

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 8 Curriculum Implementation Plan

Computer Science				
Knowledge and Skills – Students will be taught..	Reading, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
<p>To understand how erosion, deposition and transportation create and change coastal landforms over time.</p> <p>To consider how the coast is used by people.</p> <p>To understand the need for, and impact of, different coastal management strategies.</p> <p>To identify coastal landforms on OS map and photos.</p> <p>Locate Russia and its surrounding countries</p>	<p>Reading:</p> <ul style="list-style-type: none"> Regular use of books, newspapers and factsheets covering a range of writing styles. <p>Literacy:</p> <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 	<p>Continual reviews of student work</p> <p>Self assessment at key stages against level descriptors</p> <p>Verbal feedback on an individual basis</p> <p>Whole class feedback</p> <p>Starter activities to assess previous learning and knowledge retention</p>	<p>Four end of unit assessments</p>	<ul style="list-style-type: none"> WJEC Eduqas A: 1.2: Landform process and change in two different and distinctive landscapes of Wales or the wider UK; 4.1 Vulnerable coastlines; 4.2 Managing coastal hazards <p>The use of a range of maps, atlases, Ordnance Survey maps, satellite imagery and other graphic and digital material including the use of Geographical Information Systems (GIS), to obtain, illustrate, analyse and evaluate geographical information. To include making maps and sketches to present and interpret geographical information.</p> <ul style="list-style-type: none"> WJEC Eduqas A: 1.2: Landform process and change in two different and

<p>Identify key features of Russia's physical landscape, climate, environments, population distribution, economy.</p> <p>Understand the theory behind plate tectonics and how plate boundaries cause a range of landforms.</p> <p>To explain how countries at differing levels of development are impacted and respond to a range of tectonic hazards</p> <p>Identify human and physical features of a locality – River Tees</p> <p>Locate the world's major river basins.</p> <p>Understand global patterns of development, locating countries in different states of development</p> <p>Identify development priorities for Bolivia</p> <p>Consider the state of development in Nepal</p> <p>Identify regional inequality in the UK.</p>	<p>include factual, persuasive, newspaper and justification of ideas</p>			<p>distinctive landscapes of Wales or the wider UK; 1.3 Drainage basins of the UK</p> <p>WJEC Eduqas A: 6.1 Measuring global inequalities; 6.2 Causes and consequences of uneven development; 6.4 Regional economic development; 7.1 Measuring social development; Consequences and responses to uneven social development</p>
	<p>Numeracy:</p> <ul style="list-style-type: none"> • Using and the production of graphs, tables, bar charts and percentage change calculation • Justification of appropriate data presentation techniques • Applying different data presentation techniques for different types of data 			