Geography at Robin Hood Junior School

Our Vision

We want our children to be:

literate and numerate – achieving outcomes which build on our starting points and reflect our high expectations

hardworking – reflective and resilient; able to persevere, punctual and aware of our part in the community

communicators –through all areas of the curriculum and in all our interactions with others

brave – taking risks in our learning, extending ourselves and those around us through controlled exposure to risk

compassionate – aware of differing experiences and opportunities; proactive, tolerant and

School Development Plan

- build independence and a growth mindset (risk-taking; metacognition)
- Opportunities for challenge and choice (mastery; learning conversations; feedback and intervention; action research)
- Widen horizon for the whole community (better knowledge of prior learning; parental engagement opportunities)

SMSC in Geography

Spiritual: Higher order questions/investigations promote the spiritual growth of the children; all year groups promote a sense of wonder in the World around us and its beauty and the powerful forces which shape and change it.

Moral: Learning about the World's limited resources and the inequality of how they are shared out provides deep moral questions for them to consider. Issues around pollution and climate change promote responsibility and knowledge that their actions will affect everyone in the World.

Social: Learning about the world and its population and diversity promotes the understanding that everyone on the planet is connected and one part of a bigger society. Geography promotes the understanding that 'no man is an island' and what each of us does affects others.

Cultural: Learning about the different regions of the world and the lives and cultures of people who live there, helps give children an understanding of how different people's lives can be and how the landscape and climate can shape people's experiences.

Our Teaching Principles

We aim, through creative, focused, inclusive lessons to create a sense of excitement and curiosity about geography and instil 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We aim to ensure all pupils:

- develop contextual knowledge of the location of globally significant places
- understand the processes that give rise to key physical and human geographical features of the world, their interdependence and how they change over time
- are competent in the geographical skills needed to:

  * 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, including maps, diagrams, globes, aerial photo graphs and Geographical Information Systems (GIS)

  *communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Assessment

Performance: Interwoven into the teaching sequence are key assessment questions, identified on lesson plans. These allow teachers to assess children's levels of understanding at various points in the lesson.

Skills and knowledge: All lessons begin with an assessment of knowledge and skills taught in the previous lesson and end with a review of the day's learning. Children's booklets contain a knowledge organizer which they review regularly. At the end of each unit children will complete a blank version of their knowledge organizer to see what they have retained.

Long-term learning: Throughout units we will include opportunities for the children to apply both the knowledge and skills from prior learning. The curriculum is built on and will regularly re-