



CHS South Curriculum Intent

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

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

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

CHS South Curriculum Area Framework for Learning – Years 7-11

SUBJECT	Geography
INTENT	<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">• 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.



CHS South: CURRICULUM

Year Group	7					
Rationale/ Narrative	Learners will investigate contemporary issues in geography, they will gain an understanding of the world and how it works. Year 7 is a foundation year for students so that regardless of their background and previous experiences, all students have a basic knowledge in key Geographical skills including the ability to locate places, read maps and graphs and identify geographical features. We aim to introduce students to key terminology that will be used regularly in Geography lessons across the whole of their learning journey and make our classrooms word rich in order to develop their oracy and vocabulary.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<u>Our Amazing Earth</u> <ul style="list-style-type: none"> The earth's story – It begins with a bang! The earth's geological timescale and where we fit. The UK - a rocky home with 3 different rock groups. What are the different types of weathering? What is the rock cycle? How soil works and why is it important to us? The earth our special planet. 	<u>Our Amazing Earth through Skills.</u> <ul style="list-style-type: none"> My personal geography Using grid references -& 6. Distance with scale Direction. Height of the land OS Maps GIS 	<u>Our Amazing World Provides Resources</u> <ul style="list-style-type: none"> What are the world's natural resources? Our water world and challenges. Soil - a precious resource in danger - desertification The fight against desertification. Our need for oil. A sustainable future – Renewable sources. 	<u>Our Amazing World of Work</u> <ul style="list-style-type: none"> The types of job and different employment sectors How has the UK's employment structure changed? What do other countries employment structures look like? China A world of Contrast - Misconceptions Factories - The clothing industry and sweatshops. Are we too reliant on China and sweatshops? Do the benefits 	<u>Our Amazing World of Weather and Climate</u> <ul style="list-style-type: none"> Describing the weather. What causes the weather? What causes our weather in the UK? How it rains? 3 types of rainfall. What is climate and factors that influence it? Microclimates – Mini fieldwork around school Introduction to our changing climate through time. 	<u>Place Study – Africa and Asia (Russia) Comparison Focus</u> <ul style="list-style-type: none"> Meet Africa. Countries and capitals Africa of the past and Africa today. Population of Africa. Africa's physical features and biomes. Meet Russia Russia of the past and Russia today. Population of Russia. Russia's physical features and biomes.



CHS South: CURRICULUM

				outweigh the risks?		
SKILLS	<p>Students are required to develop a range of geographical skills throughout their course of study. 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 year. As an introduction, skills are taught as a unit and then interleaved throughout other topics.</p> <p>Atlas and map skills:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and 	<ul style="list-style-type: none"> describe and identify structures of employment in a variety of countries in Africa, Asia and the UK. label and annotate different diagrams, maps, graphs, sketches and photographs 	<ul style="list-style-type: none"> recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases recognise and describe patterns of weather processes as well as other patterns of human and physical landscapes. label and annotate 	<p>Oracy, graph and map skills, written skills.</p> <ul style="list-style-type: none"> 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 	



CHS South: CURRICULUM

	<ul style="list-style-type: none"> describe and identify the site, situation and shape of settlements <p>Graphical skills:</p> <ul style="list-style-type: none"> label and annotate different diagrams, maps, graphs, sketches and photographs. Importance and use of GIS 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 	physical landscapes		different diagrams, maps, graphs, sketches and photographs		
ASSESSMENTS	<p>Marking Point 1: Describe and explain the rock cycle.</p>	<p>Marking Point 2: 4 & 6 figure grid references using OS Map.</p> <p>Marking Point 3 Progress Test – this will be multiple choice with a single extended answer.</p>	<p>Marking Point 1: Soil – A precious resource.</p> <p>Marking Point 2: Sustainable future - Renewable Energies.</p>	<p>Marking Point 3: Progress Test – this will be multiple choice with a single extended answer.</p>	<p>Marking Point 1: Explanation of how it rains.</p> <p>Marking Point 2: Micro-climate write up fieldwork</p>	<p>Marking point 3: Progress test - this will be multiple choice with a single extended answer</p>
HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS
READING, WRITING, TALK	<p>Reading: Explored through articles on TEAMS as well as well</p>  <p>as reading</p>	<p>Reading: Break down information. Using Geographic articles to find out information.</p>	<p>Reading: being able to synthesize information and form opinions based on this.</p>	<p>Reading: Relate to students' own experience. Text to world:</p> <ol style="list-style-type: none"> 1. Give students the basic information about the reading. 	<p>Reading: Having the ability to read articles and predict what will happen in the future or elsewhere in the world.</p>	<p>Reading: Reading articles and having the ability to infer what the article is telling us.</p> 



