

Abbey Court School Geography Curriculum Map

Key: Black – Termly year group topic. Blue – Class Geography focus. Orange – Key Question or Challenge. Green – Geography practical input. Red – Suggested Educational visits/enrichment activities.

CLASS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 (KS1)	'Under the Sea'	'Great Fire of London'	'The Senses'	'The Weather'	'Indian Experience'	'On the Farm'
	Beach, Land, Sea, Coast	Study of the Capital City	Sense of place	All weathers	Life in an Indian village	The Farming Environment
	<p>Q: What is a beach? To study a beach and what it is and how it is made up. Explore materials found on the beach; shingle, pebbles, sand. What is a coast? Coastal animals, coastal food chains, rock pools. How are cliffs formed by the sea? What are harbours and ports?</p>	<p>Q: Where and what is London? To study the key features of a city. Research about population, buildings. What does it look like? Find out about: Key landmarks. Modern and historic London. Climate and heritage. How does London compare to Medway – scale, shops, buildings?</p>	<p>Challenge - Everybody look outside. Can you make a sensory journey stick as you explore your outside areas? Use simple fieldwork and exploration to observe your surrounding environment at school; Indoors and outdoors. Explore your school's grounds and corridors and the key human and physical features of it. Use your senses; sight, touch, smell, hearing and investigate where things are.</p>	<p>Challenge – Can you make a daily weather chart and review at the end of the term Identify the seasons in a year and when these are. Observe and record daily weather patterns Go outdoors and experience the weather, identify these. Find out about the locations of hot and cold areas of the world.</p>	<p>Challenge – Can you make two picture fact files; one of a village in Medway and one of a village in India? Locate India on the globe/map Look at rural Indian homes, comparing them with homes in our locality. What is the Capital of India and Britain. Study the differences between the area we live in and the area of an Indian village. Look at weather patterns, food, climate, transport, clothing, landscape.</p>	<p>Challenge: Visit out farm; what can you see, hear, smell and touch. Do we grow anything on the farm? Farming seasons – what happens in different seasons on the farm? Farm – in country or town? Study reasons why? Farm buildings, vegetation, physical and human landscape of farm Look at a range of different farms to see how they are different to ours; landscape, what can grow, animals, buildings.</p>
	Geography fieldwork trip to the beach – Riverside/Shorne Country park. Dover – white cliffs		Visit to Guildhall Museum in Rochester		Horniman Museum Indian visitors/AC EAL support	<p>Visit to Museum of Kent Life. Visit <u>School farm</u> Supermarket fruit and vegetables & meat</p>

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Year 2 (KS1)	'Myself and My Family'	'Space'	'Musicals'	'Rochester'	'Viva Italia'	'The Jungle'
	Where we live	Journey to the Moon	Africa & the rooftops of London	Study of the Local Area	Explore Italy	The Rainforest
	<p>Q: What type of home do you live in? Have a look at the Medway towns on a map, what town do we live in? Look at the difference in types of homes; flats, caravans, boats, bungalows. How much green space do we have and how much is houses? Difference between town and country lifestyles. What different buildings are in our local area? How far do we live from ...?</p>	<p>Challenge: Can you find out what planets are in space & one characteristic of each one? Travel to the moon in your rocket – up up and away ... What does the moon and other planets look like? Are they the same as earth? Is it dark in space? How do you travel to the moon? Is it hot/cold on different planets?</p>	<p>Q: Where in the world are the Musicals 'Cats' and 'The Lion King' set? Look at clips for the landscapes in both musicals; a busy junkyard/rooftop in London and the planes of Africa. Where are these on a map/globe? Can you see the differences between these? How are they different? What animals are in 'Cats' and what animals are in 'The Lion King'? Explore the landscape & differences of where the plays are set.</p>	<p>Q: Where is Rochester? Challenge – Visit Rochester Look at aerial photographs and google Earth Find out about Kent, Medway and Rochester. What are the basic human and physical features of Rochester; river, high street, bridge. Follow a simple map when in Rochester to find places; Cathedral, castle, river, bridge etc</p>	<p>Q: Where is Italy on the map – what does the shape of it look like? Research and explore all about Italy; landscape, weather/climate, food, transport, currency, housing, culture etc. Islands? Research population in Italy compared to England. What are the differences between northern and southern Italy?</p>	<p>Challenge: What is a rainforest, and how is it different from our woods? Study of the Rainforest, climate, vegetation, jungle animals. Fauna and Flora. Amazon and the Congo. Layers of the Rainforest Study of local woods – climate, vegetation, jungle animals. Compare and contrast differences of rainforest and a wooded area.</p>
	Visits all around local community to look at different types of houses. Visit town centres/ Countryside		Visit to seaside/sea-life centre	Visit to Rochester. Guildhall Museum. Cathedral, Castle, River, bridge, high street	School Italian day. Visit from Italian speakers	Garden centres, zoo, local woods/forest school sites Broomhill park School farm

