



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.

# 8N - Navigator Curriculum - Geography/ 2 Lessons weekly

Year	2020 – 2021 Autumn 1	2020 – 2021 Autumn 2	2020 – 2021 Spring 1	2020 – 2021 Spring 2	2020 – 2021 Summer 1	2020 – 2021 Summer 2
Year 8	<p><b>Topic:</b> Settlements</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Describe different types of settlements. <b>Define term.</b></li> <li>2) How do they differ?</li> <li>3) <b>Where did the Vikings settle?</b></li> <li>4) <b>Lifestyle and foods/ resources</b> within the region.</li> <li>5) <b>Describe the irrigation,</b> farming and animals.</li> <li>6) <b>What were they roles?</b> (mother daughter, father, son.)</li> </ol> <p>Possible other settlement,</p>	<p><b>Topic:</b> Earthquake</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) <b>What</b> is an earthquake?</li> <li>2) <b>What are tectonic plates?</b></li> <li>3) <b>How do they cause an earthquake?</b></li> <li>4) <b>Describe and explore different types of earthquakes, tsunami.</b></li> <li>5) Destruction caused by types of earth.</li> </ol> <p><b>Key skills and knowledge:</b></p> <p><b>Recognise different types of earthquakes.</b></p> <p><b>Describe how they</b></p>	<p><b>Topic:</b> Map Skills and locational knowledge.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) <b>What is a map?</b></li> <li>2) What does the UK look like?</li> <li>3) <b>Describe the different landscapes found in the UK.</b></li> <li>4) <b>What main features does a forest/ woodland have?</b></li> <li>5) <b>Describe and discuss the following habitats</b> as Q.4, marsh grassland and dunes, mountains and seashore, in the UK.</li> <li>6) <b>Locate each</b></li> </ol>	<p><b>Topic:</b> Natural Disasters.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is a natural disaster?</li> <li>2) <b>Explain the difference between man-made disasters?</b></li> <li>3) <b>Explore what a volcano is?</b> How it causes disruption?</li> <li>4) <b>What is the ring of fire?</b></li> <li>5) <b>Create your own evacuation manual.</b></li> <li>6) What happened in Pompeii?</li> <li>7) Have we learnt anything since then?</li> <li>8) <b>What can locals do</b></li> </ol>	<p><b>Topic:</b> Sustainability.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) <b>What is sustainability?</b></li> <li>2) <b>What are the three main principles?</b> Economic, environmental, social.</li> <li>3) <b>What is renewable and non-renewable?</b></li> <li>4) <b>What systems are in place to help create sustainable energy?</b></li> <li>5) <b>Describe and explain these systems.</b></li> <li>6) <b>What are the issues as to why we are not a sustainable world right now?</b></li> </ol>	<p><b>Topic:</b> Study of the Amazon.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Where is the Amazon?</li> <li>2) <b>What is deforestation?</b></li> <li>3) Why is this a LEDC country?</li> <li>4) <b>List advantages and disadvantages of human intervention?</b></li> <li>5) <b>What is cultivation? 'Slash and burn' agriculture.</b> Describe.</li> <li>6) Is Brazil a sustainable country?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p><b>Describe the main features of the</b></p>

	<p>Jamestown.</p> <p><b>Key skills and knowledge:</b> Recall and explain how the features of different settlements benefited the settlers?</p> <p>Describe the lifestyle of the Vikings.</p> <p><b>Assessment outcomes:</b></p> <p>Can identify one thing they like about a place (P9)</p> <p>Can apply ideas learned in one place to another area (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b></p> <p>Estate agents. Surveyor.</p>	<p>are formed.</p> <p>Give some information about how to keep yourself safe during an earthquake.</p> <p><b>Assessment outcomes:</b></p> <p>Pupils can sort objects by simple properties such as purpose or use (P9)</p> <p>Can identify areas that could be made safer (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b></p> <p>Seismologist.</p>	<p>habitat and suggest what animals live these areas.</p> <p><b>Key skills and knowledge:</b></p> <p>Recognise and read a map. Describe main features found on a map.</p> <p>Describe and name the different types of habitats found alongside the animals that live there.</p> <p><b>Assessment outcomes:</b></p> <p>Use comparative language like before/after, wide/narrow, full/empty, fast/slow (P9)</p> <p>Can use the appropriate language to describe features of the land (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b></p> <p>Cartography</p>	<p>to protect themselves?</p> <p><b>Key skills and knowledge:</b></p> <p>Describe the process of a volcanic eruption.</p> <p>Point out on a map and name several countries.</p> <p><b>Assessment outcomes:</b></p> <p>Knows the meaning of the following geographical words: address, travel, journey, routes, features (P9)</p> <p>Can recognise seasonal changes (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b></p> <p>Volcanologist,</p>	<p>7) What is 'Local Agenda 21?'</p> <p>8) Explore Iceland and Germany, Morocco, China.</p> <p><b>Key skills and knowledge:</b></p> <p>Explain how sustainability is vital for everyone.</p> <p>How these systems encourage the 3 principles.</p> <p>Explain how these countries are leading the way to sustainability.</p> <p><b>Assessment outcomes:</b></p> <p>Pupils have learnt about/studied 1 country in Europe (P9)</p> <p>Can use the appropriate language to describe the weather (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b></p> <p>Biofuel Production Operator. Eco tourism guide.</p>	<p>Amazon. Look at habitats and animals.</p> <p>Local tribes and people. Explain cultivation and deforestation.</p> <p><b>Assessment outcomes:</b></p> <p>Pupils are aware of physical geographical features (P9)</p> <p>Can compare their locality with a contrasting area (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b></p> <p>Eco tourism guide, environmental biologist, Agro forester.</p>
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