

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Themes	CHANGE: WHERE I'M FROM AND WHERE I AM GOING	THE ENTERTAINMENT INDUSTRY	HEALTH AND DISEASE	THE MEDIA	DEMOCRACY	CULTURE
YEAR 7 & YEAR 8 LOWER SCHOOL	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Identify old and new technology used in the family household ➤ identify the different places in our area in which people can get or use money, food, medicine, books, worship, social ➤ identify different materials we must recycle and why ➤ Favourite location students like to go to in their communities (drawing/writing) 	<ul style="list-style-type: none"> ➤ Explore Ealing studios - engage with maps of Ealing ➤ Explore Rio Carnival – different landmarks/sensory carnival ➤ Explore Detroit - engage with the venues and landmarks where Motown was performed – engage with the music. 	<ul style="list-style-type: none"> ➤ Role play an instance of a health-related epidemic. ➤ Explore the 'Black Death' ➤ Create a black plague sensory story. 	<ul style="list-style-type: none"> ➤ Explore and engage with Fleet street ➤ Engage and explore the local community. ➤ Produce poster/leaflet/artwork based on the local community. 	<ul style="list-style-type: none"> ➤ Explore Greece and voting. ➤ Create a poster/artwork about Greece. 	<ul style="list-style-type: none"> ➤ Answer: Where are we from? ➤ Alter an item of clothing into a national costume ➤ Explore a Diversity festival (sensory)
	Higher theme learners can:	<ul style="list-style-type: none"> ➤ Explore the difference between human and physical geography and how they have changed in 50 years? ➤ Explore the physical and human geography in the location names in London? ➤ Explore different ideas to encourage recycling in our school ➤ Exploring Eco friendly Transport we can use 	<ul style="list-style-type: none"> ➤ Ealing studios - research the location of the films produced by Ealing studios ➤ Rio Carnival – research the population of Rio and the groups of people who attend the carnival. Look at economic factors in Brazil ➤ Detroit - Research the areas in Detroit where Motown was created. Who attended the performances and who created the music? 	<ul style="list-style-type: none"> ➤ Research the difference between Epidemic and pandemic – write a piece about both ➤ Research the impact of black death in London ➤ Create and present the reasons how and why the black plague spread so easily. 	<ul style="list-style-type: none"> ➤ Research where Fleet street is and why it is associated with the media ➤ Write a newspaper article about a street that in your local community ➤ Collate all the articles produced and create a newspaper. 	<ul style="list-style-type: none"> ➤ Research Greece as the birthplace of democracy. ➤ Widen the research into Greece, focusing on human and physical geography. ➤ Create a brochure about Greece. 	<ul style="list-style-type: none"> ➤ Research the variety of cultures within the class group. ➤ Create a piece of national costume from another culture. ➤ Explore a Diversity festival
YEAR 9 & YEAR 10	Themes	LOOKING AFTER MYSELF	LIVING INDEPENDENTLY	TRAVELLING INDEPENDENTLY & SAFELY IN THE COMMUNITY	BEING CONFIDENT AND ASSERTIVE	ENTERPRISE – WORKING IN A CAFE	LOOKING FOR WORK

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	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Explore where to access fitness resources. ➤ Explore how to spot danger in different environment and how to deal with different scenarios ➤ Explore how to take care of myself on transport ➤ Learn about different natural disasters around the world. 	<ul style="list-style-type: none"> ➤ Answer: Where do we go on holiday? ➤ Answer: What do we need money for when we are on holiday? ➤ Explore bills we pay for in for different accommodation e.g. house, flat ➤ Look at what people have to pay for in different parts of the world 	<ul style="list-style-type: none"> ➤ Explore local places we can travel to on foot/bus ➤ Explore local places we can travel to by tube ➤ Explore places we can travel to using an airplane 	<ul style="list-style-type: none"> ➤ Answer: What qualities do people need to be explorers or mountain climbers? ➤ Beautiful and dangerous places – what do they look like? ➤ In a beautiful but dangerous place – what beautiful scenery, plants, and animals would be seen? Would they be dangerous? 	<ul style="list-style-type: none"> ➤ Answer: What food might cafes in different places sell? ➤ Answer: how does food from other countries get to UK cafes? ➤ Explore cafes around the world – saying hello in another language 	<ul style="list-style-type: none"> ➤ Explore jobs around the world (e.g. banana farmer in Costa Rica, hotel worker in Spain, truck driver in USA) ➤ Identify a job that would involve travelling and describe it ➤ Explore geography jobs – forest rangers, climate scientist, cartographer geologist, travel writer
	Higher theme learners can:	<ul style="list-style-type: none"> ➤ Research and explore a variety of public fitness resources. ➤ Explore how to avoid danger in different environments and different scenario ➤ Research and investigate how to take care of myself on transport. ➤ Learn about different natural disaster and how people around keep themselves safe. 	<ul style="list-style-type: none"> ➤ Explore different types of holidays ➤ Answer: What do we use budgets for before and during our holidays? ➤ Explore bills we pay for in different parts of UK e.g. countryside, city ➤ Answer: What bills might people have in different destinations? 	<ul style="list-style-type: none"> ➤ Plan local journeys by bus/car ➤ Plan journeys using tube and trains in the UK ➤ Plan a holiday using a airplane 	<ul style="list-style-type: none"> ➤ Explore famous explorers /mountain climbers (were they confident /assertive?) ➤ What equipment or skills would you need in beautiful but dangerous places? (e.g. Caribbean beaches affected by hurricanes, Iceland's beautiful volcanoes) ➤ Plan an expedition to a beautiful but dangerous place – what would be seen, and what would need to be taken? What time of year would be best to go? 	<ul style="list-style-type: none"> ➤ Answer: what food is grown in different places? How does this affect cafes? Consider primary, secondary and tertiary industries (e.g. farming, haulage, cafes) ➤ Answer: why do different UK foods have different carbon footprints? ➤ Learn to say please, thank you, and at least two food /drink items in another language 	<ul style="list-style-type: none"> ➤ Explore jobs around the world – explain why some jobs are more common in some countries than others (consider weather, natural resources, land formation) ➤ Describe a job involving travel and evaluate – would it be a good job? ➤ Explain which skills would be needed for at least two geography jobs

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YEAR 9 UPPER SCHOOL - EXAMS	Lower learners can:	<ul style="list-style-type: none"> ➤ To understand the different types of maps and their uses ➤ Read directions on maps using the points of a compass ➤ Draw a sketch map ➤ Understand how height is shown on a map 	➤ 7 wonders of the world	➤ coasts	➤ weather and climate	➤ About the UK: Human and Physical Geography	➤ Resources in the UK and the Use of Rocks
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YEAR 10 & YEAR 11 UPPER SCHOOL- EXAMS	No Theme						
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