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	School farm					
Year 3 KS2	'How our bodies work'	'Florence Nightingale'	'African Experience'	'Romans'	'My Community'	'Inventions'
	Food miles	Different types of buildings and their uses in Italy & England	Explore Africa	Roads and towns	Capital cities of the UK	Maps and GPS
	<p>Q: What is your favourite food & where does it come from? Research what is food & why do we need it? What are the food groups? Where do our fruit & vegetables come from? Why do they grow there and not here in England or visa versa? How do they get here? Exploring favourite foods from different countries</p>	<p>Challenge: Make a fact book about where Florence lived & where she worked. Research Italy and different landmarks, buildings. Look at different types of buildings in Italy & England – compare. Churches, hospitals, factories, schools, offices.</p> <p>What materials were used to build the landmarks/buildings? Use a range of materials to re-create or build landmarks/buildings – clay, boxes, playdough, bricks etc</p>	<p>Q: Where is Africa on the map – is it big or small? What is a Continent & what is a country? Research and explore all about Africa; landscape, weather/climate, food, transport, currency, housing, culture, animals etc. Go on a Safari to the farm/around school – what animals might you see? Foods that are produced in Africa, trade and economy</p>	<p>Challenge: Can you build a road? Where does it go? Where is Rome? Look on the map/globe. Look at Roman Cities in history, old roads, transport, landmarks. Why did Romans choose to build roads and towns where they did? Look at roads on maps today. What remains of old buildings. Can we see any? – forts, bridges, castles</p>	<p>Q: What is a City? Look at capital cities of the UK. Do a study of the similarities and differences between England, Scotland and Wales. What are their main characteristics of each place? Landscape, weather, buildings? Which seas surround them?</p>	<p>Challenge: Make a simple picture fact file of things in your house that are great inventions; washing machine, dishwasher, television. Add what country they lived in? Who invented these things and where did they live? Why did they have a need to invent them? Research further into the invention of cars/planes? Who invented these and where are they made in the world? Look at different types of maps; old and new and how/why they are used. GPS, Satellite systems, internet, google earth. Make simple maps, use a compass. Explore the school grounds and</p>

