



Geography Intent.

At Royton and Crompton E-ACT Academy we believe through our teaching of Geography we can engage children in the world around them – both locally and globally. Through this subject, we will promote an investigatory environment in which our students are open to asking and answer questions about the natural and human worlds. We have created a knowledge-rich curriculum. Our key themes running through all units are place, physical geography, human geography and geographical skills. These themes are visited repeatedly using a range of approaches to develop a greater understanding of their world and the students place in it.

In Geography, we allow for many opportunities to study places and cultures around the world but also including the local area. For example, our curriculum covers map symbols, direction and grid references using OS maps of the local area in Year 7 and this is enhanced further in Year 8 when we look at Russia and Africa and revisited again in Year 9 when we describe at the distribution of ecosystems around the world. We recognise the importance of fieldwork to ensure memorable experiences for our students and our GCSE students have visited a UK based coastal area to consolidate their learning on coastal topics. Furthermore, our visit to Iceland supported and consolidated the work on tectonics and energy.

This is important cultural capital as these geographical skills such as data collection and presentation of ideas allows our students to access the competitive job market and prepare them for future successes. Geographers are amongst the most employable graduates and we hope that many of our student aspire to study Geography further.

Over the course of Geography, we develop an understanding of concepts, knowledge and skills which seek to inspire children's curiosity and fascination about the world and its people. Our students will appreciate the wider relevance of geography and will be equipped with essential and invaluable transferable skills such as problem solving to ameliorate their progress in other curriculum areas such as science. Geography provides an ideal framework for relating other fields of knowledge. It is not surprising that those trained as geographers often contribute substantially to the applied management of resources and environments.

Throughout their time at Royton and Crompton E-ACT Academy, students will investigate key concepts, such as place, inequality, sustainability and make sense of geographical data including maps and tables. They will think critically through geographical enquiry, consider different views and justify their own views with confidence.

Opening minds, opening doors.

Honesty • Excellence • Aspiration



There are opportunities during each year group to look at concepts such as cause and effect and build upon this as the complexity for example in Year 7 students learn about the causes and effects of flooding then in Year 8 they apply these terms to the causes and effect of volcanic eruptions and further in Year 9 when they learn about climate change. By the end of KS3 students can reference a case study with developed social, economic and environmental effects along with physical and human causes.

We encourage our students to become citizens of the world- understanding how places and people are interlinked and the differences we can make to things such as climate change and the development gap. Along with British values such as diversity and tolerance, we invigorate our student's interest and understanding about diverse places such as Africa to highlight the concept of inequality and we use Russia (which is the largest country in the world!) to teach about globalisation and Chernobyl. We learn about people within these places, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Students will develop a thirst for knowledge inside and outside our classrooms. We embrace every opportunity to develop mature, independent learners with a sense of responsibility, morality and empathy in reaching credible conclusions and offering feasible solutions to current issues such as the destruction of the rainforest. This appreciation of values, cultural diversity and social responsibility will aid the development of well-rounded global citizens. Our geography curriculum encourages future generations to understand how their lives are connected to others through interdependence and how the human and physical environment are interrelated. We shape our community into responsible and competent young adults.

Geography is, in the broadest sense, an education for life and for living. Learning through geography helps us all to be more socially and environmentally sensitive, better informed, and more responsible as citizens and employees.

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