



CHORLTON HIGH SCHOOL: CURRICULUM

CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 7

| | |
|----------------|-----------|
| SUBJECT | Geography |
|----------------|-----------|



CHORLTON HIGH SCHOOL: 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>World issues – Global scale</u> <ul style="list-style-type: none"> Continents and oceans Areas affected by global sea level rise How temperatures are changing around the world The importance of Europe and where we are in it What migration is and why it happens | <u>World issues – local scale</u> <ul style="list-style-type: none"> Examples of migration within Europe Examples of migration around the world The UKs built and natural environment Types of farming How Manchester has changed Slums in Brazil – why they formed and solutions to the problems | <u>Globalisation and the working world</u> <ul style="list-style-type: none"> Fossil fuels and what they are Fishing and the implications of over fishing The issues with palm oil and deforestation What sweatshops are and the negative impacts of them TATA Steel and jobs | <u>Globalisation and the working world</u> <ul style="list-style-type: none"> How tourism provides both opportunities and problems Understanding of the informal economy Understanding of the digital economy for example YouTubers and Instagram/ How working practices have changed around the world The green economy | <u>Wasteful World</u> <ul style="list-style-type: none"> The ways in which the worlds resources are being depleted The causes of plastic waste The impacts of plastic waste What micro beads are and the problems with them | <u>Wasteful World</u> <ul style="list-style-type: none"> What food waste is The impact of food waste Areas of water scarcity/surplus What water waste is The impacts of water waste |
| 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 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 | | <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 physical landscapes | <ul style="list-style-type: none"> describe and identify the site, situation and shape of settlements 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 | <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 physical landscapes | <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 |



CHORLTON HIGH SCHOOL: 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 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 | | | | | |
| ASSESSMENTS | <p>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.</p> <p>Marking Point 2: Lesson 3 – Areas affected by global sea level rise</p> | <p>Marking Point 1: Progress Test – this will be multiple choice with a single extended answer.</p> <p>Marking Point 2: Describing reasons for international migration</p> | <p>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.</p> <p>Marking Point 2: Explanation of the impacts of palm oil</p> | <p>Marking Point 1: Progress Test – this will be multiple choice with a single extended answer.</p> <p>Marking Point 2: Explaining how working practices have changed over time</p> | <p>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.</p> <p>Marking Point 2: Explanation of the most significant impact of plastic waste</p> | <p>Marking point 1: Progress test - this will be multiple choice with a single extended answer</p> <p>Marking point 2: Oracy assessment on the issues of food, water and plastic waste.</p> |