2020 – 2021 Autumn 1 Unit 1	2020 – 2021 Autumn 2 Unit 2	2020 – 2021 Spring 1 Unit 3	2020 – 2021 Spring 2 Unit 4	2020 – 2021 Summer 1 Unit 5	2020 – 2021 Summer 2 Unit 6
Year 7	<p><b>Topic:</b> Introduction to the UK.</p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1) What are the key points of a compass?</li> <li>2) Name the four countries that make up the UK.</li> <li>3) Name their capitals.</li> <li>4) How do their flags differ and make up the Union Jack?</li> <li>5) Name and recognise seas, channel and oceans surrounding the UK.</li> <li>6) Recognise key points of each country. What are they famous for?</li> <li>7) Key features of</li> </ol>	<p><b>Topic:</b> Oceans</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Name the oceans of the world. (7 if north and south are included)</li> <li>2) What types of life live in different oceans.</li> <li>3) Salt water or salt water oceans? What's the difference?</li> <li>4) What marine life is evident? Possible animals?</li> <li>5) How do humans use the oceans to their advantage?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Describe and explain</p>	<p><b>Topic:</b> Europe</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Where is Europe? It's a continent.</li> <li>2) What countries make up Europe?</li> <li>3) Population, how is it different?</li> <li>4) What is a state pension and dependency?</li> <li>5) What are Europe's birth rates?</li> <li>6) Reasons for migration: better jobs, better homes, lifestyle, facilities.</li> <li>7) What is Brexit how did it affect the UK?</li> </ol> <p><b>Key skills and</b></p>	<p><b>Topic:</b> Water</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is water (H<sub>2</sub>O)?</li> <li>2) How do we use water? Sustenance, energy.</li> <li>3) How long has water been around? 4 billion years.</li> <li>4) How does water shape our world?</li> <li>5) Explain the water cycle? Evaporation, condensation, precipitation, collection.</li> <li>6) Cloud formations. Stratus and Cumulus.</li> </ol> <p><b>Key skills and</b></p>	<p><b>Topic:</b> Rivers and coasts</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What are rivers?</li> <li>2) Name some local rivers around Birmingham.</li> <li>3) How do rivers form and sustain the local area.</li> <li>4) What is a mouth?</li> <li>5) What is erosion and deposition?</li> <li>6) Describe the transportation process of rivers. How does it help living organisms in the river?</li> <li>7) How are rapids and waterfalls formed?</li> </ol>	<p><b>Topic:</b> Climates</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is climate? (older than 30 years) <ul style="list-style-type: none"> <li>• how near or far it is from the Equator</li> <li>• how near or far it is from the sea</li> <li>• how high or low the ground is</li> <li>• its position on a continent.</li> </ul> </li> <li>2) What is climate change?</li> <li>3) How does it affect people?</li> <li>4) Describe the historical features of the UK. Ice ages and topical weathers.</li> </ol>

<p>each country.</p> <p><b>Key skills and knowledge:</b></p> <p>Recall the main countries of the UK.</p> <p>Name the flags and key features of the countries studied.</p> <p>Locate key areas on maps.</p> <p><b>Assessment outcome:</b></p> <p>Correctly uses comparative terms like up/down, big/small, hot/cold, wet/dry, stop/go, in/out, high/low and more/less (P7)</p> <p>Knows the meaning of the following geographical words: home, house, buildings, school, factory and offices (P8)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b></p> <p><b>Cartography, architect.</b></p>	<p>how many oceans there are in the world.</p> <p>Describe the different species found across these oceans.</p> <p><b>Assessment outcomes:</b></p> <p>Describes what they see in a picture (P7)</p> <p>Pupils can recognise links between objects i.e. car/garage, leaf/tree (P8)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b></p> <p><b>Cartography, scuba diver, underwater filmmaker.</b></p>	<p><b>knowledge:</b></p> <p>Locate and name a few countries in Europe.</p> <p>Describe the climate in a particular country.</p> <p>Compare the living standards in the UK to Europe. Birth and death rates.</p> <p><b>Assessment outcomes:</b></p> <p>Describes the movement of an object like forwards, backwards, quickly, slowly, up, down, far and near (P7)</p> <p>Can recognise soil, rock, sand in their natural environment (P8)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b></p> <p><b>Toxicologist, Environmental health practitioner.</b></p>	<p><b>knowledge:</b></p> <p>Explain the water cycle in detail using the keywords for each stage of the process.</p> <p>Name some uses of water.</p> <p>Describe and name some cloud formations.</p> <p><b>Assessment outcomes:</b></p> <p>Discusses the information contained in a photo/picture (P7)</p> <p>Pupils can use the terms north, east, south and west correctly (P8)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b></p> <p><b>Aquaculture worker, Aquarist, Marine biologist.</b></p>	<p>8) What is a coast? How is this different from a river?</p> <p>9) Describe some features of a coast in the UK.</p> <p><b>Key skills and knowledge:</b></p> <p>Describe and explain how rivers are formed and shape the land.</p> <p>Explain how movement is important in the water for animals on land and water.</p> <p><b>Assessment outcomes:</b></p> <p>Shows an awareness of a place or habitat i.e. acorns near trees (P7)</p> <p>Can identify ways an area has been made safer (P8)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b></p> <p><b>Structural engineer, ecological modeler.</b></p>	<p>5) Is this set to change? Why is it happening?</p> <p>6) What is survival of the fittest and extinction?</p> <p><b>Key skills and knowledge:</b></p> <p>Describe come different climates from around the world.</p> <p>How they change over millions of years?</p> <p>Explain how this affected the local eco systems. What extinction means and survival of the fittest.</p> <p><b>Assessment outcomes:</b></p> <p>Identify pictures of places that are different to their own area i.e. a desert (P7)</p> <p>Can discuss information that can be found in photographs (P8)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b></p> <p><b>Atmospheric meteorologist, environmental engineers.</b></p>
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