

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	2023 – 2024 Autumn 1 Unit 1	2023 – 2024 Autumn 2 Unit 2	2023 – 2024 Spring 1 Unit 3	2023 – 2024 Spring 2 Unit 4	2023 – 2024 Summer 1 Unit 5	2023 – 2024 Summer 2 Unit 6
Year 8	<p>Topic: Settlements</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Describe different types of settlements. Define term. 2) How do they differ? 3) Where did the Vikings settle? 4) Lifestyle and foods/ resources within the region. 5) Describe the irrigation, farming and animals. 6) What were they roles? (mother daughter, father, son.) <p>Possible other settlement, Jamestown.</p> <p>Key skills and knowledge:</p> <p>Compare the UK with a contrasting country in the world.</p>	<p>Topic: Earthquake</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is an earthquake? 2) What are tectonic plates? 3) How do they cause an earthquake? 4) Describe and explore different types of earthquakes, tsunami. 5) Destruction caused by types of earth. <p>Key skills knowledge:</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, world map, country, continent, human, physical.</p> <p>Assessment outcomes:</p> <p>Recognises simple</p>	<p>Topic: Map Skills and locational knowledge.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is a map? 2) What does the UK look like? 3) Describe the different landscapes found in the UK. 4) What main features does a forest/ woodland have? 5) Describe and discuss the following habitats as Q.4, marsh grassland and dunes, mountains and seashore, in the UK. 6) Locate each habitat and suggest what animals live these areas. <p>Key skills and knowledge:</p> <p>Name, locate and identify</p>	<p>Topic: Natural Disasters.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is a natural disaster? 2) Explain the difference between man-made disasters? 3) Explore what a volcano is? How it causes disruption? 4) What is the ring of fire? 5) Create your own evacuation manual. 6) What happened in Pompei? 7) Have we learnt anything since then? 8) What can locals do to protect themselves? <p>Key skills knowledge:</p> <p>Use key vocabulary to demonstrate</p>	<p>Topic: Sustainability.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is sustainability? 2) What are the three main principles? Economic, environmental, social. 3) What is renewable and non-renewable? 4) What systems are in place to help create sustainable energy? 5) Describe and explain these systems. 6) What are the issues as to why we are not a sustainable world right now? 7) What is 'Local Agenda 21'? 8) Explore Iceland and Germany, Morocco, China. <p>Key skills and</p>	<p>Topic: Study of the Amazon.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Where is the Amazon? 2) What is deforestation? 3) Why is this a LEDC country? 4) List advantages and disadvantages of human intervention? 5) What is cultivation? 'Slash and burn' agriculture. Describe. 6) Is Brazil a sustainable country? <p>Key skills and knowledge:</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village.</p> <p>Assessment outcomes:</p> <p>Uses simple</p>

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	<p>Assessment outcomes:</p> <p>Recognises and uses appropriate words to make simple comments on the physical environment. (P7)</p> <p>Gain awareness of people around the world and comment of the different aspects of daily life. (P8)</p> <p>Pre and post topic assessments.</p>	<p>symbols in the environment. E.g. road signs (P7)</p> <p>Begin to describe how the natural features of places have contributed to peoples lives. E.g. homes, clothes. Snow = eg Igloo (P8)</p> <p>Pre and post topic assessments.</p>	<p>characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Assessment outcomes:</p> <p>Shows an awareness of simple direction words. E.g. left/right/forward/back . (P7)</p> <p>Shows an awareness of the purpose for simple maps (P8)</p> <p>Pre and post topic assessments.</p>	<p>knowledge and understanding in this strand. (population, weather)</p> <p>Assessment outcomes:</p> <p>Recognises and talks about places in locality. E.g. shop, park. (P7)</p> <p>Recognise some human and physical features of different locations. (P8)</p> <p>Pre and post topic assessments.</p>	<p>knowledge:</p> <p>Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features.</p> <p>Assessment outcomes:</p> <p>Begins to recognise a few map symbols. (P7)</p> <p>Be able to identify the features of different locations. Eg urban = roads, houses etc. (P8)</p> <p>Pre and post topic assessments.</p>	<p>vocabulary to comment on a location outside their locality. (P7)</p> <p>Begin to recognise different maps. E.g. aerial views, floor and sketch view plans. (P8)</p> <p>Pre and post topic assessments.</p>
Links to Gatsby Benchmarks:	<p>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</p> <p>6. Experiences workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</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>