



## 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 11

<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>



# CHORLTON HIGH SCHOOL: CURRICULUM

<b>Year Group</b>	<b>11</b>				
<b>Rationale/ Narrative</b>	The UK's significance in the 21st century and one of the biggest threats to human society – our attempts to feed an ever-increasing global population.				
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>
<b>KNOWLEDGE</b>	<b>UNIT 2: PEOPLE AND SOCIETY Dynamic Development</b> 6.1 Why are some countries richer than others? & <b>Dynamic Development</b> 6.2 Are LIDCs likely to stay poor?	<b>UNIT 2: PEOPLE AND SOCIETY UK in the 21st Century</b> 7.1. How is the UK changing in the 21st century? & <b>UK in the 21st Century</b> 7.2 Is the UK losing its global significance?	<b>UNIT 2: PEOPLE AND SOCIETY Resource Reliance</b> 8.1. Will we run out of natural resources? & <b>Resource Reliance</b> 8.2. Can we feed nine billion people by 2050?	<b>GCSE SKILLS</b> Cartographic Statistical Fieldwork	<b>UNIT 1: OUR NATURAL WORLD</b> Revision <b>UNIT 2: PEOPLE AND SOCIETY</b> Revision
<b>SKILLS</b>	<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>				
<b>ASSESSMENTS</b>	<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>Dynamic Development</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.	<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>UK in the 21st Century</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.	<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>Resource Reliance</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.	<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>GCSE 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.	<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>GCSE</b> topic they are revising in class. 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.



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	<p><b>Marking Point 2</b> This will be a piece of <u>Home Learning</u> 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 <u>Dynamic Development</u> 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 2</b> This will be a piece of <u>Home Learning</u> 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 <u>UK in the 21st Century</u> 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 2</b> This will be a piece of <u>Home Learning</u> 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 <u>Resource Reliance</u> 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 2</b> This will be a piece of <u>Home Learning</u> 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 <u>GCSE Skills</u> 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 2</b> This will be a piece of <u>Home Learning</u> 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 <u>GCSE</u> exam paper at the end of the year which will test their knowledge and application of the content and themes covered in Year 9 and Year 10.</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>
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