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						further afield, use a SAT NAV while on an educational visit.
	Local farm shop. Our school farm. Local farm. Local supermarket. Allotment.	Visit local churches Local area visits	Local library	Local library, Rochester, Rochester castle, river medway	Visit town centres within local area <u>School farm</u>	Local library Fieldwork – to use map skills Local park Educational visits; on foot/school bus/train etc <u>School farm</u>
Year 4 KS2	'Up and Away'	'Chocolate'	'Heroes and Heroines'	'A Bug's Life'	'Carnival of Rio'	'Castles'
	Mountains	Chocolate trade	Natural disasters	Habitats	Explore Brazil	Settlements
	Challenge: Can you make a mountain? What countries have mountains? What does a mountain look like? Where are they found? How are they formed? Make a mountain, roleplay a destination and travelling there. Make sure you are equipped for the trip ahead.	Challenge: Make a travel timeline for your chocolate bar. Where does chocolate come from? How is it grown? The Cocoa journey: from bean to bar Make something from chocolate Fairtrade chocolate.	Q: what is a natural disaster and where do they happen? What causes a natural disaster? Look at the causes of natural disasters e.g. Tsunami, hurricanes. What the aftermath of these disasters are, what the effect is for the environment, land, people etc. Can you think of different types of 'natural disaster' as a class? E.g. Tsunami, floods, drought, hurricanes,	Challenge: Design and make a bug hotel/habitat? Identify & plot locations of habitats on a map of the local environment and on the farm. Look at different environments of different bugs; are they different? Explore biomes & ecosystems	Challenge: Make a fact file of important information about Rio Study of the geography, culture, economy, landscape, climate and people in Brazil or Rio. Location on Map/globe Look at the foods that are grown-produced in Brazil, trade, Economy. <u>Rio</u> - Brazil's second largest city <u>Sao Paulo</u> -Brazil's capital city. <u>Iguassu Falls</u> – waterfall. <u>Brazilian Rainforest</u> - The Amazon Rainforest	Q: Where were castles built and why? What is a settlement? What types are there? A hamlet, a village, a town, a city. Why were castles built where they were? Facts about castles, visual representations. Who worked in a castle? Is a castle a home? Research Roman/Vikings in time.

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			tornadoes, earthquakes, Wild Fire. Changes in landscape before and after a disaster			
	Broomhill Park Strand/riverside	Visit Chocolate sellers Cadbury shop; Dockside outlet	Local library	Environmental garden in school <u>School farm</u>	Range of supermarkets	Visit to Rochester Castle, Upnor castle.
Year 5 KS2	'Dinosaurs'	'Woodlands'	'Anglo Saxons'	'Water, Water'	'Down Under'	'Back to the Future' (Music, art, pop culture through ages)
	Fossil Hunting	Woodland Habitats	Fierce tribes	Water Cycles	The land down under	What are we doing to our world?
	Challenge: Re-create a dinosaur landscape & habitat. What did the world look like when dinosaurs roamed it? Was there houses and shops etc? What are fossils? What do they show us? What can they tell us about the coastline? Archaeological dig	Challenge: Make a woodland fact file. What is a woodland? What does it look like? What creatures and animals can you find there? How is it different to other areas – rainforest – desert etc. What is a deciduous woodland Human management of these places	Q: What is a settlement? Who were the Anglo Saxons and how did they shape the world we now live in Anglo Saxon Settlements Rivers Homes at these times, streets, places of work. What did it look like so many years ago?	Q: Why do we need clean water? Where does water come from? Why is water important? How much water do you use? Research & report information (graph, tally, questionnaire) Natural water on earth, ice caps snow caps, glaciers. The water cycle: Water wheels Saving water Evaporation	Q: Country or Continent? What is the difference? Where is Australia on the map/globe? Australia is the smallest continent – what is a continent? What are important facts about Australia and what makes it different to England? Landmarks & wonders Time differences in seasons comparison to Christmas in England and Australia	Challenge: Can you find out what we do in school to help the environment? What does our world look like today? What was it like in the past Global footprint How can we help the world – green issues, Eco aware. Global footprint Carbon footprint Pollution on land & sea Housing Recycling Eco schools

