

| Module/Unit of Learning  | Taught During | What will students learn?   | How does this help to build a broad and strong foundation?   | Links to other Subjects |
|--|---------------|---|--|-------------------------|
| Dynamic Earth: How devastating are earthquakes and volcanic eruptions? | Autumn Term   | Students develop an 'awe and wonder' of the Earth. Students build their knowledge of physical processes and the impact on human places. Students know the structure of the earth and develop an understanding of how and why tectonic plates move. Students will investigate case studies where volcanoes and earthquakes take place, including Haiti and Italy. Students develop an understanding of why people live in hazardous areas and how people can mitigate against these natural hazards. | This module supports students further with their ability to write geographically using sequencing. Students develop their knowledge of places and their ability to visualise other spaces. Students also start to evaluate the impact of hazards on countries with contrasting levels of wealth. | Science                 |
| Moving away from rich & poor: how do countries change over time?       | Spring Term   | Students learn how levels of development differ across the world. Students are taught the main development indicators. Students are introduced to a text to visualise and understand how other people's quality of life is different. Reading will be used in this topic to show what life is like in a region of Africa.   | Students develop their application of the development indicators to varied places. Students develop cultural capital of places and communities in Eastern Africa.  | Science<br>History      |
| Life at the Latitudes: are biomes all the same?                        | Summer Term   | Students will be able to understand the major biomes of the world. Students will learn how extreme environments create both opportunities and challenges.   | Students will begin to make links between human and physical geography. Students develop their knowledge of the importance of natural environments to people, plants and animals.  | Science                 |