



GREENWOOD ACADEMIES TRUST



Geography Intent Document

Pupils leave a GAT Academy with the academic qualifications & wider skills, characteristics & experiences, which will assist them to lead successful and happy lives

Our Academy Curriculum Principles:



Our curriculum is engineered to ensure pupils are equipped with the qualifications, knowledge, experiences and skills to succeed in life and progress onto meaningful employment with training or further and higher education.

To achieve this our curriculum is designed to be:

- **Broad, ambitious and grounded in the national curriculum** – so that all groups of pupils have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all.
- **Knowledge rich** – so that all pupils acquire the core knowledge to which they are entitled and the powerful knowledge they need to expand beyond their own experiences
- **Intelligently planned** – sequenced to incrementally build long-term knowledge and develop cross-curricula schema, using evidence-based strategies to maximise learning.
- **Culturally rich** – broadening horizons and exposing pupils to the vast wealth of experiences in the wider global society be that the arts, music, sport and extra-curricular pursuits
- **Character building** – providing opportunities to develop leadership, organisation, resilience, initiative and communication skills from year 7 to 13
- **Context-specific** – so that pupils who are not yet secondary ready, or not yet confident in the English language can rapidly catch up and access the full curriculum, and those with limited opportunities to explore the world beyond Northampton can broaden their horizons.
- **Values-driven** – to develop principled young people who respect others in all their diversity, put kindness at the heart of all their decisions and strive to achieve excellence in all that they do.



Our academy values are *kindness, respect and excellence*

Our Geography Intent:

Our faculty intent is comprised of following 3 sections:

1. Our vision for the subject/faculty and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

1. Our vision (Draft 3)

The core values of Respect, Kindness and Excellence, underpin the fundamental aspects of the Global Citizen being nurtured by the Geography Department at WFA. An evaluation of economic, social, political and environmental causes of migration is a typical example of how our curriculum links in with WFA core values. Our broad and ambitious Geography curriculum spans across physical geography, human geography and field work. Our curriculum, in line with the National curriculum, gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. In addition to the classroom experience, we have local and national trips and residential across all at different stages.

While Geography broadly looks at the interaction between humans and the natural environment, giving inclusive opportunities to all students to investigate local, national and global issues and challenges is the cornerstone of our curriculum. Students are not only challenged to investigate, analyse and evaluate geographical phenomena, but are also encouraged to proffer economically, socially and environmentally sustainable solutions within a local, national, global or any other related context.

Our students will develop an awareness of important global issues. They will become highly skilled, well rounded individuals who will play a role in society with a high degree of citizenship and a consideration for moral responsibility. Most importantly we will develop students who can ask questions and evaluate how humans interact with the planet, and who hopefully will become successful advocates for the world in which they live.

2.

Our culture and knowledge rich curriculum focus on three main domains, Physical Geography, Human Geography and Field Study (Research Skills) across all Key Stages 3,4 and 5.

Physical Geography - the branch of geography concerned with natural features and phenomena of the earth's surface, as landforms, drainage features, climates, soils, and vegetation.

Human Geography - is the branch of geography that is associated and deals with humans and their relationships with communities, cultures, economies, and interactions with the environment by studying their relations with and across locations.

Field Study (Research) - brings together physical geographers and human geographers to investigate the interactions between major social and environmental processes, such as urbanisation, economic development, political conflict, climate change, environmental degradation, deforestation, biodiversity loss and disease.

Geography students are encouraged to develop an understanding of context, in their quest to develop socially, economically and environmentally sustainable solutions to contemporary and future geographical challenges and opportunities.

