



## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Year 9

<b>SUBJECT</b>	<b>Geography</b>
<b>INTENT</b>	<p>Geography helps students to make sense of the world around them and the challenges we all face. We want our students to see how relevant Geography is in our modern and complex world and for students to understand this world and the role they play in the future of it. We want our students to become well-rounded and worldly people that know; think; study and explore like a Geographer.</p> <p>We want all our Geography students to:</p> <ul style="list-style-type: none"> <li>• <b>Know Geography</b> – as they develop and extend their <b>knowledge</b> of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.</li> <li>• <b>Think like a Geographer</b> - as they gain <b>understanding</b> of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.</li> <li>• <b>Study like a Geographer</b> – as they develop and extend their competence in a range of <b>skills</b> including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses.</li> <li>• <b>Explore like a Geographer</b> – as they <b>apply</b> geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.</li> </ul>



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Year Group	9					
Rationale/ Narrative	<p>The natural world contains a rich diversity of distinctive landscapes and ecosystems which are constantly changing through physical processes and human interactions. In Year 9 students get the opportunity to explore the natural world they live in, to understand why it looks the way it does and appreciate its value. It includes investigation of global hazards which humans face as well as an examination of how the climate is changing and what this means for the world today. Students then study the distinctive coastal and river landscapes of the UK, the features of these landscapes and the management of them. Students then applying their understanding of distinctive landscapes when completing their physical fieldwork.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<ul style="list-style-type: none"> <li>• <b>Exploring Geography – a look at some key issues and challenges in the world today by looking at contrasting</b></li> </ul> <p><b>UNIT 1: OUR NATURAL WORLD – 1. Global Hazards (extreme weather)</b></p> <ul style="list-style-type: none"> <li>• Global atmospheric circulation &amp; causes of extreme weather</li> <li>• Extreme wind, precipitation and temperature in contrasting countries</li> <li>• Tropical Storm distribution, frequency and conditions</li> <li>• El Niño &amp; La Niña</li> <li>• Drought distribution, frequency and conditions</li> <li>• <b>CASE STUDY</b> – Flash Flooding in Boscastle (location, causes, consequences &amp; responses)</li> <li>• <b>CASE STUDY</b> – Drought in Australia (location, causes, consequences &amp; responses)</li> </ul>	<p><b>UNIT 1: OUR NATURAL WORLD – 1. Global Hazards (tectonic hazards)</b></p> <ul style="list-style-type: none"> <li>• Tectonic plates &amp; Earth structure</li> <li>• Plate Boundaries (constructive, destructive, conservative, collision &amp; hotspots)</li> <li>• Earthquakes – shallow vs deep</li> <li>• Volcanoes – shield vs composite</li> <li>• Managing the impact of tectonic hazards</li> <li>• <b>CASE STUDY</b> – Tectonic Hazards in Nepal / Kashmir</li> </ul>	<p><b>UNIT 1: OUR NATURAL WORLD – 2. Changing Climates</b></p> <ul style="list-style-type: none"> <li>• Pattern of past climate change</li> <li>• Evidence for climate change (sea ice positions, ice cores, global temperature data, paintings and diaries)</li> <li>• Causes of global climate change</li> <li>• The Enhanced Greenhouse Effect</li> <li>• Global effects of climate change in the 21st century (social, economic &amp; environmental)</li> <li>• Effects of climate change on the UK in the 21st century (social, economic &amp; environmental threats and opportunities)</li> </ul>	<p><b>UNIT 1: OUR NATURAL WORLD – 3. Distinctive Landscapes</b></p> <ul style="list-style-type: none"> <li>• Built and natural landscapes</li> <li>• The upland, lowland &amp; glaciated landscapes of the UK (geology, climate and human activity)</li> <li>• Weathering, mass movement &amp; erosion</li> <li>• Transportation &amp; deposition</li> <li>• Coastal landforms (headlands, bays, cave, arch, stack, beach and spit)</li> <li>• <b>CASE STUDY</b> – Holderness coastline (location, landforms, geology &amp; climate, human activity &amp; management)</li> <li>• River Landforms (waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake)</li> <li>• <b>CASE STUDY</b> – River Eden (location,</li> </ul>	<p><b>UNIT 1: OUR NATURAL WORLD – 3. Distinctive Landscapes</b></p> <ul style="list-style-type: none"> <li>• River Landforms (waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake)</li> <li>• <b>CASE STUDY</b> – River Eden (location, landforms, geology &amp; climate, human activity &amp; management)</li> </ul>	<p><b>UNIT 1: OUR NATURAL WORLD – 1. Physical Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these.</li> <li>• Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.</li> </ul>



