

Class - Navigator 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 7	<p>Topic: Introduction to the UK.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1) What are the key points of a compass? 2) Name the four countries that make up the UK. 3) Name their capitals. 4) How do their flags differ and make up the Union Jack? 5) Name and recognise seas, channel and oceans surrounding the UK. 6) Recognise key points of each country. What are they famous for? 7) Key features of each country. 	<p>Topic: Oceans</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Name the oceans of the world. (7 if north and south are included) 2) What types of life live in different oceans. 3) Salt water or salt water oceans? What's the difference? 4) What marine life is evident? Possible animals? 5) How do humans use the oceans to their advantage? <p>Key skills and knowledge:</p> <p>Name and locate the world's seven</p>	<p>Topic: Europe</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Where is Europe? It's a continent. 2) What countries make up Europe? 3) Population, how is it different? 4) What is a state pension and dependency? 5) What are Europe's birth rates? 6) Reasons for migration: better jobs, better homes, lifestyle, facilities. 7) What is Brexit how did it affect the UK? <p>Key skills and knowledge:</p>	<p>Topic: Water</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is water (H₂O)? Water cycle. 2) How do we use water? Sustenance, energy, leisure. 3) How long has water been around? 4 billion years. 4) How does water shape our world? 5) Explain the water cycle? Evaporation, condensation, precipitation, collection. 6) Cloud formations. Stratus and Cumulus. <p>Key skills and knowledge:</p>	<p>Topic: Climates</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is climate? (older than 30 years) <ul style="list-style-type: none"> • how near or far it is from the Equator • how near or far it is from the sea • how high or low the ground is • its position on a continent. 2) What is climate change? 3) How does it affect people? 4) Describe the historical features of the UK. Ice ages and topical weathers. 	<p>Topic: Rivers and coasts</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What are rivers? 2) Name some local rivers around Birmingham. 3) How do rivers form and sustain the local area. 4) What is a mouth? 5) What is erosion and deposition? 6) Describe the transportation process of rivers. How does it help living organisms in the river? 7) How are rapids and waterfalls formed? 8) What is a coast? How is this different from a river?

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

	<p>Key skills and knowledge:</p> <p>Use basic geographical vocabulary to refer to key physical features.</p> <p>Assessment outcome:</p> <p>Correctly uses comparative terms like up/down, big/small, hot/cold, wet/dry, stop/go, in/out, high/low and more/less (P7)</p> <p>Knows the meaning of the following geographical words: home, house, buildings, school, factory and offices (P8)</p> <p>Pre and post topic assessments.</p>	<p>continents and five oceans.</p> <p>Assessment outcomes:</p> <p>Describes what they see in a picture (P7)</p> <p>Pupils can recognise links between objects i.e. car/garage, leaf/tree (P8)</p> <p>Pre and post topic assessments.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Assessment outcomes:</p> <p>Describes the movement of an object like forwards, backwards, quickly, slowly, up, down, far and near (P7)</p> <p>Can recognise soil, rock, sand in their natural environment (P8)</p> <p>Pre and post topic assessments.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>Assessment outcomes:</p> <p>Discusses the information contained in a photo/picture (P7)</p> <p>Pupils can use the terms north, east, south and west correctly (P8)</p> <p>Pre and post topic assessments.</p>	<p>5) Is this set to change? Why is it happening?</p> <p>6) What is survival of the fittest and extinction?</p> <p>Key skills and knowledge:</p> <p>Use simple fieldwork and observational skills to study the geography of the surrounding area.</p> <p>Assessment outcomes:</p> <p>Identify pictures of places that are different to their own area i.e. a desert (P7)</p> <p>Can discuss information that can be found in photographs (P8)</p> <p>Pre and post topic assessments.</p>	<p>9) Describe some features of a coast in the UK.</p> <p>Key skills and knowledge:</p> <p>Compare the UK with a contrasting country in the world.</p> <p>Assessment outcomes:</p> <p>Shows an awareness of a place or habitat i.e. acorns near trees (P7)</p> <p>Can identify ways an area has been made safer (P8)</p> <p>Pre and post topic assessments.</p>
<p>Links to Gatsby Benchmarks:</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark</p> <p>6. Experiences of workplaces. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark</p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the</p>

