



Newnham St Peter's C of E Primary School Geography Curriculum



School Vision

Cherish Everyone ~ Flourish Together ~ Serve Others

Newnham St Peter's School Intent Statement

We aim to work in partnership with parents, governors, the Church, and the community to provide a broad and balanced curriculum that enables all our children to develop into well rounded individuals and life-long learners. As a church school our curriculum is built upon a strong Christian foundation, with our core values of hope, perseverance, respect, friendship, forgiveness, and thankfulness at the heart of all we do.

Curiosity underpins lifelong learning, from pre-school up our curriculum is based upon asking questions and exploring. Reading is the gateway to sustainable learning. We have a structured approach to reading to ensure children develop skills that are applied across the curriculum. Vocabulary is a key focus, and our curriculum is designed to ensure children develop both rich creative and subject specific vocabulary.

To ensure knowledge is retained and learning 'sticks', our curriculum is carefully mapped out across all phases, providing continuity, supporting transition and revisiting / building on key concepts.

Our curriculum takes inspiration from our Forest of Dean setting next to the River Severn whilst also ensuring that pupils are outward looking with planned opportunities to gain experience of the wider world.

We aim for children to leave our school not only achieving their full academic potential, but with the skills to keep themselves physically, mentally and spiritually fit. The confidence to push themselves outside of their comfort zone and the moral compass and drive to be active global citizens.

Intent – What we want for the children

At Newnham St Peter's C of E Primary School, we recognise that Geography is essentially about understanding the world we live in. We want our children to be fascinated about the world and the people in it and we aim to inspire our pupils with a curiosity that should last for the rest of their lives. Our children should know about the diversity of places, people, and natural and human environments. Our locality and community play an important part in our Geography curriculum. Throughout the school, children are given opportunities to explore and observe geographical concepts that are right on our doorstep- taking great advantage of being located next to The River Severn. These opportunities provide the children with a growing vocabulary to discuss and convey their own thoughts and feelings about geographical issues and concepts. It is our aim that the geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas.

Our curriculum in Geography ensures that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be. The curriculum is well-structured with clear progression of knowledge, vocabulary and skills across all year groups. We ensure that units are sequential and thoughtfully planned in relation to the whole school curriculum and the accessibility to outdoor resources, allowing children to make links across their learning and enhance the teaching of Geography. Furthermore, children have the opportunity to revisit prior knowledge and use this to build upon their understanding in a unit through a spiral curriculum. All units are supported by Knowledge Organisers that ensure children's knowledge is underpinned by specific geographical vocabulary.

See also: Geography Long Term Plan

Geography Progression Map

Implementation – How it will be delivered

In EYFS (pre-school and reception), children practise skills and develop their geographical knowledge across the 7 areas of learning, primarily through 'Understanding the World'. Teaching and learning will cover focus objectives in both adult-led activities and continuous provision, however children will also learn about geographical concepts through in-the-moment planning based on children's interests and through quality conversations. They learn about their immediate environment, our country and other countries through stories, non-fiction texts and (when appropriate) maps.

For Years 1 – 6, units are delivered once a week for one of the half terms in every big term.

Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills and assess children regularly to identify those children with gaps in learning, so that all children keep up. Children learn from our curiosity questions in geography, helping them to make links to prior learning and build new knowledge as they progress through each year.

In addition to the teaching of geographical knowledge in lessons, we also have planned in fieldwork opportunities and class trips to enhance the children's understanding and experiences further. We see this as a valuable part of enriching the children's curiosity for the subject.

Impact - What we want the outcomes to be

Our children will:

- Explore and observe geographical concepts that are within our locality and transfer these skills to other places further afield.
- Be passionate about the planet and looking after it and consider ways to protect the environment.
- Be able to question ideas and reflect on knowledge.
- Work collaboratively to explore maps, information and key geographical .
- Be able to articulate their understanding of geographical concepts and be able to reason, using rich language linked to key vocabulary identified on their knowledge organisers.
- Demonstrate a range of transferable skills through their work, such as organising, recording and interpreting information.
- Achieve age related expectations in geography at the end of their cohort year.
- Be ready for their next phase of education in geography learning at secondary school by the time they leave Newnham St Peter's C of E Primary School.

Impact is measured through formative assessment of children's understanding through conversations, questioning, observations and learning tasks, and through summative end of unit assessments.