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| ***“Geography is the subject, which holds the key to our future.”- Michael Palin*** |

**GEOGRAPHY CONSTRUCT**

**Aims and Objectives**

The Geography curriculum at Dowson has been designed with multifaceted aims and objectives. The knowledge and skills identified in the National Curriculum form the foundation of our curriculum content but we have developed this further to ensure that what children are taught, and the experiences that they are afforded, reflect our school vision and values.

We aim to:

* develop children’s locational knowledge of the world and how places are diverse but interconnected through teaching about a range of localities
* ensure children ‘know more and remember more’ through gaining carefully selected knowledge in a coherent, sequenced and progressive way
* teach children necessary skills that a geographer requires so that they can be successful at each stage of their journey through education and beyond
* inspire pupils to have a curiosity and fascination about the world and the people that live in it so that they might aspire to experience this for themselves in adulthood
* develop children’s knowledge of their place and part in the world as global citizens who are informed and tolerant about diverse cultures
* help children to be consciously aware of their impact on the world and the people and environments within it so that they can make a positive difference

**What Geography looks like at Dowson**

**Learning Connections**

Connecting learning is an important feature of pedagogy at Dowson. Therefore, each unit has been planned with opportunities to consolidate prior, relevant learning of knowledge and skills. Unit plans explicitly identify previous learning, future learning and other curriculum links to ensure conscious connections. Each Geography lesson starts with a ‘Connection Phase’ that reviews learning from the previous lesson, unit or year as appropriate.

**Skills**

At Dowson, we want our pupils to be able to apply their skills as a geographer in order to study any place or people on the Earth. Therefore, working and communicating geographically has been identified as one of our ‘Big Ideas’ and it threads through every Geography unit taught. Identified skills are planned progressively from Reception through to Year 6 and have been devised in consultation with Key Stage 3 Geography leaders at our local high school. Within a unit, there are opportunities for key skills to be explicitly taught and consolidated as well as opportunities to apply these skills throughout the sequence of lessons. In addition, to ensure progression of skills, we have identified world maps that increase in complexity and reflect the increase in expectations.

**Knowledge**

The knowledge that pupils will acquire is based around our ‘Big Ideas’ of locational knowledge and an understanding of physical and human features and processes. Within these categories, key threads, such as economic activity or settlement types, have been identified so that whatever unit the children are studying, they identify common knowledge that they can compare and contrast, thus increasing their cultural capital.

**Fieldwork**

Opportunities for relevant fieldwork activities and skill development have been identified in each year group. Pupils will use their local environment as the foundation for their geographical understanding.

**Assessment**

Each Geography unit will conclude with an assessment piece that teachers can use to identify and assess the knowledge acquired by pupils during the unit. Assessment of skills will take place during the teaching of the unit. Connection phases and formative assessments will be ongoing and inform short term planning.