

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge &amp; Skills</b>	<b>Geo-Skills: Where in the world?</b> <ul style="list-style-type: none"> <li>What is Geography? Human, physical and environmental strands</li> <li>Continents around the world. Key human and physical features. Persuasive writing</li> <li>Where do we live? Key features and location</li> </ul> <b>Geo-skills: Maps</b> <ul style="list-style-type: none"> <li>OS map symbols</li> <li>Grid references- 4 and 6-figure</li> </ul>	<ul style="list-style-type: none"> <li>Height and relief</li> <li>Distance and scale</li> <li>Describing routes</li> <li>Latitude and longitude</li> </ul> <b>Ecosystems</b> <ul style="list-style-type: none"> <li>What are ecosystems?</li> <li>Energy flows along food chains and food webs</li> </ul>	<b>Ecosystems</b> <ul style="list-style-type: none"> <li>What is Svalbard like? Climate graphs</li> <li>How do plants and animals adapt to cold environments?</li> <li>How do humans use cold environments?</li> <li>What are the key characteristics of tropical rainforests?</li> <li>How are plants adapted to tropical rainforests?</li> <li>How do tribes use tropical rainforests?</li> <li>What is deforestation? Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>What is the marine biome?</li> <li>How are humans destroying the oceans?</li> <li>How are our actions creating endangered animals?</li> </ul> <b>A World of Food</b> <ul style="list-style-type: none"> <li>Where does our food come from?</li> <li>Farming across the UK</li> <li>Intensive vs Extensive farming</li> <li>Prawn farming</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable food</li> <li>Calories around the world</li> <li>Obesity</li> <li>Starvation in Ethiopia</li> <li>Desertification and the great Green Wall</li> </ul>	<b>Flooding and Investigation</b> <ul style="list-style-type: none"> <li>The water cycle and types of rain</li> <li>The drainage basin</li> <li>Causes of flooding</li> <li>Flooding in Bangladesh</li> <li>Responses from flooding</li> <li>Infiltration investigation- setting the scene, understanding how to effectively collect data, collecting data, presenting and analysing data, being able to draw conclusion, evaluating the investigation</li> </ul>
<b>Links to prior learning</b>	<ul style="list-style-type: none"> <li>Locational knowledge- continents and oceans, countries of the UK (KS1), Europe (KS2)</li> <li>Key physical and human features in the world and the UK (KS1+KS2)</li> <li>Direction (KS1), Latitude and Longitude (KS2)</li> <li>Describing location (KS1)</li> <li>Using maps and atlases (KS2)</li> </ul>		<ul style="list-style-type: none"> <li>Locational knowledge (KS2+Autumn 1)</li> <li>Biomes and climate (KS2)</li> </ul>	<ul style="list-style-type: none"> <li>Locational knowledge (KS2+Autumn 1)</li> <li>Biomes and climate (KS2)</li> <li>Human impact on the environment (Geog/Science KS2)</li> <li>Ecosystems (Y7 Autumn term)</li> </ul>		<ul style="list-style-type: none"> <li>Fieldwork (KS2)</li> <li>Human and physical geography (Autumn 1)</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Extending writing- top continent</li> <li>Describing locations self-assessment</li> <li>Locational knowledge quiz</li> <li>End of topic exam</li> <li>Self and peer-assessment's</li> </ul>		<ul style="list-style-type: none"> <li>Self and peer-assessment's including design an animal, presentation skills</li> <li>Teacher assessed extended writing- comparing tribal life to ours</li> </ul>	<ul style="list-style-type: none"> <li>Self and peer-assessment's including persuasive writing, describing distribution, comparative writing</li> <li>End of topic exams- 1 for 'Ecosystems' and 1 for 'A World of Food'</li> </ul>		<ul style="list-style-type: none"> <li>Causes of flooding extended answer</li> <li>Self and peer-assessment's</li> <li>Fieldwork report</li> </ul>
<b>Home learning</b>	<ul style="list-style-type: none"> <li>Designing a map to bring together learnt theory</li> <li>Using MapZone to practise skills</li> <li>Introducing revision via flashcards</li> <li>Building on key term use through the Frayer Model</li> </ul>		<ul style="list-style-type: none"> <li>Creating fact files</li> <li>Applying knowledge to choose suitable items to survive areas</li> <li>Applying understanding to design an animal</li> <li>Persuading people to stop deforestation</li> </ul>	<ul style="list-style-type: none"> <li>Applying theory to write persuasively</li> <li>Plotting food miles around the world</li> <li>Considering how we can increase food supply</li> <li>Comparison of obesity to malnutrition- extended writing</li> </ul>		<ul style="list-style-type: none"> <li>Researching flooding events around the world</li> <li>Empathetic writing</li> </ul>
