

Geography Cultural Capital

Cultural capital is the accumulation of knowledge, behaviour and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a student will draw upon to be successful in society, at secondary school and further education and eventually their career and the world of work.



Geography is a topic that lends itself well to developing cultural capital. We are excited about delivering knowledge and making educated citizens who learn from the events, people, ideas we study. Through trips, visits and discussions of current affairs, children become engaged with the world around them, at a local, national and international level.

A lot of thought has gone into our Geography Curriculum to support the needs of our pupils. Within our Geography curriculum, there are high-quality geographical trips, fieldwork opportunities, practical tasks and experts/visitors included which enable pupils to gain a wider context to their unit of study. Children are then able to apply their knowledge to a more 'concrete' experience and bring their learning to life. Where possible, we use our local environment to enhance learning and bring learning to life. The school has an on-site Forest School and is within a short distance of a SSSI (Scientific Site of Special Interest) so we are fortunate to have a fabulous environment with which to explore.

Carefully sequenced geographical vocabulary ensures that our children move up through our school with a vocabulary basis that can be applied to a new topic and support their geographical understanding.

READING MILES Every half term, children at Clee Hill Community Academy visit a different country as part of our 'Reading Miles' learning all about the geography of that country. Children look at the environment including physical and human geography and make comparisons with the UK on the culture, languages and population. Maps and atlases are used alongside digital maps/ Google Earth to develop an understanding of where continents, countries, oceans etc



Local study week Fieldwork is integral to a good geography curriculum to enable children to base learning in first hand experiences. At Clee Hill Community Academy, we believe our children should have a good understanding of the village they live in and how this might compare to other areas across the UK and the World. We use our surrounding environment to develop our planning with regular forest school lessons and local field visits. In order to focus on the local area, it is the aim of our school for children to regularly conduct fieldwork. This might include working within the school grounds or local community.



The use of Technology: We use expert knowledge to learn more about our world by speaking to the experts. Life streaming with NFU and the Antarctic Web Cams gave us expert knowledge and interactive discussions across the world at the touch of a mouse.



Gardening Club - We like our school environment to be well cared for and our gardening club do a great job of keeping it that way. As well as weeding and growing vegetables, they have also planted trees around the school site to provide shade for pupils in the future and habitats for animals.



Cross curricular learning: As part of our Geography curriculum we look at studying people and places. As a result we take opportunities to consider music around the world, dance, language, sport and art. When visiting urban areas for Exploring Spirituality we consider where religions originate from, immigration and other related issues. Geography provides a platform to build schemas of learning for pupils.



SMSC & BRITISH VALUES

SMSC	
Spiritual	Through teaching geography, we can also develop children's spiritual development. Essentially, Geography is about studying people; where they live and our relationship with the environment. This involves providing children with the opportunities to reflect on their own values and beliefs and those of others. Children may explore what it would be like to live in a squatter settlement, or as a victim of an earthquake or other natural disaster, to living on tropical islands. Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about.
Moral	Most geographical issues provide opportunities for distinguishing a moral dimension; for example, should deforestation be allowed in a rainforest? Should open cast mining be allowed in an area of outstanding natural beauty? Such issues are explored through fun decision-making activities, where children understand the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.
Social	Fieldwork and classroom opportunities that the geography curriculum provides, enhances social development as pupils develop a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful. Geography also teaches an understanding of citizenship, where debates and discussions teach pupils about the planning process in a town or city; they learn about national and international trade links how this has an impact on people and places; and understand of the concept of sustainable development.
Cultural	An essential component of Geography is place knowledge. By understanding the features and characteristics their local area, children understand why it is like that, and can contrast where they live with more distant localities, in this country and abroad. This understanding ensures children are aware of the cultural traditions associated with the place they are studying, as well as our own multicultural society, for example looking at mosques in Qatar as part of reading miles.

Democracy	Our geography units encourage pupils to think about their place in the world, how they can become the best possible citizens of tomorrow and create change for the better. Physical geography encourages children to think what impact their actions on the environment and human geography promote moral discussions about economy, poverty and human impact on the world. Pupils look at different perspectives and respect the views of others. They think about local, national and global issues.
Laws and Rules	Our pupils think about moral law and the consequences of their actions on future generations. We discuss why rules and laws are put into place and what impact they may have. We explore environmental rules and environmental activists and the role they have played in changing the world ie G8 summit, Needs and Wants grids, Greta Thunberg
Individual Liberty	Pupils think about how their actions can impact their own community. Moving beyond the classroom, several of our geography units require pupils to think about how they can live responsibly. Through debate and discussion pupils learn how to voice their opinion in a safe and supportive environment.
Mutual respect and tolerance of those with different faiths and beliefs	Pupils compare similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them. Pupils are able to use different sources and can reflect upon why accounts may differ (eye-witness, newspaper reports etc) and are able to see the value in each account and are encouraged to explore the views of opposing sides. Pupils are encouraged to explore the different views through narrative, debate and discussion. They begin to think about why people make life choices and feel empathy for others.