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				landforms, geology & climate, human activity & management)		
<p><b>SKILLS</b></p>	<p>Students are required to develop a range of geographical skills throughout their course of study. These skills may be assessed across any of the examined components. The full list of geographical skills is given below. Some geographical skills are specific to particular subject content; these are indicated in the 'integrated skills' sections within the topics throughout the specification.</p> <p><b>Atlas and map skills:</b></p> <ul style="list-style-type: none"> <li>recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases</li> <li>draw, label, annotate, understand and interpret sketch maps</li> <li>recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes</li> <li>describe and identify the site, situation and shape of settlements</li> </ul> <p><b>Graphical skills:</b></p> <ul style="list-style-type: none"> <li>label and annotate different diagrams, maps, graphs, sketches and photographs.</li> <li>use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes.</li> <li>use maps in association with photographs and sketches and understand links to directions.</li> </ul> <p><b>Data and information research skills:</b> use online census sources to obtain population and local geo-demographic information.</p>					
<p><b>ASSESSMENTS</b></p>	<p><i>Assessment in the Autumn term will be either through physical assessments or digital assessments on MS Teams</i></p> <p><b>Marking Point 1</b> Students will complete <b>one</b> or <b>two</b> class-based exam questions on an element of the <b>Global Hazards</b> topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p><b>Marking Point 2</b> This will be a piece of <b>Home Learning</b> which will test their knowledge and application of the content and themes covered in this topic.</p> <p><b>Marking Point 3</b> They will also complete a 'big test' by way of a <b>Global Hazards</b> exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic.</p> <p><i>The will also have regular 'low-stakes' tests by way of multiple choice tests or short quizzes. These will assess</i></p>	<p><b>Marking Point 1</b> Students will complete <b>one</b> or <b>two</b> class-based exam questions on an element of the <b>Changing Climate</b> topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p><b>Marking Point 2</b> This will be a piece of <b>Home Learning</b> which will test their knowledge and application of the content and themes covered in this topic.</p> <p><b>Marking Point 3</b></p>	<p><b>Marking Point 1</b> Students will complete <b>one</b> or <b>two</b> class-based exam questions on an element of the <b>Distinctive landscapes</b> topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p><b>Marking Point 2</b> This will be a piece of <b>Home Learning</b> which will test their knowledge and application of the content and themes covered in this topic.</p> <p><b>Marking Point 3</b> They will also complete a 'big test' by way of a <b>Distinctive Landscapes</b> exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic.</p> <p>The will also have regular 'low-stakes' tests by way of multiple choice tests or short quizzes. These will assess their knowledge of the topic currently being studied, as well as those that have been finished.</p>	<p><b>Marking Point 1</b> Students will complete <b>one</b> or <b>two</b> class-based exam questions on an element of the <b>Geographical Skills</b> topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p><b>Marking Point 2</b> This will be a piece of <b>Home Learning</b> which will test their knowledge and application of the content and themes covered in this topic.</p> <p><b>Marking Point 3</b></p>	<p><b>Marking Point 1</b> Students will complete <b>one</b> or <b>two</b> class-based exam questions on an element of the <b>Geographical Skills</b> topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p><b>Marking Point 2</b> This will be a piece of <b>Home Learning</b> which will test their knowledge and application of the content and themes covered in this topic.</p> <p><b>Marking Point 3</b></p>	



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