CHS South: CURRICULUM

	<p>texts/casestudies broken down within the lesson so that pupils can access the text.</p> <p>Writing: focus on describing our amazing earth. They will also learn how to describe some photographs and physical processes</p> <p>Talk: Introduction of think, pair, share and questioning to improve factual recall.</p>	 <p>Writing: Focus on SPaG. Students will be encouraged to write in full sentences, highlight key words and use dictionaries</p> <p>Talk: Examining the way Manchester has changed and the benefits and problems</p>	 <p>Writing: Focus on using geographical language and forming opinions on different current events.</p> <p>Talk: Examining the way certain industries affect our world and being able to express opinions on that</p>	<p>2. Ask them to list all the ways this is relevant to what they know about the world. Share with the class.</p>  <p>Writing: examining changes and writing descriptions of how the world has changed and how this affects their lives.</p> <p>Talk: Speak like a geographer in class discussion. Ensuring that only precise, relevant language is used</p>	 <p>Writing: Focus on making judgements. Explaining the extent of damage, we are causing to the world.</p> <p>Talking: Using Oracy to describe images to another student – they will then have to create a drawing based on this description.</p>	<p>Writing: The ability to compare different landscapes in Asia and Africa.</p> <p>Talk: Oracy strategies such as listening and responding will also be focused on to ensure all points of views are explored.</p>
<p>TIER 3 VOCAB</p>	<p>Big Bang, Geological, Igneous, Sedimentary, Metamorphic, Rock Cycle, Weathering.</p>	<p>Continent, Ocean, Grid Reference, Distance, Scale, Contour, Ordnance Survey.</p>	<p>Natural resources, Soil, Desertification, Scarcity, Surplus, Non-renewable, Sustainable, Renewable.</p>	<p>Employment sector, Tertiary, Secondary, Primary, Informal, Formal, Sweatshops.</p>	<p>Weather, Climate, Air Mass, Relief, Convectional, Frontal, Micro-climate.</p>	<p>Continents, Oceans, Population, Empire, Independence, Natural resources, Population distribution, Physical, Human, Biomes.</p>
<p>PSPSMC, BRITISH VALUES</p>	<p>Spiritual – The earth our special planet.</p> <p>Moral – Should we allow the rocks of our</p>	<p>Spiritual – Appreciation of the world in which we live and how expansive it is.</p>	<p>Spiritual – Our world is a gift with an abundance of resources that needs to be protected.</p>	<p>Spiritual – what would it be like to work in a sweatshop</p>	<p>Spiritual – Appreciation of the UK’s amazing variety of weather patterns.</p>	<p>Spiritual – what would it be like to live in Russia or a country in Africa.</p>



CHS South: CURRICULUM

	<p>world to be used for our own use?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore our amazing world and how it all began</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>Moral – Should more areas of British countryside be protected</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the continents and oceans and maps of the UK</p> <p>Cultural – developed through looking where we live.</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>Moral – is renewables the answer to the energy crisis.</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the continents and oceans</p> <p>Cultural – Explored through studying desertification in Africa.</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>Moral – Should there be a global minimum wage?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the continents and oceans</p> <p>Cultural – developed through looking at the cultures of China</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>Moral – Should we allow climate refugees to migrate to where-ever they want.</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the weather and climate.</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>Moral – What can we learn from Africa and Russia?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore Africa and Russia</p> <p>Cultural – Exploration of two contrasting areas, Africa and Russia.</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>
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CHS South: CURRICULUM

Year Group	8					
Rationale/ Narrative	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 and climates. They will explore in more depth and build on learning from Year 7 as issues ranging from development leading into population and how urbanized areas are being shaped globally.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<u>Our changing world - Hazards</u> <ul style="list-style-type: none"> The difference between a hazard and a risk What are earthquakes and what causes them The Mexico City Earthquake Volcanoes The impacts and responses of the Guatemala and Hawaii eruptions The spread of diseases and how they can become a major disaster Covid and its impact. 	<u>Our changing world - Ecosystems</u> <ul style="list-style-type: none"> Where different ecosystems are in the world The features of different ecosystems Where Coral Reefs are located and their importance. Coral Reef Enquiry – Menjangan Island Coral Reef Where are tropical rainforests are located and why are they important? Madagascar Rainforest DME 	<u>Our Changing World – A World Divided</u> <ul style="list-style-type: none"> What is development and where are AC's and LIDC's located? Development Indicators Causes of uneven development and the development gap. Escaping from poverty - Refugees Putting an end to poverty. 	<u>Our Changing World – Population and Urbanisation</u> <ul style="list-style-type: none"> World population growth and where do people live. The changing population of the UK. Urbanisation - the growth of towns and cities and impact on the world. Migration - Manchester a changing population – Industrial Britain. Migration - Life in slums. 	<u>Our Changing World – Glaciation</u> <ul style="list-style-type: none"> Our world 20,000 years ago. What are glaciers and how do they work? Glaciation – Erosional Landforms Glaciation – Depositional Landforms OS Maps Glaciers – Do glaciers matter? Climate change. 	<u>Place Study – Middle East</u> <ul style="list-style-type: none"> Where is the Middle East? What continents/countries are part of it? What is it like? What is the physical Geography like of the Middle East? What are the different climate zones and biomes? What is the population like in the Middle East? Conflict in The Middle



CHS South: CURRICULUM

				<ul style="list-style-type: none"> Cities of the future. Our changing 		East. Israel and
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 ecosystems, 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 understand different locations, choropleth maps to analyse data on population, create and analyse scatter graphs on population data.	Map and atlas skills to locate glaciated areas and environments Label and annotate different diagrams, maps, graphs, sketches and photographs	Create climate graphs, analyse and compare climates using climate graphs. Map and atlas skills to locate The Middle East and create a biome map. Use maps to describe the distribution of environments.
ASSESSMENTS	<p>Marking Point 1: Explain the causes of earthquakes.</p> <p>Marking Point 2: Comparison - Similarities and differences of Volcanic eruptions.</p>	<p>Marking Point 3: Progress Test – this will be multiple choice with a single extended answer.</p>	<p>Marking Point 1: Causes of uneven development</p> <p>Marking Point 2: Oracy assessment on the Millennium Development Goals. Comparing the development of two countries</p>	<p>Marking Point 3: Progress Test – this will be multiple choice with a single extended answer.</p>	<p>Marking Point 1: Describe the physical processes of glaciers at work.</p> <p>Marking Point 2: Glaciers do they matter? DME</p>	<p>Marking point 3: Progress test - this will be multiple choice with a single extended answer</p>
HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS
READING, WRITING, TALK	Reading – news reports from the event. Students will have to form opinions	Reading - news reports from issues surrounding ecosystems.	Reading - Using real life stories to ask questions about development	Reading – Identifying facts about the Millennium development goals	Reading – being able to read a climate graph and understand what that is showing	Reading – identifying key geographical words in texts and