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				Icy snow environments of the world. Research the function/importance of the Sea's Rivers		Weather changes/environmental changes Green peace.
	Maidstone museum	Forest Schools Local woods Broomhill park <u>School farm</u>	Museum River Medway	Local water works River Medway Coast <u>School farm</u>		Recycling centre Local exhibitions
Year 6 KS2	'Volcanoes and Earthquakes'	'Mini-Enterprise'	'World War 2'	'Healthy Living' (Diet and Exercise)	'American Experience' (Wild West)	'Fashion'
	Volcanos and Earthquakes	Fair Trade	Into Europe	Global diet	Study of North America	Recycling and Green Issues
	Q: What is a volcano and what is an earthquake? Characteristics of a volcano, specific vocabulary; dormant, active, erupt. Devastation of the effects of a volcano, famous volcano's and where. The causes impacts and effects of these and the damage they create within the environment.	Challenge: Can you make a piece of jewellery inspired by another country? Research economic activity and trade links to jewellery and decorative pieces from around the world. What is 'Fair Trade'? Who makes the jewellery in other countries, do they get paid much compared to how much it is sold for?	Q: What countries are in Europe? Where is Europe on the map/globe? The war and what this looked like, what did it do to the landscape and countries that were invaded? Carnage & destruction of bombing.	Q: What is your favourite food and where does it come from? Why do people in certain countries eat certain foods? What are the products that you eat from certain places in the world – who grows/makes them? How do they get here? How does wealth of a country affect diet? Do all countries have fresh water supply?	Q: Why are there 50 stars? America on the map, landmarks, climate, landscape. US flag – why do you think it has 50 stars? Confirm that there are 50 states in America. What is a State? Gain knowledge of the oceans it is bordered by (Atlantic Ocean to the east Pacific Ocean to the west.)	Challenge: Can you make an item of clothing that is made out of recycled resources/fabric. Research what humans are doing to the planet. Look into recycled clothing and fabrics; charity shops, clothes banks, fashionistas. Where does our rubbish go? Do we recycle in school, at home? What happens

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	Characteristics of an earthquake, specific vocabulary; Richter scale. Devastation of the effects of an earthquake, famous earthquakes and where.			Food production – global/regional – food travel		after the refuse collectors come? Why should we respect and look after our environment?
		Fairtrade products in supermarkets Jewellery shop Jewellery department <u>School farm</u>	War Museum	Supermarket Foreign food market/store Restaurant <u>School farm</u>		Visit to recycling centre Visit from Medway council – Recycling team Clothes bank Charity shop Shopping centre – Fashion ideas

Secondary department

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 KS3	Earthquakes	Volcanoes	People Everywhere 1	People Everywhere 2	Exploring England 1	Exploring England 2
	Use Internet to investigate earthquakes Q: What would happen if an earthquake	Use Internet to investigate Volcanoes Q: What would happen if a volcanic eruption happened, what effect would	Use globes, maps at a range of scales. Immediate local environment. Q: Where do we live?	Recognise changes in the environment. Q: How are people and places different in the world?	Identify key features of England Challenge: Let's find out about England Study: What makes	Identify the role of England as part of the UK. Challenge: Let's find out about the United Kingdom

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	<p>happened, what effect would this have on our environment, way of life?</p> <p>Study: Natural and man-made landscapes. Comparing and contrasting.</p> <p>Researching: how landscapes have changed over time through natural disasters or human intervention.</p> <p>Comparison of a landscape before and after an earthquake.</p> <p>Shaanxi earthquake.</p>	<p>this have on our environment, way of living?</p> <p>Study: Natural and man-made landscapes. Comparing and contrasting.</p> <p>Understanding: What effects natural disasters have on population, environment, weather, landscape, the survival of all living species, working.</p> <p>Mount Tambora in Indonesia.</p>	<p>Who do we live with? What is a community?</p> <p>Study: The area we live in.</p> <p>Relating to: Community, population, poverty, new developments.</p> <p>Research: Survey and internet.</p> <p>Urban & Rural environments and communities</p>	<p>Study: The effects and impact of a rising population.</p> <p>Research: Negatives and positives to Urban and Rural communities.</p> <p>Compare and contrast local communities and landscapes to further afield places.</p> <p>Research: Eco communities</p>	<p>England, England?</p> <p>Research: where is England on a world map, weather, landscape, physical characteristics. What are the major Cities?</p> <p>Compare and contrast England to other countries; looking at the research above</p> <p>Research: What do we grow and farm in England?</p>	<p>Study: What is the difference between England and the United Kingdom; Ireland, Scotland, Wales.</p> <p>Research: Look at the difference between a map of England and a map of the UK.</p> <p>What has the UK got to offer tourists?</p> <p>Research import/export overseas – foods and farming</p> <p>What is the UK known for?</p> <p>Fish and Chips, Big Ben, Red Buses, black cabs, the Beatles, London, cream tea. Royal family.</p>
			<p>Google maps and visit their personal houses</p> <p><u>School farm</u></p>	<p>Visit to the local park</p> <p>Beauty spots in the area</p> <p><u>School farm</u></p>		
	Investigating Brazil I	Investigating Brazil 2	Weather Patterns over Europe I	Weather Patterns over Europe 2	Rivers: A fieldwork approach I	Rivers: A fieldwork approach I

