

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

Class - Explorer 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
Year 9	<p>Topic: Map skills</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is Aerial view/ birds eye view and side view. 2) Draw a basic map of the classroom. 3) Expand to drawing a room in their home. 4) How to read a map? 5) Recognise a features from a key to a map. 6) Recognise photographic images (map). 7) Read and follow a map. <p>Key skills and knowledge: Understand geographical similarities and differences</p>	<p>Topic: Climate Change</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is climate change? 2) How do LEDC and MEDC differ when dealing with climate change? 3) Describe the threat to Ecosystems and their destruction. Amazon Jungle. 4) How do pollutants affect the landscape and local wildlife? 5) What are the alternatives? 6) How does climate change affect humans? <p>Key skills and knowledge: Use key vocabulary symbol, land use,</p>	<p>Topic: Different ecosystems</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is a producer and what is a consumer? 2) Define Environment, Habitat, population community and ecosystem. 3) Describe a food chain. Grass-Cow-human. 4) How are humans on top of the food chain? 5) Describe and name primary, secondary and tertiary consumers. 6) Define omnivore, herbivore and carnivore. <p>Key skills and knowledge:</p>	<p>Topic: Urban issues and concerns</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Define urban areas. 2) Discuss the issues surrounding the following: <ul style="list-style-type: none"> • Housing, • Leisure, • Transport, • Retail, • Industry. 3) What is population growth. 4) Give some suggestions as to how its increased? 5) Why are cities more highly developed and dense than towns or villages. 	<p>Topic: The Physical landscape of the UK</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is a glacier? What is a river? 2) What are upland areas and lowland areas? 3) How do glaciers shape the land? 4) Name and describe some of the major rivers in the UK. 5) Where is the River Thames? 6) What is, or was it used for? 7) What rivers are near or around Birmingham? (Wye, Avon, Severn) <p>Key skills and knowledge:</p>	<p>Topic: Changing economic world/ resource management.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Where is India? 2) Why is this a fast growing economy? 3) What are the four main types of jobs in India? (Primary, secondary, tertiary, quaternary) 4) What are TNC’s? Trans National Companies. (LR, Jaguar?) 5) What are the positives and negatives? 6) What are Indias imports and exports? 7) Who is the UN and Millenuim Development Goals for India?

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	<p>through the study of human geography of a region of the United Kingdom.</p> <p>Assessment outcomes:</p> <p>Begin to describe the similarities and differences between different locations in the UK. E.g. Urban and Rural; seaside and city. (P9)</p> <p>Can draw a plan view sketch or diagram of the class or other familiar room (P10)</p> <p>Pre and post topic assessments.</p>	<p>urban, rural, population, coordinates.</p> <p>Assessment outcomes:</p> <p>Begin to describe the human and physical features of different locations in the UK. (P9)</p> <p>Use a key on a map to locate a growing number of places. (P10)</p> <p>Pre and post topic assessments.</p>	<p>Identify the position and significance of latitude, longitude, Equator.</p> <p>Assessment outcomes:</p> <p>Uses appropriate words to discuss photographs and others sources linked to different locations. (P9)</p> <p>Pupils can identify similarities and differences between simple data gathered on different location. E.G. weather/features. (P10)</p> <p>Pre and post topic assessments.</p>	<p>6) What are the positives and negatives of urban population?</p> <p>7) What is congestion? How do cities address these issues?</p> <p>Key skills and knowledge:</p> <p>Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America.</p> <p>Assessment outcomes:</p> <p>Identify some features of urban environments. (P9)</p> <p>Can use an Atlas to find places outside their locality. Countries in Europe. (P10)</p> <p>Pre and post topic assessments.</p>	<p>Present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p>Assessment outcomes:</p> <p>Can identify some characteristics of the country they live in. (P9)</p> <p>Name, locate and identify characteristics of the 4 countries and capitals of the UK. (P10)</p> <p>Pre and post topic assessments.</p>	<p>8) International aid, and from the UK to India (over 200m donated). Name the different types.</p> <p>9) What are the social and environmental improvements in India?</p> <p>Key skills and knowledge:</p> <p>Human geography, including: types of settlement and land use.</p> <p>Assessment outcomes:</p> <p>Uses a wider vocabulary to describe features they like. (P9)</p> <p>Identify and describe differences in the features of localities. (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 5. Encounters with employers and employees. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark 6. Experiences workplaces. 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 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</p>

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