

Curriculum Intent Statement for Geography

At Chase Terrace Academy we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In Geography we live in a world of amazing beauty, infinite complexity and rigorous challenge. We aspire to open the door to this dynamic world and prepare each one of us for the role of global citizen in the 21st century. Through studying geography, pupils begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions, and what a diverse range of cultures and societies exist and interconnect. We aspire to build on students own experiences, helping them to formulate questions, develop their intellectual skills and find answers to issues affecting their lives.

Year 7 Curriculum Implementation Plan

Computer Science				
Knowledge and Skills – Students will be taught..	Reading, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
Understand and appreciate how our understanding of the planet has evolved through time through exploration and a series of discoveries. The different elements that make up our planet and how they interact. How rocks and soils form and their importance to life. What a biome is and how the rainforest biome works. How people use the Earth’s natural resources such as water, oil and energy supplies. The difference between renewable and non-renewable resources.	Reading: <ul style="list-style-type: none"> Regular use of books and factsheets covering a range of writing styles. Literacy: <ul style="list-style-type: none"> Use of spelling and grammar tools Regular review of in class work focussed on level of written response Modelling of appropriate level of written response Using a range of writing skills to 	Continual reviews of student work Self assessment at key stages against level descriptors Verbal feedback on an individual basis Whole class feedback Starter activities to assess previous learning and knowledge retention	Three end of unit assessments	<ul style="list-style-type: none"> WJEC Eduqas A: 5.3 Processes and interactions within ecosystems; 5.4 Human activity and ecosystem processes; 6.3 Water resources and their management WJEC Eduqas A: Key Idea 2.2: Population and urban change in the UK

<p>Economic activities and what they are like at different scales, from local to global.</p> <p>Ways in which jobs can be arranged into groups or sectors.</p> <p>The range of jobs people do and how jobs have changed over time.</p> <p>Trade and how it has become global.</p> <p>The UK economy, how it has developed and how our links with the world have grown.</p> <p>To study the continent of Africa in terms of its natural resources, ecosystems and how the economy of the continent differs to the UK. To discover how a range of factors differ throughout the entire continent.</p>	<p>include factual, persuasive, newspaper and justification of ideas</p>			
	<p>Numeracy:</p> <ul style="list-style-type: none"> • Using and the production of graphs, tables, bar charts and percentage calculation • Justification of appropriate data presentation techniques 			