FRAMEWORK FOR LEARNING

CHS South

CREATIVE An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT GEOGRAPHY

INTENT

"Not only must teachers encourage academic success, but they must also help students to recognise, understand and critique social inequities" - **Gloria Ladson-Billings**

At South, the geography curriculum is committed to guiding students to comprehending the complexities of the world around us and the challenges it presents. Geography is deeply interwoven into the world around us, with every interaction we have. Our aim is to cultivate students' understanding of their environment and their role in shaping our future. Our geography curriculum combines human and physical strands, showing how interconnected and related all aspects of geography are. It also weaves climate change and the climate emergency throughout the five-year curriculum. By doing this, we have created a holistic geography curriculum that provides students with knowledge, skills and a sense of social responsibility to confront and address societal inequities.

Throughout the curriculum, students embark on a learning journey that spans key stages, equipped with knowledge and skills which support their ongoing education both in and outside of geography. We strive to offer a comprehensive learning experience which highlights the synoptic nature of geography, emphasising the interconnectedness of various topics to strengthen students' comprehension and awareness. One primary objective is to immerse students in the exploration of diverse cultures, landscapes and the remarkable diversity of our planet. We seek to instil confidence in our students' understanding of how the world works, while also exposing them to the social inequalities that have shaped our current global landscape.

Within our curriculum, we foster a community of learners where students are invited to contribute their knowledge and experiences. Through this collaboration, students have the opportunity to share their insights, engage in critical discussions and develop a deeper understanding of geography. Throughout key stages 3 and 4, students will develop a strong foundation of geographical knowledge, encompassing places, locations, environments and

processes at various scales. Moreover, they will acquire the analytical tools necessary to explore and evaluate interactions between people and their environment, as well as changes that occur across time and space.

Central to our curriculum is the acquisition of essential skills including map reading, fieldwork and enquiry skills, and geographical information systems (GIS). These skills will empower students to investigate and critique the world around them constantly, enabling a deeper comprehension of their surroundings. Overall, our geography curriculum at South is designed to provide students with the means to navigate and interpret the world they live in. By equipping them with knowledge which goes above and beyond the national curriculum, critical thinking skills and a heightened awareness of societal inequalities, we strive to foster engaged global citizens who are capable of making change in the world.

YEAR GROUP	YEAR 10					
RATIONAL / NARRATIVE	As students move into KS4 and the beginning of their geography course (OCR B Geography for Enquiring Minds). In their GCSE course students will be studying three papers for the three exams they sit. In Y10 they begin Paper 1 – Our Natural World which focuses predominantly on physical geography. Students are applying their prior geographical knowledge and developing depth and breadth. Students will be studying the GCSE specification and beyond to continue developing them into geographers who have a balanced, unbiased and broad knowledge of the subject.					
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KNOWLEDGE	Paper 1 – Global hazards	Paper 1 – Changing climate	Paper 1 – Distinctive landscapes	Paper 1 – Sustaining Ecosystems	Paper 3 Exploration and decision-making skills	Paper 1 – Physical Fieldwork
SKILLS	• Knowledge of maps and countries • Applying knowledge and understanding from prior learning • Evaluative writing.	• Knowledge of maps and countries • Drawing and interpreting graphs. • Applying knowledge and understanding from prior learning • Developing writing skills.	• Knowledge of maps and atlases • Interpret maps • Use thematic mapping • Compare and contrast information • Describing physical processes.	• Knowledge of maps and atlases • Interpret maps • Drawing and interpreting graphs • Compare and contrast information • Describing physical processes.	• Knowledge of maps and atlases • Interpret maps • Drawing and interpreting graphs • Decision-making exercise.	• Data collection • Data processing • Data presentation • Data evaluation.
ASSESSMENT	• 4 mark question • 6 mark question • 8 mark question • End of topic test	• 4 mark question • 6 mark question • 8 mark question • End of topic test	• 4 mark question • 6 mark question • 8 mark question • Progress test – Autumn 1 and 2 content	• 4 mark question • 6 mark question • 8 mark question • End of topic test	• 4 mark question • 6 mark question • 8 mark question • End of topic test	• 4 mark question • 6 mark question • 8 mark question • End of year mock – Paper 1 in full.
HOME LEARNING	• TEAMS Home learning Quiz – 1 x per half term • Assigned reading • 13 mark topic quiz – 1 x per half term • Revision • Seneca – fortnightly	• TEAMS Home learning Quiz – 1 x per half term • Assigned reading • 13 mark topic quiz – 1 x per half term • Revision • Seneca – fortnightly	• TEAMS Home learning Quiz – 1 x per half term • Assigned reading • 13 mark topic quiz – 1 x per half term • Revision • Seneca – fortnightly	• TEAMS Home learning Quiz – 1 x per half term • Assigned reading • 13 mark topic quiz – 1 x per half term • Revision • Seneca – fortnightly	• TEAMS Home learning Quiz – 1 x per half term • Assigned reading • 13 mark topic quiz – 1 x per half term • Revision • Seneca – fortnightly	• TEAMS Home learning Quiz – 1 x per half term • Assigned reading • 13 mark topic quiz – 1 x per half term • Revision • Seneca – fortnightly