<b>Cultural Capital and extra-curricular opportunities</b>	<ul style="list-style-type: none"> <li>Map reading workshop;</li> <li>Explore digital atlases and GIS tools (eg Google Earth, Arc GIS);</li> <li>Visit local landmarks</li> </ul>		<ul style="list-style-type: none"> <li>Documentary</li> <li>Nature photography</li> <li>Blackpool Zoo trip (Summer 2 term)</li> </ul>	<ul style="list-style-type: none"> <li>Observing coastal environments when on holidays</li> <li>Participate in beach cleanups</li> <li>Join the Eco-council</li> <li>Help design posters and write letters to raise awareness about human actions causing ocean destruction</li> <li>Eat a variety of traditional foods from different countries</li> <li>Attend food festivals or farmers' markets</li> <li>Participate in events or challenges such as cooking with local ingredients or reducing food waste</li> </ul>		<ul style="list-style-type: none"> <li>Study historical events like the Dust Bowl (1930s USA) and major flooding events</li> <li>Complete an infiltration report at home</li> <li>Watch documentaries about famous drainage basins like the Amazon or Nile River</li> <li>Consider how different cultures react to flooding events</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Tier 3 vocab- Continent, Hemisphere, Producers, Consumers, Decomposers</li> <li>Persuasive writing</li> <li>Guided reading</li> </ul>		<ul style="list-style-type: none"> <li>Tier 3 vocab: nutrient cycle, buttress roots, epiphytes</li> <li>Oracy- presentations</li> </ul>	<ul style="list-style-type: none"> <li>Tier 3 vocab: Arable, Pastoral, Fertilisers, Pesticides, Herbicides</li> <li>Persuasive writing</li> <li>Comparative writing</li> <li>Guided reading</li> </ul>		<ul style="list-style-type: none"> <li>Tier 3 vocab-drainage basin, infiltration, percolation, saturated, through-flow, overland flow</li> <li>Empathetic writing</li> <li>Report writing</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>Comparing area of continents and countries</li> <li>Measuring distance</li> <li>Using scale and distance</li> <li>Range in height</li> </ul>		<ul style="list-style-type: none"> <li>Range in temperatures</li> <li>Mean temperature</li> <li>Annual rainfall</li> <li>Creating climate graphs</li> </ul>	<ul style="list-style-type: none"> <li>Data on calorie consumption, food miles.</li> <li>Range in calories</li> </ul>		<ul style="list-style-type: none"> <li>Creating bar charts</li> <li>Mean time</li> <li>Range in time</li> </ul>
<b>Careers Information, Education, Advice and Guidance (CEIAG)</b>	<ul style="list-style-type: none"> <li>Introduction to careers in cartography</li> <li>Travel journalism</li> <li>Environmental consultancy</li> <li>Careers in surveying, town planning, and GIS analysis</li> </ul>		<ul style="list-style-type: none"> <li>Careers in environmental science research, and conservation</li> </ul>	<ul style="list-style-type: none"> <li>Environmental campaigner, marine biologist</li> <li>Careers in agriculture, nutrition, and food supply chains</li> <li>NGO work such as aid charities</li> </ul>		<ul style="list-style-type: none"> <li>Hydrologist</li> <li>Environmental risk manager</li> <li>Civil engineer</li> <li>Environmentalist</li> </ul>
<b>Spirituality</b>	<ul style="list-style-type: none"> <li>Reflecting on the diversity of human and physical geography and our place in the world</li> <li>Developing appreciation for local landscapes and how maps help us understand them</li> </ul>		<ul style="list-style-type: none"> <li>Reflecting on the uniqueness of polar ecosystems and the ethical duty to protect them</li> </ul>	<ul style="list-style-type: none"> <li>Respect for biodiversity; understanding the balance of ecosystems.</li> <li>Considering fairness and sustainability in global food production</li> </ul>		<ul style="list-style-type: none"> <li>Reflect on human responsibility and resilience to natural hazards.</li> </ul>
<b>How can parents support the curriculum?</b>	<ul style="list-style-type: none"> <li>Discuss family travel experiences</li> <li>Explore maps and atlases at home together</li> <li>Plan a family walk using OS maps, exploring OS map symbols and relief</li> <li>Go geo-caching or orienteering</li> <li>Practice grid references together/Use Mapzone on the OS website</li> </ul>		<ul style="list-style-type: none"> <li>Watch documentaries together eg Planet Earth</li> <li>Discuss climate change impacts</li> <li>Consider discussions around plastic use</li> <li>Visits to aquariums, zoos, farms or botanical gardens</li> </ul>	<ul style="list-style-type: none"> <li>Watch nature documentaries eg Planet Earth</li> <li>Cook meals from different cultures; discuss where food comes from.</li> <li>Discussion on food miles</li> <li>Discuss sustainable choices at home;</li> <li>Discussion of health impacts of choices of foods</li> <li>Moral discussions regarding food aid- discuss news reports linked to droughts, conflict causing food shortages</li> </ul>		<ul style="list-style-type: none"> <li>Visit local rivers</li> <li>Discuss flood safety and climate change impacts</li> <li>Read news articles/watch news clips on flooding</li> <li>Watch documentaries on flooding</li> </ul>