CHS South: CURRICULUM

	<p>on whether they were good or poor responses.</p> <p>Writing – Including geographic language and describing the responses of a natural hazards</p> <p>Talk –Class discussion about the successes of the responses to a natural hazard</p>	<p>Writing – DME Madagascar Rainforest.</p> <p>Talk – Class discussion on best option for Madagascar RF.</p>	<p>Writing – Explaining why certain countries are more or less developed than others and questioning whether this is fair</p> <p>Talk - Asking opinions of classmates and arguing against their decisions</p>	<p>and doing research on them. Using images to visualize each of the goals.</p> <p>Writing – Describing to what extent the millennium Development goals were successful</p> <p>Talk – Using oracy to write a speech on which of the sustainable development goals are most important</p>	<p>Writing – describing a climate graph showing trends and giving examples and anomalies</p> <p>Talk – Peer teaching on different ecosystems</p>	<p>learning the new vocabulary</p> <p>Writing – Using the new vocabulary learned to write like a geographer about rainforests</p> <p>Talk – Speak like a geographer using new vocabulary relevant to the tropical rainforest</p>
TIER 3 VOCAB	Hazard, cause, effect, response, earthquake, tsunami, volcanoes	Tropical storm, cause, effect, response, disease, Ebola, distribution	Development, Economic, Advanced country	Millennium, Sustainable, Development, Economic, Advanced country	Ecosystem, environment, photosynthesis, biome, rainforest, Madagascar, climate abiotic, biotic,	Similarities, Differences, Middle East, Physical features, Human Features, Climate, Ecosystem, Environment, Biome.
PSPSMC, BRITISH VALUES	<p>Spiritual – A reflective look at what it would feel like being involved in a weather hazard. Students empathise with disaster victims</p> <p>Moral – is it the job of rich countries to help poor countries when they are affected by a weather/tectonic event? Is prevention</p>	<p>Spiritual – A reflective look at life in coral and rainforest environments and how this life has created unique cultures.</p> <p>Moral – Is it fair that global pollution is affecting people living in extreme environments</p>	<p>Spiritual – empathizing with those in less developed countries and show understanding of what it would be like to live there.</p> <p>Moral – should wealth be spread evenly?</p> <p>Social- in ethnically, culturally and gender</p>	<p>Spiritual – To appreciate the challenges and opportunities in slum districts.</p> <p>Moral – Who is responsible for our sustainable future?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the impact of</p>	<p>Spiritual – A reflective look glaciated upland areas and appreciation of their beauty.</p> <p>Moral – Is it fair that global pollution is affecting people living in glaciated areas?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students</p>	<p>Spiritual – A reflective look at life is like in Middle East. How does this compare to the UK? This life has created unique cultures.</p> <p>Moral – Conflict in The Middle East- Who is responsible?</p> <p>Social – working in ethnically, culturally and gender mixed</p>



CHS South: CURRICULUM

	<p>better than help with the clean up?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the impact of hazards. Develop empathy skills for those affected.</p> <p>Cultural – developed through looking at the cultures of areas studied during the topic.</p>	<p>Social – working in ethnically, culturally and gender mixed groups; students explore different world climates and the people of these climates</p> <p>Cultural – developed through looking at the cultures of Madagascar.</p>	<p>mixed groups; students explore the impact of hazards. Develop empathy skills for those affected.</p> <p>Cultural – developed through looking at the cultures of areas studied during the topic.</p>	<p>hazards. Develop empathy skills for those affected.</p> <p>Cultural – developed through looking at the cultures of areas studied during the topic.</p>	<p>explore different world climates and the people of these climates</p> <p>Cultural – developed through looking at the cultures of people in glaciated areas that rely on them for water supply.</p>	<p>groups; students explore different climates and the people of these climates</p> <p>Cultural – developed through looking at the cultures of The Middle Eastern people.</p>
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CHS South: CURRICULUM

Year Group	9 Pathway					
Rationale/ Narrative	Our world is a rich and diverse mix of human and physical landscapes and features which are constantly changing. In Year 9, foundation students get the opportunity to explore our physical and human landscapes and seek to understand the patterns and processes that shape them. Students explore the physical elements of our planet including global hazards, changing climate and distinctive landscapes of the UK. Students explore the patterns and processes that shape the human planet as well as how human interactions can alter these processes. At the end of this year, all CORE students will have experienced the breadth of content necessary for them to have a well-rounded knowledge of the processes that are constantly shaping our world and how us as humans we can influence these changes.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<u>Our Global World – Weather Hazards</u> <ul style="list-style-type: none"> • Introduction to weather hazards around the globe. • UK weather hazard – A winter of storms. • UK weather hazard – Heatwave • Global weather hazard – Tropical Storms • Case study Hurricane • Mitigation of hurricanes. 	<u>Our Global World - Plate tectonics</u> <ul style="list-style-type: none"> • A slice of our earth. • Plate boundaries. • Earthquakes • Earthquake in S.W China. • Tsunami • Iceland. • Why live in a hazardous zone? 	<u>Our Global World – Our Warming World</u> <ul style="list-style-type: none"> • Earths temperatures through time. • The causes of global warming. • The effects of climate change in the UK • The global effects of climate change. • Mitigating climate change. 	<u>Our Natural World - Rivers</u> <ul style="list-style-type: none"> • Rivers of the UK • Drainage basin and features of a river. • A river at work – erosion, transportation, and deposition. • Landforms created by a river. • River floods. • Mitigating the damage of flooding. 	<u>Our Natural World – Coasts</u> <ul style="list-style-type: none"> • What is our coast and how do we use it? • Erosional processes at the coast. • Landforms created by waves. • Happisburgh under threat from the sea. • DME Should we let Happisburgh disappear? 	<u>Fieldwork around school</u> <ul style="list-style-type: none"> • Our school – drawing a field sketch. • Environmental issues around school – EQS. • Questionnaires on environmental quality of school. • Presentation of results. • Conclusion – Writing a letter to Mr Prophet on the school's quality of environment.
Overall 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.					



