



## 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 7

<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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<b>Year Group</b>	<b>8</b>					
<b>Rationale/ Narrative</b>	From establishing a knowledge of place and issues in Year 7, students will develop that understanding and start to explore how the world is changing. They will gain a variety of knowledge from how natural hazards shape our world to how human actions are changing ecosystems. We will develop Geographical skills further including the ability to explore places and features in detail; read maps with accuracy and create suitable graphs to display Geographical data. Key terminology will continue to be used regularly in Geography lessons and will develop on their foundation vocabulary from Year 7 to continue in making our classrooms word rich in terms of oracy and vocabulary.					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KNOWLEDGE</b>	<u>World Hazards</u> <ul style="list-style-type: none"> <li>The difference between a hazard and a risk</li> <li>What tropical storms are and how they form?</li> <li>Typhoon Haiyan impacts and responses</li> <li>The causes of wildfires</li> <li>California wildfires impacts and responses</li> <li>What are earthquakes and what causes them</li> <li>The Mexico City Earthquake responses</li> </ul>	<u>World Hazards</u> <ul style="list-style-type: none"> <li>The causes of volcanoes</li> <li>The impacts and responses of the Guatemala and Hawaii eruptions</li> <li>The spread of diseases and how they can become a major disaster</li> <li>The impact and causes of Ebola</li> <li>How HIV has spread around the world and the impact that has on people</li> <li>Coastal hazards</li> </ul>	<u>A World Divided</u> <ul style="list-style-type: none"> <li>What development is</li> <li>Where are AC, LIDC and EDC countries</li> <li>Development indicators</li> <li>Why countries develop at different rates</li> <li>The development gap</li> <li>Reasons for the development gap</li> </ul>	<u>A World Divided</u> <ul style="list-style-type: none"> <li>Issues with less developed countries</li> <li>What aid is and how far it helps development</li> <li>Millennium development goals</li> <li>How far have the millennium development goals been achieved</li> <li>The Sustainable Goals</li> </ul>	<u>Fragile World</u> <ul style="list-style-type: none"> <li>Where different ecosystems are in the world</li> <li>The features of different ecosystems</li> <li>The importance of ecosystems</li> <li>Where Coral Reefs are located</li> <li>How Coral Reefs are becoming more fragile due to climate change</li> <li>The impact of coral bleaching</li> </ul>	<u>Fragile World</u> <ul style="list-style-type: none"> <li>Where tropical rainforests are located</li> <li>Why tropical rainforests are an important resource</li> <li>Why deforestation takes place</li> <li>The impacts and responses to deforestation</li> <li>Polar environments</li> </ul>
<b>SKILLS</b>	Use and understand; atlas and map skills to describe and analyse the distribution of hazards, communicate data through graphs and charts, draw and use annotated diagrams to show understanding of processes	Use and understand; atlas and map skills to describe and analyse the distribution of hazards, communicate data through graphs and charts, draw and use annotated diagrams to show understanding of processes	Use and understand; pictures to judge the wealth of different locations, choropleth maps to analyse data on development indicators, create and analyse scatter graphs to compare development indicators.	Use and understand; pictures to judge the wealth of different locations, choropleth maps to analyse data on development indicators, create and analyse scatter graphs to compare development indicators.	Create climate graphs, analyse and compare climates using climate graphs. Map and atlas skills to locate extreme environments and create a biome map. Use maps to describe the distribution of environments.	Create climate graphs, analyse and compare climates using climate graphs. Map and atlas skills to locate extreme environments and create a biome map. Use maps to describe the distribution of environments.
<b>ASSESSMENTS</b>	<b>Marking Point 1:</b> This will be a piece of Home Learning which will	<b>Marking Point 1:</b>	<b>Marking Point 1:</b> This will be a piece of Home Learning which will	<b>Marking Point 1:</b>	<b>Marking Point 1:</b> This will be a piece of Home Learning which will	<b>Marking point 1:</b>



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	<p>test their knowledge and application of the content and themes covered in this topic.</p> <p><b>Marking Point 2:</b> Describing the impacts of Typhoon Haiyan</p>	<p>Progress Test – this will be multiple choice with a single extended answer.</p> <p><b>Marking Point 2:</b> Comparing volcanoes – explaining the difference between the impacts and responses of the Hawaii and Guatemala volcanoes</p>	<p>test their knowledge and application of the content and themes covered in this topic.</p> <p><b>Marking Point 2:</b> Comparing the development of two countries</p>	<p>Progress Test – this will be multiple choice with a single extended answer.</p> <p><b>Marking Point 2:</b> Oracy Assessment</p>	<p>test their knowledge and application of the content and themes covered in this topic.</p> <p><b>Marking Point 2:</b> written assessment on drawing and analysing climate graphs from an extreme environment.</p>	<p>Progress test - this will be multiple choice with a single extended answer</p> <p><b>Marking point 2:</b> Extended writing based on how ecosystems have changed due to climate change</p>
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