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Year 8						
KS3						
	<p>Use maps and globes to investigate Brazil.</p> <p>Q – Where is Brazil and how is it different to England?</p> <p>Research: Locating Brazil and England on the map.</p> <p>Looking at landscapes, environment, weather, physical characteristics. Build knowledge up of how Brazil is different from England.</p> <p>The journey and distance it takes to get there. Traditional foods?</p>	<p>Use the Internet to investigate the culture and ways of life in Brazil.</p> <p>Q – What is the traditional ‘culture’ of Brazil?</p> <p>Q – What do they farm in Brazil</p> <p>Research – population, holiday destination, cultural characteristics; food, music, beliefs, traditional dress and customs, language?</p> <p>Look into ‘A day in the life of a Brazilian child in school’ Make comparisons to their reality in England.</p>	<p>Use maps and plans looking at weather charts for UK</p> <p>Q – What is a weather forecast, how do we measure the weather?</p> <p>Compare the weather in different seasons for times of the year, explore what activities you can do, what clothes you wear, how the landscape looks different in different weathers.</p> <p>What is your favourite weather and why?</p>	<p>Use maps and plans looking at weather charts for the rest of Europe.</p> <p>Q – What different places are there to visit in Europe for a holiday?</p> <p>Researching destinations and see how the weather affects them, such as; Spain (siestas) and Finland (travel).</p> <p>Research into what foods are farmed in other countries compared to ours and why this may be?</p> <p>Research and study extreme or hazardous weathers and the destruction these can cause i.e. snow, fog, tropical storms, tornadoes, droughts and floods. In England and other countries.</p>	<p>Investigate what rivers we have in England and what they have been used for in the past.</p> <p>Q – What is a river and why are they important past & present?</p> <p>Research local rivers and study the landscape around these. River Thames, River Medway.</p> <p>Look on maps and find the rivers in our locality and further afield.</p> <p>What happens at Chatham Dockside, look into the past; business, trade and protection.</p>	<p>Visit to a local river to investigate the environment and its uses today.</p> <p>Q – What are the characteristics of a river?</p> <p>Use fieldwork to study a river. What are the parts of a river?</p> <p>Study the surrounding areas; are there houses, what is on the river?</p> <p>What animals live in or by the river.</p> <p>Is there any pollution or rubbish around the river, use your senses to investigate.</p>