	<p>Atlas and map skills:</p> <ul style="list-style-type: none"> 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 <p>Graphical skills:</p> <ul style="list-style-type: none"> 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. <p>Data and information research skills:</p> <ul style="list-style-type: none"> use online census sources to obtain population and local geo-demographic information. Use GIS to understand changes in a landscape over time. 					
<p>Specific Skills</p>	<p>Using the CHS South reading model skills to analyse and interpret texts about Extreme Weather Hazards. To be able to use data and inference skills to identify misconceptions and stereotypes about regions of the world. Using graphical information to understand processes and conditions in these regions. The use of GIS to understand the effects of these processes on landscapes over time.</p>		<p>Use of graphs and data to understand the scope and scale of climate change and its impacts on people and eco-systems. Use of photo interpretation to analyse a variety of locations. Interpret aerial and satellite photographs The use of national ordnance survey maps to understand fluvial landscapes.</p>		<p>Use of photo interpretation to analyse a variety of locations. Interpret aerial and satellite photographs. The use of national ordnance survey maps to understand coastal landscapes. Use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>	
<p>ASSESSMENTS</p>	<p>Marking point 1: An extended answer - Extreme weather in the UK.</p> <p>Marking Point 2: An extended answer – Hurricane</p>	<p>Marking Point 3: Progress Test – this will be multiple choice with a single extended answer.</p>	<p>Marking point 1: Extended answer on climate change</p> <p>Marking point 2: Extended answer on mitigation of climate change</p>	<p>Marking point 3 Progress Test – this will be multiple choice with a single extended answer.</p>	<p>Marking point 1: Extended answer processes on the coast.</p> <p>Marking point 2: Extended answer DME Happisburgh</p>	<p>Marking point 3 Progress Test – this will be multiple choice with a single extended answer.</p>



CHS South: CURRICULUM

HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS
READING, WRITING, TALK	<p>Reading: Analysing texts for underlying misconceptions and bias using the CHS South reading model with an emphasis on inference skills.</p> <p>Writing: Extended answer Hurricane</p> <p>Talk: Mitigation of Hurricanes</p>		<p>Reading: Students will read statements from local people living in areas we are studying. This information will be read for relevant geographical information.</p> <p>Writing: Written tasks include producing an extended answer on climate change. Students will also produce high quality detail using written and graphical information.</p> <p>Talk: How would you feel if you your home was going to flood due to climate change?</p>		<p>Reading: Students will read press releases and articles written by groups and individuals on Happisburgh and how they have been affected.</p> <p>Written: Producing high quality case studies using written and graphical information. Learning to write in specific styles for specific audiences.</p> <p>Talk: Discussing the appropriateness of different types of graphs to present information. Asking questions about fieldwork issue.</p>	
TIER 3 VOCAB	Extreme weather, precipitation, air mass, Polar Maritime, Tropical Maritime, Droughts, Hurricane, Coriolis Effect, Frequency, Distribution, Flooding	Crust, Mantle, Core, Convection currents, Collision, Concstructive, Destructive, Conservative, Oceanic, Continental, Epicentre, Focus, Seismic, Tsunami, Tourism, Scientific research, Agriculture.	Temperature, Ice Age, Global Warming, Carbon dioxide, Methane, Greenhouse Effect, Climate Change, Drought, Permafrost, Agriculture, Mitigation, Emissions	Erosion, Weathering, Abrasion, Freeze-thaw, Carbonation, Sandstone, Limestone, Resistant, Waterfall, Meander Hard/soft Engineering, Zoning, Afforestation, Embankment, Channelisation	Coast, Waves, Erosion, Headland, Bays, Coastal Retreat, Coastal Defenses, Rock Armour, Groynes, Revetments, Beach nourishment, Sea walls, Conflict	Field sketch, Hypothesis, Environmental Survey, Questionnaire, Results, Data, Presentation of data, Analysis, Conclusion.
PSPSMC, BRITISH VALUES	<p>Spiritual – What would it feel like to be a victim of a devastating hurricane? How would you cope if all you owned was destroyed?</p>	<p>Spiritual – Fascinating earth and appreciation of the power of our world.</p> <p>Moral – Should we give aid to countries that experience natural hazards?</p>	<p>Spiritual – Spiritual – What would the world be like without polar bears?</p> <p>Moral – Should we be using cars and eating so much meat?</p>	<p>Spiritual – How important are the different areas of the UK? What would it be like to live in a natural landscape? How would your life differ? How might the UK</p>	<p>Spiritual – How important are the coastal areas of the UK? What would it be like to live in a natural landscape? How would your life differ? How might the UK landscape change in the future?</p>	<p>Spiritual – Appreciation of our local geography around the school.</p> <p>Moral – Should we take better care of our local environment?</p>



