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 10

SUBJECT	Geography
INTENT	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. We want all our Geography students to: • **Know Geography** – as they develop and extend their **knowledge** of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts. • **Think like a Geographer** - as they gain **understanding** 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. • **Study like a Geographer** – as they develop and extend their competence in a range of **skills** 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. • **Explore like a Geographer** – as they **apply** 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.

CHORLTON HIGH SCHOOL: CURRICULUM

Year Group	10					
Rationale/ Narrative	**Year 10 begins with a continuation of Sustaining Ecosystems. They will investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.** **In the second half of the Autumn term students move on to Unit 2. In this unit students investigates patterns and processes that shape the human planet. They explore the connections between people and places, questioning how these may change over time and space. They will examine the social, cultural, political and economic forces that make places unique; identify urban trends, how people live in cities and what the future holds. This unit provides the opportunity to study the causes of development inequalities across Zambia.**					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
KNOWLEDGE	**UNIT 1: OUR NATURAL WORLD – 4. Sustaining Ecosystems** • Characteristics of Tropical Rainforests (climate, nutrient cycle, soil profile and water cycle. • Interdependence in Tropical Rainforests • Value of Tropical Rainforests (goods & services) • Human impacts in Tropical Rainforests (logging, mineral extraction, agriculture and tourism) • **CASE STUDY** – Sustainable management in a Costa Rica • Characteristics of Polar Environments (climate, nutrient cycle, soil profile and water cycle. • Interdependence in Polar Environments • Human impacts in polar environments	**UNIT 2: PEOPLE AND SOCIETY – 5. Urban Futures** • What is a city and why does it grow? • World cities and megacities – characteristics and changing distribution since 1950 • Suburbanisation – causes and consequences • Counter-Urbanisation – causes and consequences • Re-Urbanisation – causes and consequences • patterns; culture; challenges, e.g. squatter settlements, informal sector jobs, health or waste disposal • **CASE STUDY** - How is Lagos becoming more sustainable? • **CASE STUDY** – London: location; migration patterns; culture; challenges, e.g. housing	**UNIT 2: PEOPLE AND SOCIETY -** **6. Dynamic Development** • Global Development – definition and distribution of ACs, EDCs and LIDCs • Economic & Social Measures of Development – GNI per capita and Human Development Index • Human and physical causes of the Development Gap • The Cycle of Poverty – trade, debt and political unrest • Top-down & bottom up strategies • **CASE STUDY** - Zambia's economic development; population, society, technology and politics in the past 50 years • **CASE STUDY** – Zambia & Rostow's Model of Development • **CASE STUDY** – Zambia & The Millennium Development Goals	**UNIT 2: PEOPLE AND SOCIETY -** **6. Dynamic Development** • **CASE STUDY** Zambia & AID/debt relief • **CASE STUDY** Zambia Top-down development, Kariba Dam • **CASE STUDY** Zambia Bottom-up development, Room to Read	**UNIT 1: OUR NATURAL WORLD – 1. Physical Fieldwork** • Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these. • Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.	**UNIT 2: PEOPLE AND SOCIETY – 2. Human Fieldwork** • Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these. • Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.

	(scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation) • **CASE STUDY** – Small-scale management (sustainable tourism) • **CASE STUDY** – Global management (Earth Summits, the Antarctic Treaty and the Antarctic Protocol)	availability, transport provision and access to services • **CASE STUDY** - How is London becoming more sustainable? • Urbanisation in LIDCs – push and pull factors or rural to urban migration and internal growth • **CASE STUDY** – Lagos: location; migration	• **CASE STUDY** Zambia, Trade and TNCs			
SKILLS	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. **Atlas and map skills:** • recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases • draw, label, annotate, understand and interpret sketch maps • recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes • describe and identify the site, situation and shape of settlements **Graphical skills:** • label and annotate different diagrams, maps, graphs, sketches and photographs • use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes • use maps in association with photographs and sketches and understand links to directions **Data and information research skills:** use online census sources to obtain population and local geo-demographic information					
ASSESSMENTS	**Marking Point 1** Students will complete **one** or **two** class-based exam questions on an element of the **Sustaining Ecosystems** 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	**Marking Point 1** Students will complete **one** or **two** class-based exam questions on an element of the **Urban Futures** 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.	**Marking Point 1** Students will complete **one** or **two** class-based exam questions on an element of the **Dynamic Development** element 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	**Marking Point 1** Students will complete **one** or **two** class-based exam questions on an element of the **Dynamic Development** element 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	**Marking Point 1** Students will complete **one** or **two** class-based exam questions on an element of the **Geographical Skills** 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	**Marking Point 1** Students will complete **one** or **two** class-based exam questions on an element of the **Geographical Skills** 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. **Marking Point 2** This will be a piece of **Home Learning** which will test their knowledge and application of the content and themes covered in this topic. **Marking Point 3** They will also complete a 'big test' by way of a **Sustaining Ecosystems** exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic. 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.	**Marking Point 2** This will be a piece of **Home Learning** which will test their knowledge and application of the content and themes covered in this topic. **Marking Point 3** They will also complete a 'big test' by way of an **Urban Futures** exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic. 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.	which require developed and evidenced responses. **Marking Point 2** This will be a piece of **Home Learning** which will test their knowledge and application of the content and themes covered in this topic. **Marking Point 3** They will also complete a 'big test' by way of a **Dynamic Development** element exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic. 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.	which require developed and evidenced responses. **Marking Point 2** This will be a piece of **Home Learning** which will test their knowledge and application of the content and themes covered in this topic. **Marking Point 3** They will also complete a 'big test' by way of a **Dynamic Development** element exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic. 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.	which require developed and evidenced responses. **Marking Point 2** This will be a piece of **Home Learning** which will test their knowledge and application of the content and themes covered in this topic. **Marking Point 3** They will also complete a 'big test' by way of a **Geographical Skills** exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic. 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.	require developed and evidenced responses. **Marking Point 2** This will be a piece of **Home Learning** which will test their knowledge and application of the content and themes covered in this topic. **Marking Point 3** They will also complete a 'big test' by way of a **Geographical Skills** exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic. 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.