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		Travel agents	School farm	Travel agents <u>School farm</u>	Chatham Dockyard Museum, river Medway	Local river – Srand/Riverside
Year 9 KS3	Comparing Continents & Countries 1	Comparing Continents & Countries 2	Global Food Industry 1	Global Food Industry 2	Tourism – Good or Bad? 1	Tourism – Good or Bad? 2
	<p>Using the internet to find the similarities and differences between the UK and Africa</p> <p>Q – Where do we live & where is Africa?</p> <p>Find (using maps, google, globes) where Africa is? How would we travel there, how long would it take?</p> <p>Compare and contrast the differences between where we live and Africa.</p> <p>Study how they are different; landscape, food they grow, houses, people,</p>	<p>Using the internet to find the similarities and differences between deprived areas in the UK and Africa</p> <p>Q - What is a charity? Why do we need charity?</p> <p>Researching rich and poor areas of UK and Africa.</p> <p>How are these issues different in the UK to Africa?</p> <p>What do we do to help?</p> <p>Research different charities for the homeless and famine</p>	<p>Using the Internet and educational visits, investigate where we import our food from.</p> <p>Q – What food grows in other Countries that we cannot get in England?</p> <p>Research the food we grow in England and where we get other foods from.</p> <p>Visit a supermarket and look at the range of food and packaging – does the UK grow and produce it all?</p> <p>Taste and explore a variety of foods from</p>	<p>Investigating the food exports of Britain.</p> <p>Challenge: Research the journey of our food. Where does it come from? How does it get here? How far does it travel?</p> <p>Study our own dinner menu, what does this involve? Vegetables, meat, fruit, dairy. Where does it all come from?</p> <p>Explore packaging of food and places it comes from. What does the UK grow and export?</p>	<p>Identify popular tourist hot spots around the world and find out why.</p> <p>Q – Where have you been on holiday & where would you like to visit?</p> <p>Research tourist destinations – hot and cold. Why do people visit these places?</p> <p>Think about family holidays; where has the class been?</p> <p>Use maps, globes and the internet to look at different places and use charts to display this. Use pictograms, bar graphs etc to show results on where</p>	<p>Investigate tourism in England and local area.</p> <p>Challenge: Can you find out about any tourism spots where you live?</p> <p>What tourism does the UK have, why do people come here, what do they come to see?</p> <p>Research into Rochester (tourist information centre)</p> <p>Where do people stay here and abroad, how are they different? Large hotel/resort, B&B's etc.</p>

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	<p>animals, climate, culture, music.</p> <p>How are these different to how we live, look and organise our day?</p>	<p>Can we raise money or do something to help?</p>	<p>different places around the world.</p> <p>Explore unusual ingredients and create some recipes to taste.</p>	<p>Research by questionnaire or chart, what foods people like.</p> <p>Map out the journey of particular favourite foods.</p>	<p>people may like to travel.</p> <p>Research the most popular destination.</p> <p>Look at the flags of the countries, landscapes, weather.</p> <p>What are the capitals of the different countries and landmarks that are visited?</p>	
			<p>Local supermarket</p> <p><u>School farm</u></p>	<p>Foreign supermarket</p> <p><u>School farm</u></p>	<p>Travel agents – Hempsted Valley</p>	<p>Visit local tourism area - Dymchurch</p>
Year 10 KS4	<p>What is Development?</p> <p>Investigate what developments are.</p> <p>Q – What developments have we had at school?</p> <p>What types of things qualify as developments?</p>	<p>What is Development?</p> <p>Identify any wider Development's in the local area.</p> <p>Challenge: What would you change about your local area, what does it need? Design it.</p> <p>Use fieldwork and investigation to</p>	<p>Local action, Global effects.</p> <p>What is pollution?</p> <p>What is Global Warming?</p> <p>Challenge: Make an anti-pollution poster?</p> <p>Research what pollution is in our local environment.</p>	<p>Local action, Global effects.</p> <p>Investigate how we affect our locality.</p> <p>Challenge: Action - how can we make a difference. Action Group: Eco schools.</p> <p>Identify the ways in which we affect our environment, such as;</p>	<p>Natural disasters & volcanoes</p> <p>Using the internet, research natural disasters and their after effects.</p> <p>Challenge: Make a volcano with an eruption</p> <p>Research what a volcano is and look at the landscapes and countries these are</p>	<p>Natural disasters & earthquakes</p> <p>Using the internet, research natural disasters and their after effects.</p> <p>Challenge: Make a pictogram of natural disasters to display in class</p>

