








## Subject statement for Geography

<b>Subject:</b>	<b>Geography</b>
<b>Aims:</b>	<p>At Duncombe Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Duncombe Primary enables children to develop knowledge and skills that are transferable to other curriculum areas and which are used to promote their spiritual, moral, social and cultural development. To enable children to gain knowledge and understanding of places in the world.</p> <p>To increase children's knowledge of other cultures and in doing so, teach respect and understanding of what it means to be a positive citizen in a multicultural society. To give children an understanding of geographical issues locally, nationally and We seek to inspire a curiosity and fascination in children about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.</p>
<b>Progression ensuring skills and knowledge:</b>	As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
<b>Cultural Capital &amp; Learning Experiences:</b>	Units take full advantage of the wide range of trips and experiences offered in London. Museum visits and workshops are planned to enhance children's understanding of the areas of history and geography being covered.
<b>Environmental Issues links:</b>	Each year group has a topic that will allow them to focus on an environmental issue. As pupils progress through the school, they will develop a solid understanding of how humans can damage and improve the environment and how the decisions people make about how to treat the environment can affect the lives of others. Importantly, children will identify ways they can make improvements and act to make positive changes to our world.

<p><b>School values:</b></p> 	 <p>Ambition</p>	Children develop ambition in geography when they demonstrate their acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. They can name and locate the world's seven continents and five oceans and can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
	 <p>Self-Esteem</p>	Children can develop their self-esteem in geography by developing links between their locational and place knowledge and how it links to their own experiences. They can develop self-esteem in geography when the class teacher uses the KWL strategy (What I know, What I would like to Know and What I have Learned). This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests and prior understanding.
	 <p>Perseverance</p>	Children can develop their perseverance in geography by ensuring that they challenge themselves to build on the knowledge gained year on year. For example, in Year 1, they can name and identify the seven continents, in Year 2 can they also name the 5 oceans. They can show perseverance at the end of KS2 by being able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

	 <p>Independence</p>	Children can show independence when they use an atlas to identify where mountain ranges are. Use an atlas and a time zone map to identify the time in certain cities in relation to the UK. Understand their own geographical context and which biome/ecosystem/climate zone they live in.
	 <p>Respect</p>	Children learn the importance of showing respect for the natural world. They learn the negative impact that we have on our environment when we don't respect it and how this in turn impacts people living in other countries.
	 <p>Enthusiasm</p>	Children show enthusiasm in geography when they make links between their geographical understanding and the school community's cultural diversity.

<b>Word power and communication:</b>	Children will have opportunities to learn subject specific vocabulary, which is identified in lesson plans. This includes key geographical vocabulary, such as: longitude, latitude, hemisphere
<b>Making a positive contribution:</b>	Through topics which focus on environmental issues, pupils are taught to be active citizens and take part in significant events such as a climate change rally.
<b>Resources used:</b>	Islington Education Library service resources including artefacts and books. Maps and atlases.