













CHORLTON HIGH SCHOOL: CURRICULUM

Geography Key Stage 4 Framework for Learning Year 11 2016-2017: I am Creative, Successful and Happy

Syllabus:

Edexcel GCSE Geography B

Autumn 1	
Knowledge	2.4 Development Dilemmas
	Defining development; measuring development; development gap; Malawi; development theories; regional variations; top-down and bottom up projects; Sarowar Sardar Dam
	2.5 Changing Economy of the UK
	Primary and secondary employment; tertiary and quaternary employment; classifying employment; NE and SE industry; Glasgow; greenfield and brownfield sites; modern work practices; future UK economy
Skills	 extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and use geographical vocabulary
	 communicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating findings in ways appropriate to the task audience
	 Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions.
Assessment	Pupils will complete four class-based exam questions on, 2.4 Development Dilemmas & 2.5 Changing Economy of the UK topics.
	These 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 question which require developed and evidenced responses.
	They will also complete a 'big test' by way of a 2.4 Development Dilemmas & 2.5 Changing Economy of the UK exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic.
	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.
Reward & enrichment	To enrich learning learners could watch:
	 BBC Megacities BBC Welcome to Lagos
	BBC Welcome to India
	To enrich learning learners could read:
	Trash by Andy Mulligan
	To enrich learning learners could go to:
	London, Birmingham, Manchester – thinking about the services and opportunities these cities provide
Character	
Autumn 2	
Knowledge	2.5 Changing Economy of the UK Primary and secondary employment; tertiary and quaternary employment; classifying employment; NE and SE industry; Glasgow; greenfield and brownfield sites; modern work practices; future UK economy
	College Entry Exam Revision
	2.7 Challenges of an Urban World
Skills	Urbanisation; megacities; urban challenges in MEDCs; urban challenges in LEDCs; eco-footprint; quality of life extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and use geographical vocabulary compunicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions.
	 communicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating findings i ways appropriate to the task audience















CHORLTON HIGH SCHOOL: CURRICULUM

	Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions.
Assessment	Pupils will complete four class-based exam questions on, 2.5 Changing Economy of the UK <u>& 2.7 Challenges of an Urban World</u> topics. These 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.
	They will also complete a 'big test' by way of a 2.5 Changing Economy of the UK & 2.7 Challenges of an Urban World exam paper
	at the end of the topic which will test their knowledge and application of the content and themes covered in this topic.
	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.
Reward & enrichment	To enrich learning learners could watch: BBC Megacities
	BBC Welcome to Lagos BBC Welcome to India
	To enrich learning learners could read: Trash by Andy Mulligan
	To enrich learning learners could go to: • London, Birmingham, Manchester – thinking about the services and opportunities these cities provide
Character	
Spring 1	
Knowledge	2.7 Challenges of an Urban World Urbanisation; megacities; urban challenges in MEDCs; urban challenges in LEDCs; eco-footprint; quality of life
	1.1 Restless Earth REVISITED &
	2.1 Population Dynamics REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and ke aspects of the topic.
Skills	extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and use geographical vocabulary
	 communicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating findings in ways appropriate to the task audience
	Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions.
Assessment	Pupils will complete four class-based exam questions on, 2.7 Challenges of an Urban World & the revisited topics . These 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.
	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.
Reward & enrichment	To enrich learning learners could watch: • Any of the previously suggested items, defined per topic
	To enrich learning learners could read: • Any of the previously suggested items, defined per topic
	To enrich learning learners could go to: Any of the previously suggested items, defined per topic
Character	
Spring 2	
Knowledge	1.2 Changing Climates REVISITED &
	2.2 Consuming Resources REVISITEDA superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and ke aspects of the topic.
	1.3 Battle for the Biosphere REVISITED &



Character









To enrich learning learners could read:

To enrich learning learners could go to:

Any of the previously suggested items, defined per topic

Any of the previously suggested items, defined per topic





CHORLTON HIGH SCHOOL: CURRICULUM

aspects of the topic.		a a club diserve property
maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and us geographical coabulary communicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions, drawing and justifying conclusions and communicating finding ways appropriate to the task audience Evaluate method of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions. Pupils will complete four class-based exam questions on the revisited topics. These 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. 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. To enrich learning learners could watch: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic Character Summer 1 Knowledge A. Coasts REVISITED A. Coasts REVISITED A. Superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. 1.8 Extreme Environments REVISITED A. Sublineges of an Unbrah World REVISITED A. Superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. Skills • extract and interpret information from a range of sources, including field observations, maps (including Ordinance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and us geographical forms make informed geographical decisions. •		A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and key
specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses. 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. To enrich learning learners could watch: Any of the previously suggested items, defined per topic To enrich learning learners could read: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. Skills Extreme Environments REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. Skills Extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and us geographical vocabulary Communicate in a variety of ways,	Skills	 maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and use geographical vocabulary communicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating findings in ways appropriate to the task audience Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and
To enrich learning learners could watch: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Asserting UK Economy REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. Skills Skills A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. Evaluate and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and us geographical vocabulary Communicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and usegoraphical decisions of different scales,	Assessment	specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses. The will also have regular 'low-stakes' tests by way of multiple choice tests or short quizzes. These will assess their knowledge of
Any of the previously suggested items, defined per topic To enrich learning learners could read: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic Character Summer 1 Knowledge 1.5 Coasts REVISITED 8. 2.6 Changing UK Economy REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. 1.8 Extreme Environments REVISITED 8. 2.8 Challenges of an Urban World REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. Skills • extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and us geographical vocabulary • communicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions edescribe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating finding ways appropriate to the task audience • Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions. Assessment Pupils will complete four class-based exam questions on the revisited topics. These 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. 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.	December 21 Control	
Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic To enrich learning learners could go to: Any of the previously suggested items, defined per topic Summer 1 Knowledge 1.5 Coasts REVISITED & 2.6 Changing UK Economy REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. 1.8 Extreme Environments REVISITED & 2.8 Challenges of an Urban World REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. Skills • extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and us geographical vocabulary • communicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions of describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating findings ways appropriate to the task audience • Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions. Assessment Pupils will complete four class-based exam questions on the revisited topics. These 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. 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.	Reward & enrichment	
Character Summer 1 Knowledge 1.5 Coasts REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. 1.8 Extreme Environments REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. 1.8 Extreme Environments REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. Skills • extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and us geographical vocabulary • communicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating findings ways appropriate to the task audience • Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions. Assessment Pupils will complete four class-based exam questions on the revisited topics. These 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. 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.		
Summer 1 Summer 2 Summer 3 Summer 4 Summer 5 Summer 6 Summer 6 Summer 7 Summer 7 Summer 8		
1.5 Coasts REVISITED	Character	7 7
8 2.6 Changing UK Economy REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. 1.8 Extreme Environments REVISITED 8 2.8 Challenges of an Urban World REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. Skills • extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and us geographical vocabulary • communicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions of describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating findings ways appropriate to the task audience • Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions. Assessment Pupils will complete four class-based exam questions on the revisited topics. These 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. 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.	Summer 1	
2.8 Challenges of an Urban World REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and aspects of the topic. Skills • extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and us geographical vocabulary • communicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating findings ways appropriate to the task audience • Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions. Assessment Pupils will complete four class-based exam questions on the revisited topics. These 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. 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.	Knowledge	& 2.6 Changing UK Economy REVISITED A superficial look at a past topic that highlights the main elements of learning and tests pupils understanding of the themes and key aspects of the topic.
 Skills extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and us geographical vocabulary communicate in a variety of ways, including extended writing and graphical forms make informed geographical decisions describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating findings ways appropriate to the task audience Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions. Assessment Pupils will complete four class-based exam questions on the revisited topics. These 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. 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. 		&
 describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating findings ways appropriate to the task audience Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions. Assessment Pupils will complete four class-based exam questions on the revisited topics. These 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. 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. 	Skills	 aspects of the topic. extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables acquire and use
specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses. 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.		 describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions and communicating findings in ways appropriate to the task audience Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and
the topic currently being studied, as well as those that have been finished.		Pupils will complete four class-based exam questions on the revisited topics. These will be identified using a PLC so they are
	Assessment	
Reward & enrichment To enrich learning learners could watch:	Assessment	responses. The will also have regular 'low-stakes' tests by way of multiple choice tests or short quizzes. These will assess their knowledge of