

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

## Class 3- Discovery Curriculum – Geography /2 Lessons weekly

Year	2022 – 2023 Autumn 1 Unit 1	2022 – 2023 Autumn 2 Unit 2	2022 – 2023 Spring 1 Unit 3	2022 – 2023 Spring 2 Unit 4	2022 – 2023 Summer 1 Unit 5	2022 – 2023 Summer 2 Unit 6
2022/23	<p><b>Topic:</b> Our School/ Our local area.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is the name of our school?</li> <li>2) Where is our school?</li> <li>3) What does our classroom look like?</li> <li>4) Can you draw a map?</li> <li>5) Can you name the 4 points of a simple compass?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Point out key forms of weather, using pictures or words.</p> <p>Year 8: Describe what weather is</p>	<p><b>Topic:</b> Our Country/ The UK</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Can you name the countries of the UK?</li> <li>2) Can you locate the UK using a map?</li> <li>3) What are the four countries of the UK like?</li> <li>4) What are the main features of the countries of the UK?</li> <li>5) Can you name and locate the main rivers and seas of the UK?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Realise the difference between land and water.</p> <p>Year 8: Recognise</p>	<p><b>Topic:</b> Seasons</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What are the four seasons?</li> <li>2) What happens in each season?</li> <li>3) How are the seasons different?</li> <li>4) What is significant about Spring? New life.</li> <li>5) What is the significance of autumn? Plants and animals prepare for hibernation. How do we adapt our clothing?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Sound out keywords: city, town, village.</p>	<p><b>Topic:</b> The Farm</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is a Farm? Why are they important?</li> <li>2) What are the features of a farm?</li> <li>3) What jobs are there on farm?</li> <li>4) What types of animals are on a farm?</li> <li>5) Where does our food come from? What crops grow on farms?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Sound out keywords, United Kingdom, England, Wales, Scotland, Northern</p>	<p><b>Topic:</b> Rainforests</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is a rainforest?</li> <li>2) Where are the rainforests?</li> <li>3) What is the climate of a rainforest?</li> <li>4) What are the 4 layers of the rainforest? Emergent layer, Canopy layer, understory layer, forest floor.</li> </ol> <p>Week 5: What grows where? Birds plants animals on each layer</p> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Recognise/point to a map.</p> <p>Year 8:</p>	<p><b>Topic:</b> China</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Where is China?</li> <li>2) Where in the world is China? Can you locate it on a map?</li> <li>3) What life is like for people in China?</li> <li>4) Can you compare China and the UK?</li> <li>5) What is Chinese culture is like?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Sound out keywords: Sunny, Rain, Cloudy, Snow.</p> <p>Year 8: Point out different physical features around the UK. Cliff, Beach,</p>

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	<p>giving some examples.</p> <p>Year 9: Identify seasonal and daily weather patterns.</p> <p><b>Assessment outcomes:</b></p> <p>Begins to explore materials in different ways. E.g. presses down into wet sand; playdough. (P3)</p> <p>Begin to associate activities with different places. (P4).</p> <p><b>Pre and post topic tests.</b></p>	<p>what continents and countries are.</p> <p>Year 9: Name and locate the world’s seven continents and five oceans.</p> <p><b>Assessment outcomes:</b></p> <p>Respond to options and choices with actions or gestures. (P3)</p> <p>Beginning to be aware that specific actions cause an expected result. (P4)</p> <p><b>Pre and post topic tests.</b></p>	<p>Year 8: Use some words to describe the environment.</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p><b>Assessment outcomes:</b></p> <p>Remembers learned responses over extended periods (P3)</p> <p>Becoming familiar with places frequently visited.. (P4)</p> <p><b>Pre and post topic assessments.</b></p>	<p>Ireland, Village, sea, beach.</p> <p>Year 8: Use some basic language to describe the UK</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p><b>Assessment outcomes:</b></p> <p>Seeks attention, eye contact and gesture oration. (P3)</p> <p>Can handle artifacts and materials given to them. (P4)</p> <p><b>Pre and post topic assessments.</b></p>	<p>Use some keywords to describe the surroundings during fieldwork.</p> <p>Year 9: Use simple fieldwork and observational skills to study physical features or a surrounding area.</p> <p><b>Assessment outcomes:</b></p> <p>Greets known people and initiates interactions and activities. (P3)</p> <p>Shows an awareness of different weather. (P4)</p> <p><b>Pre and post topic assessments.</b></p>	<p>forest.</p> <p>Year 9: Use basic geographical vocabulary to refer to key physical features.</p> <p><b>Assessment outcomes:</b></p> <p>Can apply potential solutions to problems. (P3)</p> <p>Beginning to react appropriately to different environments. (P4)</p> <p><b>Pre and post topic assessments.</b></p>
<p>Links to Gatsby Benchmarks:</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>

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