

**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	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
Year 8	<p><b>Topic:</b> Settlements</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Describe different types of settlements. Define term.</li> <li>2) How do they differ?</li> <li>3) Where did the Vikings settle?</li> <li>4) Lifestyle and foods/ resources within the region.</li> <li>5) Describe the irrigation, farming and animals.</li> <li>6) What were they roles? (mother daughter, father, son.)</li> </ol> <p>Possible other settlement, Jamestown.</p> <p><b>Key skills and knowledge:</b></p> <p>Compare the UK with a contrasting country in the world.</p>	<p><b>Topic:</b> Earthquake</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is an earthquake?</li> <li>2) What are tectonic plates?</li> <li>3) How do they cause an earthquake?</li> <li>4) Describe and explore different types of earthquakes, tsunami.</li> <li>5) Destruction caused by types of earth.</li> </ol> <p><b>Key skills knowledge:</b></p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, world map, country, continent, human, physical.</p> <p><b>Assessment outcomes:</b></p>	<p><b>Topic:</b> Map Skills and locational knowledge.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is a map?</li> <li>2) What does the UK look like?</li> <li>3) Describe the different landscapes found in the UK.</li> <li>4) What main features does a forest/ woodland have?</li> <li>5) Describe and discuss the following habitats as Q.4, marsh grassland and dunes, mountains and seashore, in the UK.</li> <li>6) Locate each habitat and suggest what animals live these areas.</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Name, locate and identify</p>	<p><b>Topic:</b> Natural Disasters.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is a natural disaster?</li> <li>2) Explain the difference between man-made disasters?</li> <li>3) Explore what a volcano is? How it causes disruption?</li> <li>4) What is the ring of fire?</li> <li>5) Create your own evacuation manual.</li> <li>6) What happened in Pompei?</li> <li>7) Have we learnt anything since then?</li> <li>8) What can locals do to protect themselves?</li> </ol> <p><b>Key skills knowledge:</b></p> <p>Use key vocabulary to demonstrate</p>	<p><b>Topic:</b> Sustainability.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is sustainability?</li> <li>2) What are the three main principles? Economic, environmental, social.</li> <li>3) What is renewable and non-renewable?</li> <li>4) What systems are in place to help create sustainable energy?</li> <li>5) Describe and explain these systems.</li> <li>6) What are the issues as to why we are not a sustainable world right now?</li> <li>7) What is 'Local Agenda 21'?</li> <li>8) Explore Iceland and Germany, Morocco, China.</li> </ol>	<p><b>Topic:</b> Study of the Amazon.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Where is the Amazon?</li> <li>2) What is deforestation?</li> <li>3) Why is this a LEDC country?</li> <li>4) List advantages and disadvantages of human intervention?</li> <li>5) What is cultivation? 'Slash and burn' agriculture. Describe.</li> <li>6) Is Brazil a sustainable country?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village.</p> <p><b>Assessment outcomes:</b></p>

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	<p><b>Assessment outcomes:</b></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><b>Pre and post topic assessments.</b></p>	<p>Recognises simple 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><b>Pre and post topic assessments.</b></p>	<p>characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Assessment outcomes:</b></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><b>Pre and post topic assessments.</b></p>	<p>knowledge and understanding in this strand. (population, weather)</p> <p><b>Assessment outcomes:</b></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><b>Pre and post topic assessments.</b></p>	<p><b>Key skills and knowledge:</b></p> <p>Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features.</p> <p><b>Assessment outcomes:</b></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><b>Pre and post topic assessments.</b></p>	<p>Uses simple 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><b>Pre and post topic assessments.</b></p>
Links to Gatsby Benchmarks:	<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>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>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>6. Experiences workplaces. 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>