



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.

Class - Navigator Curriculum - Geography/2 Lessons weekly

Year	2021 – 2022 Autumn 1	2021 – 2022 Autumn 2	2021 – 2022 Spring 1	2021 – 2022 Spring 2	2021 – 2022 Summer 1	2021 – 2022 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 and knowledge:</p> <p>Locate the world's countries.</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>Possible other settlement, Jamestown.</p> <p>Key skills and knowledge: Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>Assessment outcomes:</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>Pre and post topic assessments.</p>	<p>Assessment outcomes:</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>Pre and post topic assessments.</p>	<p>6) Locate each habitat and suggest what animals live these areas.</p> <p>Key skills and knowledge:</p> <p>Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas.</p> <p>Assessment outcomes:</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>Pre and post topic assessments.</p>	<p>8) What can locals do to protect themselves?</p> <p>Key skills and knowledge: Physical geography, including: climate zones, biomes.</p> <p>Assessment outcomes:</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>Pre and post topic assessments.</p>	<p>7) What is 'Local Agenda 21?'</p> <p>8) Explore Iceland and Germany, Morocco, China.</p> <p>Key skills and knowledge: Use key vocabulary to demonstrate knowledge and understanding in this strand; Amazon rainforest, Sherwood Forest.</p> <p>Assessment outcomes:</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>Pre and post topic assessments.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation.</p> <p>Assessment outcomes:</p> <p>Pupils are aware of physical geographical features (P9)</p> <p>Can compare their locality with a contrasting area (P10)</p> <p>Pre and post topic assessments.</p>
<p>Links to Gatsby Benchmarks:</p>	<p>Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>