Key Stage	Physical Geography	Human Geography	Field Study (research)
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Key Stage 3	Map Skills World Mysteries Weather and Climate Tourism – World wonders Landforms and Landscapes Geography in the News	Map Skills Urban Challenges World Mysteries Tourism – World wonders Sustainable Solutions Contemporary Geographical issues	Ecosystems UK Weather (Local) Topic related research
Key Stage 4	Tectonic hazards, weather hazards, climate change, ecosystems, tropical rainforests, cold environments, rivers, UK physical Landscapes (Rivers/Coasts)	UK/ World Economic Challenges and solutions NEE/LIC Economic challenges and solutions Urbanisation, a case study of Lagos/ Rio, a case study of Liverpool, global development, a case study of India, a case study of the UK economy, resources in the UK, global water supply and management. Resource Management	Coastal Case Study – Hunstanton Urban Challenges- Disparities in Northampton Town
Key Stage 5	Water and Carbon Cycle Coastal Systems and Landscapes Natural Hazards Ecosystems under stress	Globalisation systems and global governance Changing Places Contemporary Urban Environments Resource Security	NEA (Non Exam Assessment) – Students choose topic of interest Research Skills

3. The end points of our curriculum

Our curriculum is geared to empowering students to not only understand their role at community and national level but also their role as Global citizens. As part of their WFA experience and beyond, we expect our students to have experienced as well as demonstrate the following:

- demonstrate an intellectual curiosity and lifelong interest in the study of Geography
- be able to collect, interpret, present as well as evaluate data.
- Have visited a local, national or international geographical site of significance.
- Achieved their minimum expected grade (MEG) or better at various end points, including GCSE and A Level.
- use their acquired knowledge and understanding to make links and explain specific characteristics between contrasting areas
- analyse the physical and human characteristics of places, drawing on my knowledge of a wide range of locations, contexts and scales
- recognise physical / human features and describe how physical / human processes can change the features of places
- begin to explain the ways in which physical and human processes lead to diversity and change in places
- evaluate the interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments
- collect, record and describe a range of appropriate data gathered through geographical fieldwork
- critically evaluate a wide range of geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Impact Assessment Students will be assessed at regular intervals throughout their course using sample assessment materials and past papers from the exam board. The department has two qualified and

experienced exam board assessors to mark and moderate grades, giving students a true insight into their areas of strength and areas for improvement in their mock examinations and practice assessments.

Key Stage	Physical Geography	Human Geography	Field Study (research)
Key Stage 3	Map Skills World Mysteries Weather and Climate Tourism – World wonders Landforms and Landscapes Geography in the News End of unit Assessments	Map Skills Urban Challenges World Mysteries Tourism – World wonders Sustainable Solutions Contemporary Geographical issues End of Unit Assessments	Ecosystems UK Weather (Local) Topic related research End of Unit Assessments
Key Stage 4	Paper 1 – Physical Geography (living with the physical environment) 3 Units: 1. The challenge of natural hazards 2. The living world 3. Physical landscapes in the UK 35%	Paper 2 – Human Geography (challenges in the human environment) 3 units: 1. Urban issues and challenges 2. The changing economic world 3. The challenge of resource management 35%	Paper 3 – Geographical Applications 2 units: 1. Issue evaluation (pre-release material released in March 2020) 2. Seen and unseen fieldwork and skills (2 field studies conducted in preparation for - currently suspended as part of C-19 related adjustments) 30%
Key Stage 5	Paper 1 – Physical Geography Topic 1: Tectonic Processes and Hazards Topic 2: Landscape Systems, Processes and Change – including optional sub-topics 2A: Glaciated Landscapes and Change Topic 5: The Water Cycle and Water Insecurity Topic 6: The Carbon Cycle and Energy Security 30%	Paper 2 – Human Geography Topic 3: Globalisation Topic 4: Shaping Places – including optional sub-topic: 4A Regenerating Places Topic 7: Superpowers Topic 8: Global Development and Connections 30%	Non-Examined Assessment (NEA) – Independent Investigation <ul style="list-style-type: none"> • The student defines a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification • The student’s investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data • The fieldwork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical human • The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing • Students will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location. (Residential element currently suspended as part of C-19 related adjustments) 20%