



Explorer

Explorer Curriculum – Building block to Formal Curriculum

- The building block before a fully formal curriculum.
- Strong focus on Early Literacy and Numeracy.
- Key skills and knowledge to understand the world around them.
- Functional Skills to apply basic knowledge.
- For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible 'real life situations' with regular revisiting of learning.
- Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

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

<p>Possible other settlement, Jamestown.</p> <p>Key skills and knowledge: Recall and explain how the features of different settlements benefited the settlers?</p> <p>Describe the lifestyle of the Vikings.</p> <p>Assessment outcomes:</p> <p>Recognises and uses appropriate words to make simple comments on the physical environment. (P7)</p> <p>Gain awareness of people around the world and comment of the different aspects of daily life. (P8)</p> <p>Pre and post topic assessments.</p> <p>Gatsby Benchmark</p> <p>Estate agents. Surveyor.</p>	<p>Describe how they are formed.</p> <p>Give some information about how to keep yourself safe during an earthquake.</p> <p>Assessment outcomes:</p> <p>Recognises simple symbols in the environment. E.g. road signs (P7)</p> <p>Begin to describe how the natural features of places have contributed to peoples lives. E.g. homes, clothes. Snow = eg Igloo (P8)</p> <p>Pre and post topic assessments.</p> <p>Gatsby Benchmark</p> <p>Seismologist.</p>	<p>6) Locate each habitat and suggest what animals live these areas.</p> <p>Key skills and knowledge:</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>Assessment outcomes:</p> <p>Shows an awareness of simple direction words. E.g. left/right/forward/back . (P7)</p> <p>Shows an awareness of the purpose for simple maps (P8)</p> <p>Pre and post topic assessments.</p> <p>Gatsby Benchmark</p> <p>Cartography</p>	<p>8) What can locals do to protect themselves?</p> <p>Key skills knowledge:</p> <p>Describe the process of a volcanic eruption.</p> <p>Point out on a map and name several countries.</p> <p>Assessment outcomes:</p> <p>Recognises and talks about places in locality. E.g. shop, park. (P7)</p> <p>Recognise some human and physical features of different locations. (P8)</p> <p>Pre and post topic assessments.</p> <p>Gatsby Benchmark</p> <p>Volcanologist,</p>	<p>7) What is 'Local Agenda 21?'</p> <p>8) Explore Iceland and Germany, Morocco, China.</p> <p>Key skills and knowledge:</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>Assessment outcomes:</p> <p>Begins to recognise a few map symbols. (P7)</p> <p>Be able to identify the features of different locations. Eg urban = roads, houses etc. (P8)</p> <p>Pre and post topic assessments.</p> <p>Gatsby Benchmark</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>Assessment outcomes:</p> <p>Uses simple vocabulary to comment on a location outside their locality. (P7)</p> <p>Begin to recognise different maps. E.g. aerial views, floor and sketch view plans. (P8)</p> <p>Pre and post topic assessments.</p> <p>Gatsby Benchmark</p> <p>Eco tourism guide, environmental biologist, Agro forester.</p>
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