

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

## Class - Quest 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> The Rainforest.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is a rainforest?</li> <li>2) What are the 4 layers of the rainforest? Emergent layer, Canopy layer, understory layer, forest floor.</li> <li>3) What grows where? Birds plants animals on each layer.</li> <li>4) How do plants grow? Soil, water, sun.</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Recognise what continents and countries are.</p>	<p><b>Topic:</b> The Rainforest.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>5) Where do the Kayapo tribe live?</li> <li>6) A day in the life of a Kayapo Tribe child?</li> <li>7) What do they make their homes out of?</li> <li>8) How does it differ to you?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Recognise what continents and countries are.</p> <p>Year 8: Use some keywords to describe what continents are.</p>	<p><b>Topic:</b> The Vikings.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is migration?</li> <li>2) Where did the Vikings settle?</li> <li>3) What was life like for them? Life of a Viking girl. Compare to modern day children.</li> <li>4) What was life like for a Viking boy? Compare to modern day children.</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Use some words to describe the environment.</p> <p>Year 8: Use words to describe the environment</p>	<p><b>Topic:</b> The Vikings.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>5) What were their homes made out of?</li> <li>6) Can you find these materials today? Compare to modern housing (brick)</li> <li>7) Do we dress the same?</li> <li>8) Where did the Vikings go?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Use some words to describe the environment.</p> <p>Year 8: Use words to describe the environment more regularly.</p> <p>Year 9: Use</p>	<p><b>Topic:</b> Mountains</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) How are mountains formed?</li> <li>2) Where is Scafell Pike?</li> <li>3) How high is it?</li> <li>4) What do mountains do? (Link to water cycle)</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Point out different physical features around the UK. Cliff, Beach, forest.</p> <p>Year 8: To know the difference between</p>	<p><b>Topic:</b> Mountains</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>5) How do mountains support the eco system?</li> <li>6) What is the temperature and oxygen levels like?</li> <li>7) Where is the highest mountain in the world?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Point out different physical features around the UK. Cliff, Beach, forest.</p> <p>Year 8: To know the difference between physical and human</p>

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	<p>Year 8: Use some keywords to describe what continents are. Large, wide, hill, sea.</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand</p> <p><b>Assessment outcomes:</b></p> <p>Begin to associate activities with different places. (P4)</p> <p>With support can match some pictures and objects within a familiar environment (P5)</p> <p><b>Pre and post topic tests.</b></p>	<p>Large, wide, hill, sea.</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand</p> <p><b>Assessment outcomes:</b></p> <p>Beginning to be aware that specific actions cause an expected result. (P4)</p> <p>With support can match pictures to pictures. (P5)</p> <p><b>Pre and post topic tests.</b></p>	<p>more regularly.</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p><b>Assessment outcomes:</b></p> <p>Becoming familiar with places frequently visited.(P4)</p> <p>Understand simple terms used to describe different sources and materials. E.g. hard, soft (P5)</p> <p><b>Pre and post topic assessments.</b></p>	<p>key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p><b>Assessment outcomes:</b></p> <p>Can handle artifacts and materials given to them. (P4)</p> <p>With support and guidance are beginning to sort and classify common objects by explicit features. E.g. houses v animals. (P5)</p> <p><b>Pre and post topic assessments.</b></p>	<p>physical and human features.</p> <p>Year 9: Identify seasonal and daily weather patterns.</p> <p><b>Assessment outcomes:</b></p> <p>Shows an awareness of different weather. (P4)</p> <p>Beginning to make simple observations about the weather. E.g. it's hot, it's raining (P5)</p> <p><b>Pre and post topic assessments.</b></p>	<p>features.</p> <p>Year 9: Identify seasonal and daily weather patterns.</p> <p><b>Assessment outcomes:</b></p> <p>Beginning to react appropriately to different environments. (P4)</p> <p>Can show an awareness of the difference between flowers and trees (P5)</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. 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. 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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