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	<p>What are the good and bad points of a range of developments?</p> <p>What developments have happened over time to our school? Why was there a need to do this?</p> <p>Look at old photographs and maps of the schools, old and new. What are the positives and negatives of these as a school or for the local environment and people living in it.</p> <p>Are there any developments further that can be made?</p> <p>Comparisons of new and old sites?</p>	<p>explore developments in our local area.</p> <p>What are the reasons for 'developments' happening in our local areas? What needs are being met?</p> <p>Look at the amenities we have in the local area? Complete research, surveys and present these.</p> <p>What do we need more of?</p> <p>Visit local park and look from viewpoint – what can you see, make a map of what you can see using pictures.</p>	<p>Visit beauty spots and look for areas of damage or disruption</p> <p>Who pollutes?</p> <p>What can we do about it?</p> <p>Action group: Leaflet/poster Recycle Eco friendly schools</p> <p>What are the effects of Global warming?</p> <p>What can we do to help?</p>	<p>littering, recycling and global warming</p> <p>Compare and contrast places that have been affected by fly-tipping, pollution, rubbish, littering.</p> <p>What are the effects of this?</p> <p>What can we do about it?</p> <p>Action project of a local place – Broomhill Park/strand/riverside. Posters More bins & dog bins Litter picking Tree & flower planting Tidying Conservation projects in local area</p>	<p>situated in. Why are they there?</p> <p>Find out about tsunamis</p> <p>What is it? What effect do they have on the environment, landscapes and the people living there?</p> <p>What destruction is left behind? Is there any warning/measurement of these?</p> <p>Do these countries get help/charity when this happens?</p>	<p>Research what an earthquake is and look understand why these happen in certain countries. Why in these countries?</p> <p>Find out about hurricanes and tornados. What are these and what effect do they have on the environment, landscapes and the people living there?</p> <p>What destruction is left behind? Is there any warning/measurement of these?</p> <p>Do these countries get help/charity when this happens?</p>
	<p>Development in school – visit; <u>School</u></p>	<p>Development in local area – visit Broomhill park</p>	<p>Local park – Broomhill Recycling centre Strand</p>	<p>Friends of Broomhill action group Broomhill park Strand</p>		

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	<u>farm</u> and classroom. New and old sites.	School farm	Riverside <u>School farm</u>	Riverside <u>School farm</u>		
Year 11 KS4	Passport to the World – the world in my life <p>Study of the Medway Towns and compare with a rural area. Surveys, field studies.</p> <p>Q – What amenities do we have in our local area that are important to us?</p> <p>Study our local area and amenities.</p> <p>What places do people visit at weekends? Why?</p> <p>How do we travel to different places and areas?</p> <p>Compare areas such as; busy high street to a local beauty spot?</p>	Passport to the World – the world in my life <p>Study of the Medway Towns and compare with a rural area. Surveys, field studies.</p> <p>Challenge: Make a travel guide for visitors with favourite places to visit, to eat, to shop etc.</p> <p>Continued study of local areas where we live.</p> <p>Pro's and Con's – what do we need less/more of?</p> <p>Aspirations of travel.</p>	Passport to the World – Holiday choices <p>Investigation into holiday destinations.</p> <p>Challenge: Can you be a fact finder? Research and find your perfect destination to travel to?</p> <p>Researching places to visit in England and foreign countries.</p> <p>Fact finders – pro's and cons of foreign destinations.</p> <p>Research, weather, food, accommodation, travel, currency etc.</p>	Passport to the World – Holiday choices <p>Investigation into favourite holiday destinations and the reasons behind choices.</p> <p>Challenge: Plan a holiday to your dream destination. What do you need?</p> <p>Personal mini project work</p> <p>Research chosen country and plan holiday.</p> <p>Booklet/poster.</p>	Passport to the World – World Disasters. <p>Investigation into natural disasters.</p> <p>Challenge: Make a booklet about natural disasters in England, Wales, Ireland and Scotland.</p> <p>What are the causes of these and the after effects.</p> <p>What have we done to help?</p> <p>Research disasters in the past.</p>	Passport to the World – World Disasters. <p>Investigation into the natural disasters that happen across the world and what England does to help.</p> <p>Q: How can we help others?</p> <p>Disasters in the world.</p> <p>What are the causes of these and the after effects – famine, homelessness, poverty, slums etc.</p> <p>What have we done to help as a country?</p> <p>What charities are helping disadvantaged places in the world?</p>

Abbey Court School Geography Curriculum Map

	Local park, <u>School farm</u> , London, built up areas	School farm	Travel agents		Food banks, red cross visit	
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