



Developing Cultural Capital through Geography

“It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

It follows that, as teachers, we need to ensure that along with teaching the content of the curriculum, we are enabling children to function as well-informed individuals well after they leave school. It is a huge job, but without the guidance of their teachers, some young people have very little cultural and social input from elsewhere. They could, therefore, miss opportunities that other young people are able to access, which could lead them to make decisions that are less informed than they could be.

Now more than ever, the job of the classroom teacher is of such high importance with regard to filling the gaps that students have. To this end at Newlands Junior School we have planned a curriculum to provide our pupils with an ambitious range of knowledge and opportunities which will open doors and give them confidence in wider society.

Opportunities to develop cultural capital through geography teaching involve:

- Offering a broad and varied curriculum so that children have the opportunity to develop their geography skills. We have written our topic curriculum to encourage the development of geographical skills and deepen understanding, as well as exposing them to geographical regions around the world that they would not otherwise have the opportunity to experience. This will widen children's knowledge of the world outside their immediate experience.
- Providing opportunities for children to develop the core values of citizenship (tolerance, responsibility, perseverance, fairness etc.) through engaging in a variety of cooperative activities. The more experience children have of working collaboratively within a group and learning about significant people and events, the more embedded core values will become, making them confident, respectful members of the future with every opportunity to contribute to society and flourish.
- Extending their knowledge of famous people from geography throughout the world, who have made significant contributions in their particular field. During each topic, in every year, the children will gain an appreciation of the achievements of inspirational people of geography, thus increasing their cultural knowledge and extending their exposure to role models who may have portrayed positive moral attributes, sometimes known as 'virtues', and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice.
- Extending their vocabulary by immersing the children in terms and geographical language linked to each and every topic taught. This acquisition of vocabulary helps to broaden a child's knowledge of the world, making them more confident and worldly wise in their future life.
- Taking the children to different places of geographical interest. Nottinghamshire is rich with geographical places of interest for many of our curriculum topics. These range from Vicars Water in Clipstone, Creswell Craggs at Welbeck to The Peak District, in neighbouring Derbyshire. Providing the opportunity for children to visit different settings and find out how our landscapes were formed and inhabited, is broadening a child's experiences and enable the acquisition of social confidence.
- Inviting visitors into school to speak to the children about their own personal experiences makes geography come alive. We invite visitors such as ex miners in to talk with our Year 3 children and enrich their knowledge of local geography and a rock climber to enrich understanding about the difficulties but also the sense of achievement and personal pride when reaching the summit of a mountain, to our Year 5 children. Giving the children this opportunity to interact with a variety of adults, who are specialists in their field, broadens their knowledge of others and prepares them to be responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.