

CURRICULUM INTENT: GEOGRAPHY

<p>Intent:</p> <p>WHY TEACH GEOGRAPHY?</p>	<ul style="list-style-type: none"> • Geography enables children at Moorgate to develop a strong concept of their own identity in a subject where pre-conceptions of themselves and others are challenged and debated. This is reflected in our Curriculum Intent Statement. • Geography helps to promote and provide answers to questions about the natural and human aspects of the world. • Moorgate Academy is lucky to have a rich local geography and this is used to give children a deep understanding of their own locality, its interconnection with other places and change over time. • Children at Moorgate are inspired with a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. • Our geography curriculum promotes the children’s interest in and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. • Skills and knowledge are progressive and transferrable throughout each child’s time at Moorgate Academy and beyond. • Our children are enabled, through our geography curriculum, to understand and begin to address global environmental issues facing the world today.
<p>Implementation:</p> <p>THE MOORGATE APPROACH</p>	<ul style="list-style-type: none"> • Geography is taught within topics throughout the year so that children achieve depth in their learning and there is progression across the school. • Topics are chosen from Cornerstones units and planning is informed by and aligned with the National Curriculum. • When planning medium term, teachers ensure that they include lessons that address the needs of our community, based on Moorgate Academy’s Curriculum Intent. • Exciting “Jumping Off” points are planned for which provide context and stimulate learning. • Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion. • In line with Moorgate Academy’s Marking Policy, outcomes of work are regularly monitored to ensure a sound understanding of the key knowledge and skills identified. • Pupils regularly reflect on their own learning in Geography lessons during planned plenary sessions within and at the end of each lesson. • Cross-curricular outcomes in Geography are specifically planned for, with strong links between Geography lessons and Literacy and Numeracy lessons enabling further contextual learning. • Enhancement opportunities through visits and visitors provide stimulating and engaging historical experiences. • The EYFS follows the ‘Development matters in the EYFS’ guidelines.

<p>Impact</p> <p>HOW IS IT MEASURED?</p>	<ul style="list-style-type: none"> • It is paramount that the geography curriculum addresses the potential barriers to learning identified in Moorgate Academy's Curriculum Intent statement. • All children, regardless of their starting point access an age-related curriculum and are supported appropriately, in line with Moorgate's commitment to inclusion. • Outcomes in topic books, through displays and presentations evidence our broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge and skills. • Our children gain confidence to collect, interpret and communicate geographical information in a variety of ways through fieldwork, maps, diagrams, globes, aerial photographs and Geographical Information Systems. • By the end of each key stage, children are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study.
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