



Pathway
2,3,4

Year 7

Term Autumn 1

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

Open their eyes to the wonder that is each and every one of them with this fantastic 'Personal Geography' topic. The pupils will learn their place in the world, and so much more, all through a variety of fun and creative activities. Perfect as a get-to-know-you topic for the start of a new school year.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

what is the key concept pupils need to take away / understand

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

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	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>
Knowledge:	<p>what information / facts will the pupils be learning</p> <p>Can children locate the United Kingdom on a world map?</p> <p>Can children identify the countries of the United Kingdom on a map?</p> <p>Can children locate their local area on a map?</p>	<p>what information / facts will the pupils be learning</p> <p>Can children identify the four countries of the United Kingdom?</p> <p>Can children locate whereabouts in the United Kingdom they live?</p> <p>Do children know the difference between rural and urban areas?</p>	<p>what information / facts will the pupils be learning</p> <p>Can children name the four capital cities of the United Kingdom?</p> <p>Can children use a map to find out about their local area?</p> <p>Can children describe what their local area is like?</p>
Key Skills:	<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>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>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>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>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:	<p>what ‘words’ will pupils learn and be able to apply</p> <p>To live, UK, countries, map, world, sea, land, England, Scotland, Wales, Northern Ireland, town, city, village, rural, urban</p>	<p>what ‘words’ will pupils learn and be able to apply</p> <p>To live, UK, countries, map, world, sea, land, England, Scotland, Wales, Northern Ireland, town, city, village, rural, urban</p>	<p>what ‘words’ will pupils learn and be able to apply</p> <p>To live, UK, countries, map, world, sea, land, England, Scotland, Wales, Northern Ireland, town, city, village, rural, urban</p>
Curricular Links	<p>Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities</p>		

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
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14			

Talking points

Implementation

Impact