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	<p>Moral – Should we provide disaster relief to less developed countries when a hurricane hits? Can we help a country that gets regular natural disasters?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the impacts of hazards</p> <p>Cultural – Comparison of two different locations of extreme weather.</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs</p>	<p>Social – working in ethnically, culturally and gender mixed groups; students explore the distinctive landscapes in Iceland and China.</p> <p>Cultural – developed through looking at the cultures of China and Iceland, specifically looking at landscape and physical processes within.</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>Social – working in ethnically, culturally and gender mixed groups; students explore the causes and impacts of climate change.</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>landscape change in the future? Moral – Disturbing the flow of rivers upstream can impact further downstream. Should we protect high risk areas from flooding?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the challenges with development</p> <p>Cultural – developed through looking at physical landscape of the UK in particular, fluvial processes.</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>Moral – Disturbing the rates of erosion at the coast can cause more damage further along the coast. Should we protect high risk areas from flooding?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the challenges of living on the east coast of the UK.</p> <p>Cultural – developed through looking at physical landscape of the UK in particular, coastal processes.</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>Social – working in ethnically, culturally and gender mixed groups; students explore the environmental needs around our school.</p> <p>Cultural – Explored through analysing our school communities attitude to our school environment.</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>
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Year Group	9 Compulsory Foundation					
Rationale/ Narrative	<p>The natural 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.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<ul style="list-style-type: none"> • Global atmospheric circulation & causes of extreme weather • Extreme wind, precipitation and temperature in contrasting countries • Tropical Storm distribution, frequency and conditions • UK Flash Flooding • Drought distribution, frequency and conditions • Drought - El Niño & La Niña • CASE STUDY – Flash Flooding in Yorkshire (location, causes, consequences & responses) 	<ul style="list-style-type: none"> • Tectonic plates & Earth structure • Plate Boundaries (constructive, destructive, conservative, collision & hotspots) • Earthquakes – shallow vs deep • Volcanoes – shield vs composite • Managing the impact of tectonic hazards • CASE STUDY – Tectonic Hazards in Nepal / Kashmir 	<ul style="list-style-type: none"> • Pattern of past climate change • Evidence for climate change (sea ice positions, ice cores, global temperature data, paintings and diaries) • Causes of global climate change • The Enhanced Greenhouse Effect • Global effects of climate change in the 21st century (social, economic & environmental) • Effects of climate change on the UK in the 21st century (social, economic & environmental threats and opportunities) 	<ul style="list-style-type: none"> • Built and natural landscapes • The upland, lowland & glaciated landscapes of the UK (geology, climate and human activity) • Weathering, mass movement & erosion • Transportation & deposition • Coastal landforms (headlands, bays, cave, arch, stack, beach and spit) • CASE STUDY – Dorset coastline (location, landforms, geology & climate, human activity & management) 	<ul style="list-style-type: none"> • River Landforms (waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake) • CASE STUDY – River Eden (location, landforms, geology & climate, human activity & management) <p>UNIT 2: PEOPLE AND SOCIETY – 2. Human Fieldwork</p> <ul style="list-style-type: none"> • Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical 	<p>UNIT 1: OUR NATURAL WORLD – 1. Physical Fieldwork</p> <ul style="list-style-type: none"> • 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



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	<ul style="list-style-type: none"> • CASE STUDY – Drought in Ethiopia (location, causes, consequences & responses) 				<p>enquiry processes appropriate to investigate these.</p> <ul style="list-style-type: none"> • Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement. 	
SKILLS	<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>Atlas and map skills:</p> <ul style="list-style-type: none"> • 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 <p>Graphical skills:</p> <ul style="list-style-type: none"> • 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. <p>Data and information research skills: use online census sources to obtain population and local geo-demographic information.</p>					
ASSESSMENTS	<p>Marking Point 1 & 2 Students will complete one or two class-based exam questions on an element of the Global Hazards topic they are studying this term.</p>	<p>Marking Point 1 & 2 Students will complete one or two class-based exam questions on an element of the</p>	<p>Marking Point 3 They will also complete a ‘big test’ by way of a Global Hazards and Distinctive</p>	<p>Marking Point 1 & 2 Students will complete one or two class-based exam questions on an element of the</p>	<p>Marking Point 3 They will also complete a ‘big test’ by way of a Geographical Skills exam paper at the</p>	



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	<p>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.</p> <p>Marking Point 3 They will also complete a 'big test' by way of a Global Hazards 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>They 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>Changing Climate topic they are studying this term.</p> <p>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.</p>	<p>Landscapes 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>They 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>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.</p>	<p>end of the topic which will test their knowledge and application of the content and themes covered in this topic.</p> <p>They 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>HOME LEARNING</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question</p>
<p>READING, WRITING, TALK</p>	<p>Reading: Pupils read at length from case study information sheets and complete a Reading Gathering information sheet. Pupils read articles from newspapers from Yorkshire Flooding 2019 newspaper reports. Reading newspaper reports on Ethiopian Drought 2015.</p> <p>Writing:</p>		<p>Reading: Read current articles on climate change including political influence on the topic.</p> <p>Writing:</p>	<p>Reading: Articles on coastal erosion and the impact this has on residents.</p> <p>Writing: Pupils focus on mastering extended</p>	<p>Reading: Pupils investigate their chosen landscape through articles in the news on their two areas of study – A river study and Salford Quays.</p> <p>Writing: Pupils write an analytical report on data recorded from the field trip for both human and physical study.</p> <p>Talk:</p>	



