



Geography



Purpose:

To inspire in pupils a curiosity and fascination about the world and its' people that will remain with them for the rest of their lives and to equip them 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.

Core Learning*:

- ⤴ To investigate places;
- ⤴ To investigate patterns
- ⤴ To communicate geographically

Characteristics of a Geographer*:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

Using and Applying English and Maths within Geography:

English:

- ⤴ Demonstration of skills taught within focussed English session;
- ⤴ Debates, discussions, poetry, reports, brochures, fact files, instructions, descriptions

Maths:

- ⤴ Demonstration of skills taught within focussed Maths sessions;
- ⤴ co-ordinates, scale, direction, compass points, calculations with, eg population/area of a country

Inclusion:

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers must also take into account the needs of pupils whose first language is not English.