

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>Topic: The Rainforest.</p> <p>Key questions:</p> <ul style="list-style-type: none"> 1) What is a rainforest? 2) What are the 4 layers of the rainforest? Emergent layer, Canopy layer, understory layer, forest floor. 3) What grows where? Birds plants animals on each layer. 4) How do plants grow? Soil, water, sun. <p>Key skills and knowledge:</p> <p>Year 7: Recognise what continents and countries are.</p>	<p>Topic: The Rainforest.</p> <p>Key questions:</p> <ul style="list-style-type: none"> 5) Where do the Kayapo tribe live? 6) A day in the life of a Kayapo Tribe child? 7) What do they make their homes out of? 8) How does it differ to you? <p>Key skills and knowledge:</p> <p>Year 7: Recognise what continents and countries are.</p> <p>Year 8: Use some keywords to describe what continents are.</p>	<p>Topic: The Vikings.</p> <p>Key questions:</p> <ul style="list-style-type: none"> 1) What is migration? 2) Where did the Vikings settle? 3) What was life like for them? Life of a Viking girl. Compare to modern day children. 4) What was life like for a Viking boy? Compare to modern day children. <p>Key skills and knowledge:</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>Topic: The Vikings.</p> <p>Key questions:</p> <ul style="list-style-type: none"> 5) What were their homes made out of? 6) Can you find these materials today? Compare to modern housing (brick) 7) Do we dress the same? 8) Where did the Vikings go? <p>Key skills and knowledge:</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>Topic: Mountains</p> <p>Key questions:</p> <ul style="list-style-type: none"> 1) How are mountains formed? 2) Where is Scafell Pike? 3) How high is it? 4) What do mountains do? (Link to water cycle) <p>Key skills and knowledge:</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>	<p>Topic: Mountains</p> <p>Key questions:</p> <ul style="list-style-type: none"> 5) How do mountains support the eco system? 6) What is the temperature and oxygen levels like? 7) Where is the highest mountain in the world? <p>Key skills and knowledge:</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>Assessment outcomes:</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>Pre and post topic tests.</p>	<p>Large, wide, hill, sea.</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand</p> <p>Assessment outcomes:</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>Pre and post topic tests.</p>	<p>more regularly.</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>Assessment outcomes:</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>Pre and post topic assessments.</p>	<p>key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>Assessment outcomes:</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>Pre and post topic assessments.</p>	<p>physical and human features.</p> <p>Year 9: Identify seasonal and daily weather patterns.</p> <p>Assessment outcomes:</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>Pre and post topic assessments.</p>	<p>features.</p> <p>Year 9: Identify seasonal and daily weather patterns.</p> <p>Assessment outcomes:</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>Pre and post topic assessments.</p>
Links to Gatsby Benchmarks:	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.

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