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

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	9 (Foundation)					
Rationale/ Narrative	The 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.					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
KNOWLEDGE	**Extreme Weather** • Global atmospheric circulation & causes of extreme weather, extreme wind, precipitation and temperature in contrasting countries • **CASE STUDY** – Flash Flooding in Boscastle (location, causes, consequences & responses) • Tectonic plates & Earth structure, plate boundaries (constructive, destructive, conservative, collision & hotspots) • Tectonic hazards – tsunami's, pyroclastic flows • **CASE STUDY** – Tectonic Hazards in Nepal / Kashmir • Managing the impact of tectonic hazards	• Causes of global climate change, the Greenhouse Effect and Enhanced Greenhouse Effect • Effects of climate change in the 21st century (social, economic & environmental) **Distinctive Landscapes** • The Built and natural landscapes, upland, lowland & glaciated landscapes of the UK (geology, climate and human activity) • Why do landscapes change? (weathering, mass movement & erosion, transportation & deposition) • River Landforms (waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake) • **CASE STUDY** – River Eden (location, landforms, geology &	**Sustaining Ecosystems** • Exploring Ecosystems - interdependence of climate, soil, water, plants and animals, and distribution, climate, flora and fauna of Polar Regions, coral reefs, grasslands, temperate forests, tropical forests, tropical grasslands and hot deserts • Characteristics of Polar Environments, climate, features of the land and sea, flora and fauna • Human impacts in polar environments, e.g. scientific research, tourism, fishing, and mineral exploitation • Small-scale management of Svalbard • Global management of Antarctica (Earth Summits, the Antarctic Treaty and the Antarctic Protocol)	• **CASE STUDY** – Nigeria & The Millennium Development Goals • Aid, Trade and debt in Nigeria • Bottom-up & top-down development in Zambia	**Urban Futures** • What is a city, world city and megacity and why does they grow? • **CASE STUDY –** Lagos, patterns; culture; challenges, e.g. squatter settlements, informal sector jobs, health or waste disposal **UK in the 21st Century** • Human characteristics of the UK – population density and issues with housing • UK's ageing population – causes, effects, spatial distribution & responses • UK's political role in the world – Russia Ukraine Conflict • **CASE STUDY -** Population structure and ethnic diversity of London since 2001	**Resource Reliance** • Resources supply and demand – economic development and rising population • Human use and the environment – mechanisation of farming & fishing; deforestation & mining; reservoirs and water transfer schemes • Food security – human and physical factors • Problems with food - access to food, world hunger index • Relationship between population and food - Malthus vs Boserup

	Changing Climates • Pattern and evidence of past climate change (sea ice positions, ice cores, global temperature data, paintings and diaries)	climate, human activity & management)	**Dynamic Development** • Global Development – definition and distribution of ACs, EDCs and LIDCs • Human and physical causes of the Development Gap			
SKILLS	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.
ASSESSMENTS	**Marking Point 1:** 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 2:** Describing the impacts of Nepal Earthquake	**Marking Point 1:** Progress Test – this will be multiple choice with a single extended answer. **Marking Point 2:** Managing the River Eden	**Marking Point 1:** 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 2:** Describing the successes of the management of Svalbard	**Marking Point 1:** Progress Test – this will be multiple choice with a single extended answer. **Marking Point 2:** How developed in Nigeria?	**Marking Point 1:** 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 2:** A case study on Lagos	**Marking Point 1:** Progress Test – this will be multiple choice with a single extended answer. **Marking Point 2:** Exploring the impacts of human manipulation of environments