

SUBJECT INTENT STATEMENT

Geography



INTENT	CONTENT
<p><i>'Informed and active future citizens need to understand how their lives are connected to others and are both shaped by and impact on the environments they inhabit if they are to make responsible choices for the future'</i> Geographical Association.</p> <p>At Holy Name our aim is to inspire children's curiosity and interest in the world that we live in and its people through our Geography Curriculum. We aim to ignite a love of learning and a fascination of our world. We intend to equip children with knowledge and skills that enable them to gain a greater understanding and knowledge of the world and their place in it whilst also promoting their spiritual, moral, social and cultural development.</p> <p>Geography, by nature, is an investigative subject therefore through our teaching, we intend to provoke and provide answers to questions about the natural and human aspects of the world, promote the children's interest and understanding of diverse places, people, resources and natural and human environments and ensure children have a deep understanding of the Earth's key physical and human processes.</p> <p>The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Holy Name and also to their further education and beyond.</p>	<p>The National Curriculum is the basis for our geography curriculum. This ensures that our children:</p> <ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information communicate geographical information in a variety of ways

CULTURAL CAPITAL	PEDAGOGY	VOCABULARY
<p>This is developed through:</p> <ul style="list-style-type: none"> • Geography Trips to our local community such as Red House Park. • Field Work – Each year group will undertake one field work study which aims to motivate our children and show 'real world' learning. • Identity and community - We study real people in different societies. In looking at their own locality and others in the world, our children's sense of identity and community can be strengthened. • World news - We study real people in real places in the present. This provides opportunities for multi-cultural education through recognising similarities and differences. It also encourages students to reflect on their own personal reality. 	<p>There are a range of teaching and learning strategies used throughout the teaching of geography –</p> <ul style="list-style-type: none"> • Teachers will use question and answer to test knowledge from previous lesson • They will use 'why' questions to encourage pupils to reason and reflect on what they will be learning. • Children will be taught to solve problems and make sense of experience, encouraging them to make explicit their thinking. • Active teaching and learning will take place which involves organising exchanges of ideas and encourages children to take a more active role in relating current activity to past experience. • At the end of each lesson, knowledge and skills will be assessed in preparation for the next lesson through an ancillary question. 	<p>Pupils will develop an understanding and accurate use of geographical vocabulary which has been specified on a progression map.</p> <p>Topic specific glossaries are also used for each area of learning to ensure a deeper understanding of the meanings of words.</p> <p>They will use this vocabulary to describe the people and places in our local area, our wider community and cities as well as the wider world.</p>

RETENTION	ASSESSMENT	LEARNING ENVIRONMENT	SMSVC
<p>Knowledge and skills are revisited and built upon throughout our phases to support children in remembering and learning more.</p> <p>Children are actively involved in lessons so that misconceptions can be clarified and learning can be built upon.</p>	<p>Assessment takes place throughout every lesson. There is always a recap session where pupils can recall previously taught information.</p> <p>It takes place throughout the lesson through questioning, responses and activities set.</p> <p>At the end of each unit, pupils are assessed on the knowledge retained which is passed onto the next class teacher. An overall assessment is made at the end of the year.</p>	<p>In order to support children's understanding of science, every time a new module is taught the teacher will update the working wall.</p> <p>The working wall will show:</p> <ul style="list-style-type: none"> • Key geographical vocabulary • Evidence of children's questions • Examples of pupil's work • Maps and photographs relevant to the topic 	<p>We inspire awe and wonder at the natural world which also includes the effect that the environment continues to have on settlement and peoples' daily lives.</p> <p>We provide opportunities for students to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries. Issues of justice, fairness and democracy are central.</p>