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	<p>Pupils focus on explaining the events the impacts of the flooding through an extended answer.</p> <p>Talk: Think, pair, share on impacts of drought in Ethiopia.</p>	<p>Explaining current impacts of climate change and predict how these might change in the future.</p> <p>Talk: Preparing a speech on the causes of climate change. Presenting this to the group.</p>	<p>writing when explaining a process. Pupils learn how sequencing is most important.</p> <p>Talk: Think, pair, share why the UK landscape is so special. Pupils discuss what makes it special to them and others.</p>	<p>Pupils discuss types of presentation techniques using prompt role cards and justify which is most appropriate for their data collection.</p>		
<p>TIER 3 VOCAB</p>	<p>Anti-cyclones, Atmospheric circulation, Climate, Depressions, Weather; Convectional rainfall, Frontal rainfall, Precipitation, Relief rainfall, Tropical storm; Coriolis effect, Distribution, Eye wall, Storm surge, Torrential; Anomalies, El Niño, Evaporation, La Niña, Monsoon; Arid, Desertification, Frequency, Irrigation, Over-grazing; Magnetosphere, Convection, Magma, Continental, Oceanic; Subduction, Density, Trench, Ridge, Sedimentary; Focus, Epi-Centre, Magnitude, Richter Scale, Widespread; Composition, Pyroclastic, Viscosity, Dormant, Extinct; Preparedness, Mitigation, Shock-absorbers, Flexible, Tensile; Afforestation, Drainage basin, Flash flooding, Flood plain, Saturated; Bankruptcy, Desalination, Economic, Environmental, Over supply; Eurasian, Fold Mountain, Diarrhea, Refugees, Isolated.</p>		<p>Quaternary, Holocene, Pleistocene, Glacial, Interglacial Thermometer, Historical, Bias, Satellite, Ice Cores Milankovitch, Orbit, Ellipse, Radiation, Axis Combustion, Insulating, Thermal, Emissions, Absorb Permafrost, Expansion, Precipitation, Migration, Malnutrition</p>	<p>Abrasion, Acid rain, Alluvium, Attrition, Backwash, Base Level, Beach replenishment, Bedding planes, Bedload, Biological processes, Canalisation, Catchment area, Cave, Chemical processes, Confluence, Consolidated rock, Constructive Wave, Contour lines, Corrosion, Corrosion, Crest, Deforestation, Delta, Deposition, Destructive Wave, Discharge, Distributaries, Drainage Basin, Dredging, Erosion, Estuary</p>	<p>Primary Data; Secondary Data; Sample; Pilot study; Random Sampling; Systematic Sampling; Stratified sampling; Risk Assessment; Data presentation; Data Analysis; Evaluation; Quantitative data; Qualitative data; Conclusion; Hypothesis; Transect; Clinometer; Ranging Pole; Environmental Quality Survey; Methods/ Methodology</p>	
<p>PSPSMC, BRITISH VALUES</p>	<p>Spiritual –What would it feel like to be a victim of a devastating</p>	<p>Spiritual –What would it feel like to be a victim of an earthquake? How</p>	<p>Spiritual – Imagine how is climate change going to affect the world? What might</p>	<p>Spiritual – How important are the different areas of the UK? What would it be</p>	<p>Moral – Should we prevent flooding or leave the river to flow its natural course.</p>	<p>Spiritual – Appreciation for our local geography.</p>



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	<p>hurricane? How would you cope if all you owned was destroyed? How would you feel if your farm was devastated by El Nino?</p> <p>Moral – Should we provide disaster relief to less developed countries when a hurricane hits? Can we help a country that gets regular natural disasters?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the impacts of natural hazards</p> <p>Cultural – developed through looking at the cultures of Australia, Bangladesh and India</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of</p>	<p>would you cope if you lost everything in an earthquake? Would you be able to live in fear of a volcanic eruption?</p> <p>Moral – Should developed countries do more to support less developed countries when they are struck by an earthquake?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the impacts of natural hazards</p> <p>Cultural – developed through looking at the cultures of Japan, U.S.A and the Philippians</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>the impact be on ecosystems? What are the impacts on the UK?</p> <p>Moral – Should we stop China producing so much CO2? Is it right that we are not doing more to reduce our CO2 emissions?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the impacts of climate change</p> <p>Cultural – developed through looking at the cultures of UK, Senegal, Russia and U.S.A</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>like to live in a natural landscape? How would your life differ? How might the UK landscape change in the future?</p> <p>Moral – Should our ‘unique’ UK landscapes be protected or developed?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the distinctive landscapes of the UK</p> <p>Cultural – developed through looking at the cultures of the UK, specifically looking at upland, glacial and lowland areas</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>Social – working in ethnically, culturally and gender mixed groups; students explore the importance of ecosystems and the UK landscape</p> <p>Cultural – developed through looking at the River Eden and its surrounding geography.</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>Moral – Should we use river defences to prevent flooding or let rivers run their natural course?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore local geography.</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>
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	different faiths and beliefs.					
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Year Group	10					
Rationale/ Narrative	<p>Students start the year writing up their fieldwork and ensuring that their understanding of this enquiry process is thorough and detailed. Then they then complete Unit 1 by looking at the ecosystems that help sustain the life on Earth.</p> <p>Students then move onto Unit 2. In this unit students investigate 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.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<ul style="list-style-type: none"> Recap - River Landforms (waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake) CASE STUDY – River Eden (location, landforms, geology & climate, human activity & management) Unit 1: Our Natural World – 4. Sustaining Ecosystems (interdependence of climate, soil, water, plants and animals) Global Ecosystems 	<ul style="list-style-type: none"> Characteristics of Polar Environments (climate, nutrient cycle, soil profile and water cycle. Interdependence in Polar Environments Human impacts in polar environments (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) 	<ul style="list-style-type: none"> 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 availability, transport provision and access to services CASE STUDY - How is London becoming more sustainable? 	<p>UNIT 2: PEOPLE AND SOCIETY - 6. Dynamic Development</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> CASE STUDY - Zambia’s economic development; population, society, technology and politics in the past 50 years Zambia & Rostow’s Model of Development Zambia & The Millennium Development Goals Zambia, Trade and TNCs Zambia & AID/debt relief Zambia Top-down development, Kariba Dam 	<p>UNIT 2: PEOPLE AND SOCIETY – 2. Human Fieldwork</p> <ul style="list-style-type: none"> 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.



