

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

3Q2 - Quest Curriculum – Geography /2 Lessons weekly

Year	2024 – 2025 Autumn 1 Unit 1	2024 – 2025 Autumn 2 Unit 2	2024 – 2025 Spring 1 Unit 3	2024 – 2025 Spring 2 Unit 4	2024 – 2025 Summer 1 Unit 5	2024 – 2025 Summer 2 Unit 6
	<p>Topic: London in the United Kingdom (shared with History, EY transition unit)</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>1) What is the United Kingdom?</p> <ul style="list-style-type: none"> To situate the United Kingdom on a map of the world & of Europe. To identify the countries of the United Kingdom. To articulate that the United Kingdom is made up of islands and identify the surrounding seas. <p>2) What can you find in the United Kingdom?</p> <ul style="list-style-type: none"> To explore the physical features of the United Kingdom. 	<p>Topic: Seven Continents</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>1) What is a continent?</p> <ul style="list-style-type: none"> Locating each continent on a map. Identifying a continent by its shape. Definition of a continent. Definition of a continent. <p>2) What is Europe like?</p> <ul style="list-style-type: none"> Zooming into Europe & exploring physical features. Second smallest continent. Humans first travelled to Europe about 35,000 years ago. 	<p>Topic: Seven Continents</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>6) What is North America like?</p> <ul style="list-style-type: none"> Third largest continent. Contains the United States of America, but also Canada, Greenland, Mexico, Greenland and 18 other countries. Describe the different weather conditions in North America. <p>7) What is South America like?</p> <ul style="list-style-type: none"> Fourth largest continent. 	<p>Topic: Oceans and Seas</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>1) What is an ocean?</p> <p>Definition of an ocean (An ocean is a huge body of salt water) Identifying the 5 oceans on a map Ordering the oceans in size.</p> <p>2) Where are the world's oceans?</p> <p>Features of a map Different types of maps Location of each ocean by identifying the surrounding continents Difference between an ocean and a sea Identifying the different types of seas (enclosed by land or between ocean and land).</p>	<p>Topic: Oceans and Seas</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>6) How is the ocean different at the North Pole and the Equator?</p> <p>Identify the differences in temperature at these two places Observe the differences in the appearance of the sea (ice) Explore the different types of life in the sea in.</p> <p>7) Why are the oceans under threat?</p> <p>Identify ocean is under threat from human activity Explore different habitats that are at risk - coral What is the impact of activity on ocean life.</p>	<p>Topic: China</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>Assessment outcomes:</p> <p>Pre and post topic assessments.</p>

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

	<ul style="list-style-type: none"> • To identify and name a range of physical features. • To describe features of different parts of the UK. <p>3) What is the history of London?</p> <ul style="list-style-type: none"> • Who the Romans were (sailed across to Britain 2000 years ago, built a city called Londinium, built a wall around it to protect them, built markets, roads, canals and government buildings). • Who the Anglo-Saxons were (7 Kingdoms, Viking invasions, King Alfred recaptured London, he created laws, armies and began trading things for money). • Who the Normans were (built castles like Windsor Castle and the Tower of London). • Explain the circumstances of the Second World War. • Review photos and eyewitness accounts. <p>4) How do people move around in London.</p>	<ul style="list-style-type: none"> • The United Kingdom is in the continent of Europe. • Majority of European countries densely populated - population of 741 million. <p>3) What is Australia like?</p> <ul style="list-style-type: none"> • Zooming into Australia and exploring flora and fauna. • Sometimes called Australasia or Oceania. • Identifying key physical features. <p>4) What is Africa like?</p> <ul style="list-style-type: none"> • Identifying Africa on a map and picking out some of the physical features in different parts of the country. • The oldest human fossils and skeletons have been found in Africa. • Population of 1.2 billion. <p>5) What is Asia like?</p> <ul style="list-style-type: none"> • The largest continent. • It contains the most people (largest population). • Includes several mega-cities (e.g. Tokyo in Japan, Beijing in China, Delhi in India). Key 	<ul style="list-style-type: none"> • Contains the longest river, highest waterfall, and the longest mountain range. • Contains the world's largest rainforest (the Amazon rainforest). • Key landmarks Population of 422 million. <p>8) What is Antarctica like?</p> <ul style="list-style-type: none"> • Third smallest continent. • Extremely cold, covered in ice-contains 90% of the world's ice. • Doubles in size in winter when the seas freeze. • No humans live in Antarctica permanently-temporary population of 5000. • The Antarctic Treaty. <p>9) How is Alaska different to Cornwall?</p> <ul style="list-style-type: none"> • What are the physical features of Cornwall. • What are the physical 	<p>3) How deep is the ocean?</p> <p>5 layers of the ocean (sunlight, twilight, midnight, abyss, trench) What bioluminescence is Bioluminescent animals Identifying 3-4 facts about each layer.</p> <p>4) Why are our oceans important?</p> <p>Ocean covers 70% of our earth Importance of the ocean- habitat to animals; oxygen; food; medicine; weather pattern; transportation.</p> <p>5) What lives in the ocean?</p> <p>What a habitat is- pupils will learn about 4 habitats (coral reef, oyster reef, kelp forest, open ocean) What a mammal is, examples of marine mammals What a mollusc is, examples of molluscs What a crustacean is, example of crustaceans What fish are, what gills are, examples of fish.</p> <p>Assessment outcomes:</p> <p>Pre and post topic assessments.</p>	<p>8) How are people protecting the oceans?</p> <p>Exploring the role of NGOs in protecting the oceans Case study of sea turtles and how people are protecting them in Indonesia.</p> <p>9) How can we protect our oceans? Plastic in the ocean How plastic got into the ocean How to reduce plastic waste and what actions pupils can take.</p> <p>10) Campaigning to protect the oceans. What action could the government take to save the oceans Explore three different policies that would protect the oceans Create a thirty second video asking the government to take action on one of these.</p> <p>Assessment outcomes:</p> <p>Pre and post topic assessments.</p>	
--	--	---	--	--	--	--

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

	<ul style="list-style-type: none"> • History of River Thames (Romans built Londinium next to the river to allow transportation of goods). • Identify different types of transport (tube, buses, city cycles, taxi). • How to read an Underground map. • Identifying interchanging stations on an Underground map. <p>5) What are the landmarks in London?</p> <ul style="list-style-type: none"> • Identifying London landmarks. • Facts about key landmarks. • Where the Queen lives. <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>human features in Asian cities.</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>features of Alaska.</p> <ul style="list-style-type: none"> • How are they different. <p>10) How is Alaska similar to Cornwall?</p> <ul style="list-style-type: none"> • What are the human features of Cornwall. • What are the human features of Alaska. • How are they different. <p>Assessment outcomes:</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 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>3. Addressing the needs of each pupil.</p> <p>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.</p> <p>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>

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