



Geography Statement

We are a Right Respecting School and this statement supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

Article 29: (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Intent

At Lawdale Junior School we aim to ensure that our geography curriculum inspires children to be curious and interested in the world we live in.

Our curriculum is designed to equip children with the knowledge and skills they need to develop their understanding of the world through studying locational knowledge, place knowledge, human and physical geography and to be able to develop their fieldwork skills in order to support this understanding.

Through every geography topic, we plan to introduce the specific technical vocabulary that is needed to ensure that children are able to meaningfully engage with their learning and explain their thinking.

We aim to develop children's understanding of local, national and global history and to be able to recognise their own culture and history within that, because we recognise the value this approach has to both the development of knowledge and cultural capital.

Implementation

At Lawdale Junior School, we follow the national curriculum, using the Geographical Association resources to support our planning, in order to ensure that our lessons are accurate and of high quality. We plan a curriculum that allows the children to both develop and embed knowledge and practice and consolidate their geographical skills. Lessons are planned to build skills and knowledge both between and across units, using a range of teaching strategies, good quality texts. Locational knowledge, fieldwork and map work are woven throughout our geography units. We use educational visits and local fieldwork to enhance the pupil's learning experiences and to help them to see the relevance of our geography curriculum.

Our Geography curriculum is designed to develop a progression of skills both within and across year groups. Where there is a clear link to our history curriculum, this is explicitly taught.

At the start of each unit, children will revisit previous learning and share what they already know about the current topic. In order to support children to embed their learning, there are regular opportunities to review the learning from previous lessons and units. In geography lessons teacher make sure that learning intentions are based on geographic knowledge and skills and that the children are aware of what successful learning looks like.

Teachers assess learning as the lesson progresses, using a range of strategies, which allows them to deal with misconceptions as they arise. Children are assessed at the end of each unit, this assessment is used to support planning for future learning.

Impact

The impact of our geography curriculum at Lawdale Junior School means that the children have excellent knowledge and understanding of where places are and what they are like, and how places are interconnected and interdependent. They have a good geographical vocabulary and know when to use key terms and be able to discuss and enquire about current geographical issues. The children are able to confidently plan and use fieldwork opportunities to explore their locality.

Children will make good or better progress during their time with us, and will go on to be confident and engaged geographers at secondary school and beyond.