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	<p>(distribution, climate, flora and fauna of Polar Regions, coral reefs, grasslands, temperate forests, tropical forests, tropical grasslands and hot deserts)</p> <ul style="list-style-type: none"> • 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 	<p>and the Antarctic Protocol)</p> <p>UNIT 2: PEOPLE AND SOCIETY – 5. Urban Futures</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Urbanisation in LIDCs – push and pull factors or rural to urban migration and internal growth • CASE STUDY – Lagos: location; migration 	<ul style="list-style-type: none"> • Top-down & bottom-up strategies 	<ul style="list-style-type: none"> • Zambia Bottom-up development, Room to Read <p>UNIT 1: OUR NATURAL WORLD –</p> <p>1. Physical Fieldwork</p> <ul style="list-style-type: none"> • 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. 	
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<p>SKILLS</p>	<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>Atlas and map skills:</p> <ul style="list-style-type: none"> 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 <p>Graphical skills:</p> <ul style="list-style-type: none"> 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 <p>Data and information research skills:</p> <p>use online census sources to obtain population and local geo-demographic information</p>					
<p>ASSESSMENTS</p>	<p>Marking Point 1 & 2 Students will complete one or two class-based exam questions on an element of the Our Natural World 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.</p>	<p>Marking Point 1 Students will complete one or two class-based exam questions on an element of the Cold Environment and 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</p>	<p>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.</p>	<p>Marking Point 1 Students will complete one or two class-based exam questions on an element of the Dynamic Development 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</p>	<p>Marking Point 1 Students will complete one or two class-based exam questions on an element of the Fieldwork 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 which require developed and evidenced responses.</p>	<p>Marking Point 1 Students will complete one or two class-based exam questions on an element of the Fieldwork 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 which require developed and evidenced responses.</p>



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		<p>and evidenced responses.</p> <p>Marking Point 2 They will also complete a 'Progress Test' by way of a <u>Urban Futures</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>They 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>Marking Point 2 They will also complete a 'Progress 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>They 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>and evidenced responses.</p> <p>Marking Point 2 They will also complete a 'Progress 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>They 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>and evidenced responses.</p> <p>Marking Point 2 They will also complete a 'Progress Test' by way of a <u>Fieldwork</u> 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.</p> <p>They 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>Marking Point 2 They will also complete a 'Progress Test' by way of a <u>Geographical 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>They 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>
HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question



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<p>READING, WRITING, TALK</p>	<p>Reading: Learning new vocabulary. Students should look up the meaning of</p>  <p>unfamiliar words.</p> <p>Writing: focus on describing location of biomes.</p> <p>Talk: Think, pair, share to encourage people to talk about what they are learning.</p>	<p>Reading: Reading news report on Polar Environments. Pupils will have to form opinions.</p> <p>Writing: Focus on evaluating impacts of human activity in Polar Environments.</p> <p>Talk: Focus on language used to give opinions on impact of human activity in Cold Environments.</p>	<p>Reading: News reports on Lagos. Pupils will identify key terminology in relation to urban environments.</p> <p>Writing: Focus on evaluating how sustainable Lagos is.</p> <p>Talk: Pupils use talk trios to investigate sustainability of Lagos.</p>	<p>Reading: Learning new vocabulary. Students can look up unfamiliar words.</p> <p>Writing: Focus on analyzing and describing statistical population data.</p> <p>Talk: Think, pair, share of causes of uneven development. Evaluate which has had the greatest impact on development.</p>	<p>Reading: News reports on Zambia's economic development.</p> <p>Writing: Evaluating whether bottom up or top-down support more effective in Zambia.</p> <p>Talk: Talk trios on different types of support for LIDC's such as Zambia.</p>	<p>Reading: Reading articles on river/urban area to be investigated.</p> <p>Writing: Writing a report from analyzing primary data collected.</p> <p>Talk: Talk trios interpreting the data collected.</p>
<p>TIER 3 VOCAB</p>	<p>Biotic, Abiotic, Producer, Consumer, Decomposer, Biome, Coniferous, Savannah, Temperate, Deciduous, Leeching, Transpiration, Humus, Litter, Humid, Habitat, Ecosystem, Climate, Root-uptake, Bacteria, Carbon Cycle, Nutrient Cycle,</p>	<p>Abiotic, Biome, Biotic, Carbon sink, Carnivore, Cash crop, Climate zone, Coniferous, Conservation areas, Convictional rainfall, Co-operative, Deciduous, Deforestation, Desertification, Drought, Eco-homes, Ecosystem services, Ecotourism, Endemic, Environmental impact</p>	<p>Amenity value, Built landscape, Brownfield land, Central Business District (CBD), Charity shops, Commuter range, Consumer goods, Consumption, Conurbation, Counter-urbanisation, Deforestation, Deindustrialisation, Development, Disposable income, Economic core region, Emigrant</p>	<p>Advanced country (AC), Appropriate technology, Asylum, Birth rate, Bottom-up development strategy, Calories, Cash crop, Communicable disease, Co-operative, Death rate, Demography, Dependency ratio, Development, Disposable income, Economic indicator, Emerging and developing country (EDC), Emigrant, Primary Data; Secondary Data; Sample; Pilot study; Random Sampling; Systematic Sampling; Stratified sampling; Risk Assessment; Data presentation; Data Analysis; Evaluation; Quantitative data; Qualitative data; Conclusion; Hypothesis; Transect;</p>		



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	<p>Hydrological Cycle, Habitat, Tourism Deforestation, Mining, Agriculture, Surface run-off, Eutrophication Active Layer, Permafrost, Winter Sun, Polar Night, Ice Sheet Parent material, Weathering, Thawing, Deficient, Arid Over-fishing, Exploitation, Spillage, Degradation, Fish stocks Eco-tourism, Afforestation, Socially, Responsible Monitoring, Sustainability, Pollution, Tourism Protocol, Treaty, Signatories, Exploitation,</p>	<p>assessment, Erosion, Eutrophication, Evaporation, Evapotranspiration, Extensive farming</p>		<p>Clinometer; Ranging Pole; Environmental Quality Survey; Methods/ Methodology</p>
<p>PSPSMC, BRITISH VALUES</p>	<p>Spiritual – What would the world be like without gorillas, lions and polar bears? Moral – Should we be cutting down so much rainforest? Is it fair to stop the people who</p>	<p>Spiritual – What would a world without oil look like? Will we be able to survive? How might things change in the future if we have no oil? Is food going to be a problem in the</p>	<p>Spiritual – What would it feel like to be a citizen in a less developed country? How would your day differ than what you currently have? How would you feel about this? Moral – Is all development good? Why does the development gap exist? Is it getting wider? Should more developed countries help less developed countries more?</p>	<p>Spiritual – Imagine the time it takes for a rock in a river to erode. Imagine the thousands of years needed to smooth a large angular boulder to a smooth pebble. Confucius says “Time flows away like the water in the river” Moral – Should rivers be allowed to be natural, but flood urban areas, or manage</p>



