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	2026 – 2027 Autumn 1 Unit 1	2026 – 2027 Autumn 2 Unit 2	2026 – 2027 Spring 1 Unit 3	2026 – 2027 Spring 2 Unit 4	2026 – 2027 Summer 1 Unit 5	2026 – 2027 Summer 2 Unit 6
Year 7	**Topic:** Introduction to the UK. **Key Questions:** 1) What are the key points of a compass? 2) Name the four countries that make up the UK. 3) Name their capitals. 4) How do their flags differ and make up the Union Jack? 5) Name and recognise seas, channel and oceans surrounding the UK. 6) Recognise key points of each country. What are they famous for? 7) Key features of each country. **Key skills and knowledge:** Locate the UK and another country on a	**Topic:** Oceans **Key questions:** 1) Name the oceans of the world. (7 if north and south are included) 2) What types of life live in different oceans. 3) Salt water or salt water oceans? What's the difference? 4) What marine life is evident? Possible animals? 5) How do humans use the oceans to their advantage? **Key skills and knowledge:** Use some keywords to describe the surroundings during fieldwork. **Assessment outcomes:**	**Topic:** Europe **Key questions:** 1) Where is Europe? It's a continent. 2) What countries make up Europe? 3) Population, how is it different? 4) What is a state pension and dependency? 5) What are Europes birth rates? 6) Reasons for migration: better jobs, better homes, lifestyle, facilities. 7) What is Brexit how did the affect the UK? **Key skills and knowledge:** Recognise what continents and countries are. **Assessment outcomes:**	**Topic:** Water **(water cycle)** **Key questions:** 1) What is water (H2o)? 2) How do we use water? Sustenance, energy. 3) How long has water been around? 4 billion years. 4) How does water shape our world? 5) Explain the water cycle? Evaporation, condensation, precipitation, collection. 6) Cloud formations. Stratus and Cumulus. **Key skills and knowledge:** Use some words to describe the environment. **Assessment outcomes:**	**Topic:** Rivers and coasts **Key questions:** 1) What are rivers? 2) Name some local rivers around Birmingham. 3) How do rivers form and sustain the local area. **Canal boats.** 4) What is a mouth? 5) What is erosion and deposition? 6) Describe the transportation process of rivers. How does it help living organisms in the river? 7) How are rapids and waterfalls formed? 8) What is a coast? How is this different from a river? 9) Describe some features of a coast in the UK.	**Topic:** Climates **Key questions:** 1) What is climate? (older than 30 years) • how near or far it is from the Equator • how near or far it is from the sea • how high or low the ground is • its position on a continent. 2) What is climate change? 3) How does it affect people? 4) Describe the historical features of the UK. Ice ages and **topical** weathers. 5) Is this set to change? Why is it happening? 6) What is survival of the fittest and extinction?

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	map. **Assessment outcome:** Names common familiar objects. **(P6)** Identifies simple floor plans or sketch view maps. **(P7)** **Pre and post topic assessments.**	With support can link natural feature to use. E.g. tree = wood **(P6)** Correctly uses some simple descriptive terms in relation to natural features. **(P7)** **Pre and post topic assessments.**	Chooses and names buildings in local area. E.g. house and park. **(P6)** Recognises and uses appropriate words to make simple comments on the physical environment. **(P7)** **Pre and post topic assessments.**	Gaining an awareness of natural factors in daily life. E.g. wind, rain. **(P6)** Names places and identifies the use of different buildings and their use. **(P7)** **Pre and post topic assessments.**	**Key skills and knowledge:** Recognise different types of maps, satellite. **Assessment outcomes:** With support identify how natural features make us respond. E.g. cold= hat. **(P6)** Recognises and talks about places in locality. E.g. shop, park. **(P7)** **Pre and post topic assessments.**	**Key skills and knowledge:** Describe what weather is giving some examples. **Assessment outcomes:** Can identify natural feature and comment on what it provides. **(P6)** Uses simple vocabulary to comment on a location outside their locality. **(P7)** **Pre and post topic assessments.**
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** 4. Linking curriculum learning to careers. 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** 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** 6. Experiences workplaces. Students to consider what skills are needed to access the opportunities they are interested in.