



Pathway
2,3,4

Year 7

Term Autumn 2
Exploring Britain

Learning Intention: General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?

Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc

This United Kingdom topic will teach our pupils about the fascinating country they live in. Our pupils will learn all about how the UK is organised into countries, counties and cities, as well as learning about the human and physical features of Great Britain, such as population, life expectancy, tallest mountains, longest rivers, coastlines and much more.

Key knowledge that should be learned during this SoW

All

Most

Some

<p>Concept:</p>	<p>what is the key concept pupils need to take away / understand</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>what is the key concept pupils need to take away / understand</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>what is the key concept pupils need to take away / understand</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p>Knowledge:</p>	<p>what information / facts will the pupils be learning</p> <p>Can children locate the United Kingdom on a world map?</p> <p>Do children know what a county is?</p> <p>Can children describe what a city is?</p> <p>Can children identify the oceans and seas that surround the UK?</p> <p>Can the students identify the</p>	<p>what information / facts will the pupils be learning</p> <p>Can children name and locate the countries and capital cities of the United Kingdom?</p> <p>Can children identify the counties of the UK?</p> <p>Can children identify cities of the UK?</p> <p>Do children know that the UK has a</p>	<p>what information / facts will the pupils be learning</p> <p>Do children know some facts about the human geography of the United Kingdom, such as population and life expectancy?</p> <p>Can children place counties of the UK on a map?</p> <p>Can children locate UK cities on a map?</p>

	<p>geographical features?</p> <p>Can children understand and describe the journey of a river from source to sea?</p>	<p>varied coastline?</p> <p>Are these human or physical features?</p> <p>Can children name some of the major rivers of the UK?</p>	<p>Can children use and understand vocabulary relating to seas and coasts?</p> <p>Are these human or physical features?</p> <p>Can children find out and analyse information about rivers of the UK?</p>
<p>Key Skills:</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p> <p>Independent inquirers – students to show independence in what they include in their work</p>

Language and/or communication skills:	what 'words' will pupils learn and be able to apply country, Union, capital city, sea/ocean, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, Republic of Ireland, North Sea, English Channel, Irish Sea, Atlantic Ocean, compass, direction, North, East, South, West geographical feature, human, physical, Giant's Causeway, Wembley Stadium, Ben Nevis, Angel of the North, Forth Bridge, Durdle Door, Edinburgh Castle, Lake Windermere, Cardiff Castle, River Severn, Rhossili Bay, Houses of Parliament	what 'words' will pupils learn and be able to apply country, Union, capital city, sea/ocean, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, Republic of Ireland, North Sea, English Channel, Irish Sea, Atlantic Ocean, compass, direction, North, East, South, West geographical feature, human, physical, Giant's Causeway, Wembley Stadium, Ben Nevis, Angel of the North, Forth Bridge, Durdle Door, Edinburgh Castle, Lake Windermere, Cardiff Castle, River Severn, Rhossili Bay, Houses of Parliament	what 'words' will pupils learn and be able to apply country, Union, capital city, sea/ocean, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, Republic of Ireland, North Sea, English Channel, Irish Sea, Atlantic Ocean, compass, direction, North, East, South, West geographical feature, human, physical, Giant's Causeway, Wembley Stadium, Ben Nevis, Angel of the North, Forth Bridge, Durdle Door, Edinburgh Castle, Lake Windermere, Cardiff Castle, River Severn, Rhossili Bay, Houses of Parliament
Curricular Links	Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities		

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

Subject / Year	Science	Maths	PE
7			
8			
9			

10			
11			
12			
13			
14			

Talking points

Implementation

Impact