

## 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 9 Curriculum Implementation Plan

Computer Science				
Knowledge and Skills – Students will..	Reading, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
Understand global patterns of climate change and greenhouse gas emissions Understand that Antarctica is a frozen continent Understand the consequences of climate change in the UK. Apply understanding of the geographical concepts – economy, development, Earth’s spheres, weather and climate, population change and melting glaciers – progressed through the book to investigate the causes and consequences of climate change	<b>Reading:</b> <ul style="list-style-type: none"> <li>Regular use of books, newspapers and factsheets covering a range of writing styles.</li> </ul>	Continual reviews of student work  Self assessment at key stages against level descriptors	Four end of unit assessments	<ul style="list-style-type: none"> <li><b>Locational knowledge</b> – locational and contextual knowledge of the world’s continents, countries, regions and their physical, environmental and human features should be developed across the whole specification and should include:               <ul style="list-style-type: none"> <li>appreciation of different spatial, cultural and political contexts</li> <li>recognition of important links and inter-relationships between places and environments at a range of scales from local to global</li> <li>contextual knowledge of any countries from which case studies and exemplars are chosen. It is required that exemplars and case</li> </ul> </li> </ul>
	<b>Literacy:</b> <ul style="list-style-type: none"> <li>Use of spelling and grammar tools</li> <li>Regular review of in class work focussed on level of written response</li> <li>Modelling of appropriate level of written response</li> <li>Using a range of writing skills to</li> </ul>	Verbal feedback on an individual basis  Whole class feedback  Starter activities to assess previous learning and knowledge retention		

<p>Locate Africa and its countries</p> <p>Identify key features of Africa's physical landscape, climate, environments, population distribution and economy</p> <p>Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within the Middle East. Look at the complex history of the Middle East and how the people manage the current political changes linked to oil, tourism and conflict.</p>	<p>include factual, persuasive, newspaper and justification of ideas</p>			<p>studies relate to at least two countries other than the UK.</p>
	<p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Using and the production of graphs, tables, bar charts and percentage change calculation</li> <li>• Justification of appropriate data presentation techniques</li> <li>• Applying different data presentation techniques for different types of data</li> </ul>			<p><b>Maps, fieldwork and geographical skills</b> – 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> <p><b>Formulating enquiry and argument</b> – The ability to identify questions and sequences of enquiry to write descriptively, analytically and critically, to communicate their ideas effectively, to develop an extended written argument, and to draw well-evidenced and informed conclusions about geographical questions and issues</p>