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	<p>live in the rainforest from making a living?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the threats to rainforest and polar ecosystems</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>future? Can we feed out planet? Should we feed out planet?</p> <p>Moral – Should population be allowed to reach 10, or 15 billion if we know that it will cause suffering and starvation.</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the challenges of living in a megacity</p> <p>Cultural – developed through looking at the cultures of Australia, Bangladesh and India</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>Social – working in ethnically, culturally and gender mixed groups; students explore the challenges with development</p> <p>Cultural – developed through looking at the cultures of China, Nigeria and India</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	<p>them and potentially make the flooding worse in the long-term? Why do you think that?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the challenges with physical fieldwork.</p>



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Year Group	11				
Rationale/ Narrative	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.				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
KNOWLEDGE	UNIT 2: PEOPLE AND SOCIETY Dynamic Development 6.1 Why are some countries richer than others? & Dynamic Development 6.2 Are LIDCs likely to stay poor?	UNIT 2: PEOPLE AND SOCIETY UK in the 21st Century 7.1. How is the UK changing in the 21st century? & UK in the 21st Century 7.2 Is the UK losing its global significance?	UNIT 2: PEOPLE AND SOCIETY Resource Reliance 8.1. Will we run out of natural resources? & Resource Reliance 8.2. Can we feed nine billion people by 2050?	GCSE SKILLS Cartographic Statistical Fieldwork	UNIT 1: OUR NATURAL WORLD Revision UNIT 2: PEOPLE AND SOCIETY Revision
SKILLS	<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>Atlas and map skills:</p> <ul style="list-style-type: none"> 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 <p>Graphical skills:</p> <ul style="list-style-type: none"> 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 <p>Data and information research skills: use online census sources to obtain population and local geo-demographic information</p>				



<p>ASSESSMENTS</p>	<p>Marking Point 1 Students will complete one or two class-based exam questions on an element of the <u>Dynamic Development</u> 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.</p>	<p>Marking Point 1 Students will complete one or two class-based exam questions on an element of the <u>UK in the 21st Century</u> 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.</p>	<p>Marking Point 1 Students will complete one or two class-based exam questions on an element of the <u>Resource Reliance</u> 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.</p>	<p>Marking Point 1 Students will complete one or two class-based exam questions on an element of the <u>GCSE Skills</u> 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.</p>	<p>Marking Point 1 Students will complete one or two class-based exam questions on an element of the <u>GCSE</u> 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.</p>
	<p>Marking Point 2 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>Marking Point 2 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>Marking Point 2 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>Marking Point 2 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>Marking Point 2 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>Marking Point 3 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>Marking Point 3 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>Marking Point 3 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>Marking Point 3 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</p>	<p>Marking Point 3 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</p>



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	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.	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.	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.	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.	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.
HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS x2 1 Peer marked exam question
TIER 3 VOCAB	Advanced country (AC), Appropriate technology, Asylum, Birth rate, Bottom-up development strategy Calories, Cash crop, Communicable disease, Co-operative, Death rate, Demography, Dependency ratio, Development, Disposable income, Economic indicator, Emerging and developing country (EDC), Emigrant	Ageing population Back offices, Balance of trade, Birth rate, Brownfield land, Central Business District (CBD), Charity shops, Commuter range, Conservation areas, Consumer goods, Conurbation, Convenience goods, Cumulative causation, Death rate, Deciduous, Deindustrialisation, Demographic transition model, Demography, Dependency ratio, Dependent, Disposable income, Economic core region, Economic hub, Economic indicator, Economies of scale, e-	Biofuel, Cash crop, Community energy, Consumer goods, Consumption, Convenience goods, Co-operative, Eco-homes, Eco-towns, Energy gap, Eutrophication, Exports, Extensive farming		



		tailing, Exponential growth			
SMSC, BRITISH VALUES	<p>Spiritual – What would it feel like to be a citizen in a less developed country? How would your day differ than what you currently have? How would you feel about this?</p> <p>Moral – Is all development good? Why does the development gap exist? Is it getting wider? Should more developed countries help less developed countries more?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the challenges with development</p> <p>Cultural – developed through looking at the cultures of China, Nigeria and India</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual</p>	<p>Spiritual – What is it like to be a citizen of the UK? What rights do we have that others don't? Do we have a positive impact on the cultures of countries we interact with? Is the UK such a good place to live?</p> <p>Moral – Should the UK be involved in conflicts in other countries? Do we have a right to interfere, or is it our duty? Is immigration good for the UK or a challenge?</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the complexities of the UK</p> <p>Cultural – developed through looking at the cultures of the UK and its impact on the wider world</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual</p>	<p>Spiritual – What would a world without oil look like? Will we be able to survive? How might things change in the future if we have no oil? Is food going to be a problem in the future? Can we feed out planet? Should we feed out planet?</p>	<p>Moral – Should population be allowed to reach 10, or 15 billion if we know that it will cause suffering and starvation.</p> <p>Social – working in ethnically, culturally and gender mixed groups; students explore the challenges of living in a megacity</p> <p>Cultural – developed through looking at the cultures of Australia, Bangladesh and India</p> <p>British values – Democracy; Rule of Law; Individual Liberty; Mutual respect; Tolerance of different faiths and beliefs.</p>	



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	respect; Tolerance of different faiths and beliefs.	respect; Tolerance of different faiths and beliefs.			