CHS SOUTH - CURRICULUM - FRAMEWORK FOR LEARNING

READING, WRITING, TALK, NUMERACY	• Reading and inference from academic text • Analysing academic text • Writing developed points and arguments • Using and creating graphs.	• Reading and inference from academic text • Analysing academic text • Writing developed points and arguments • Using and creating graphs.	• Reading and inference from academic text • Analysing academic text • Writing developed points and arguments • Using and creating graphs.	• Reading and inference from academic text • Analysing academic text • Writing developed points and arguments • Using and creating graphs.	• Reading and inference from academic text • Analysing academic text • Writing developed points and arguments • Using and creating graphs.	• Evaluating data collection • Data presentation with graphs • Evaluating data presentation • Analysis and assessment of how to improve techniques.
TIER 2 VOCABULARY	Rain, weather, climate, drought, climate change, discuss, describe, evaluate, assess, tropical storm.	Weather, climate, drought, climate change, Ice Age, evidence, impacts, responses, discuss, describe, evaluate, assess.	Wave, beach, hard/soft rock, geology, river, waterfall process, describe, explain.	Ecosystem, nutrient, soil, polar, management, identify, explain, describe, dependence, distribution, location,	Identify, describe, explain, discuss, evaluate, support, location.	Data, collection, presentation, evaluate, success, challenge.
TIER 3 VOCABULARY	Hazard, disaster, mitigation, atmospheric circulation, Polar, Hadley, Ferrel, LIDC, EDC, AC.	Quaternary period, ice core, Milankovitch cycle.	Longshore drift, headland, bay, meander, oxbow lake, v-shaped valley, levee, flood plain, weathering, erosion, deposition, spit, beach, arch, stack, stump, hard/soft engineering.	Biome, biotic, abiotic, food web, tropical rainforest, endemic, flora, fauna, Indigenous.	Evidence, decide, suggest.	Evidence, decide, suggest.
PSPSMC, BRITISH VALUES AND DIVERSITY	Students study the effects of global hazards around the world, showing **diversity.** They compare to see inequity which enables them to explore **moral obligations, respect and tolerance** when looking mitigations.	Students study the evidence, causes and impacts of climate change. They explore their **moral obligation** and develop their **social/cultural skills** as well as **physical understanding** of the world and the impact this has on different people.	Students explore their **physical** understanding of the world around them and further develop this. They spend time learning more about **cultural diversity** and why some people/cultures in coastal areas. They think about **individual liberty** and **moral obligations** Surrounding	Students explore **physical** surroundings in the polar and tropical rainforest regions. They look at the affects of climate change and the **moral obligations** we have to these unique regions. They learn about the Indigenous peoples and their ways of life, showing **cultural/social**	Students practice making decisions based on Paper 3. They must look at their British values such as **democracy, rule of law, individual liberty, respect and tolerance** to come to fair and just decisions.	Students embark on fieldwork and are taken outside to practice this. They must **show social skills, mutual respect, tolerance and following rule of law** in order to complete a successful fieldwork enquiry.

			mitigation against erosion and flooding.	**diversity.** They also show **tolerance and mutual respect through this study.**		