



Newtown C of E Primary School

Geography Rationale

Our Geography Curriculum Intent

Our aim at Newtown C of E Primary School is to inspire children's curiosity, interest and appreciation for the world that we live in. We intend to equip children with the geographical knowledge to develop their skills through studies of places, people, natural and human environments.

- Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world.
- As geographers, pupils are exposed to a rich and balanced curriculum that provides them with essential component knowledge and new vocabulary. As pupils progress through the school, they will develop an insight into the links between physical and human processes and how landscapes and environments have changed and continue to change over time.
- At Newtown C of E Primary, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop their substantive and disciplinary skills that are transferable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest 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.

Our Geography Curriculum Implementation

At Newtown C of E Primary School, we begin each geography lesson with a retrieval question, designed to promote recall.

Children are given access to a range of resources to develop learning through atlases, digital technology, books, photographs and a range of maps.

- Through our geography curriculum, children have opportunities to investigate and interpret a range of geographical locations in Britain and across the wider world. We encourage children to become geographers through collecting, analysing and communicating through discussing our findings. Geography provides excellent opportunities to support all learning abilities through investigations, outdoor learning and analysing data.
- Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and to achieve their very best.
- We teach the National Curriculum, supported by a clear substantive and disciplinary skills progression. This ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. This ensure that teaching is informed by the



children's starting points and takes account of pupil voice. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

Our Geography Curriculum Impact

Our geography curriculum offers high quality and well planned lessons, which are progressive in nature. Geographical questioning helps pupils to gain a coherent knowledge and understanding of the world and its people. Schemes of work explicitly set out the essential knowledge and disciplinary skills of geography to be taught. Through our curriculum, pupils learn to think critically and ask perceptive questions. In order to ensure our aims and intent have been met, we scrutinise what children have learnt through:

- Assessing children's knowledge of key component learning as set out within schemes of work.
- Assessing children's understanding of topic linked vocabulary.
- Interviewing the pupils about their learning (pupil voice conversations).
- Moderation and scrutiny of pupil's books and professional dialogue between teachers to assess the quality of children's learning.
- Sharing good practice in staff meetings.
- Marking of written work in books against the school's marking policy.
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.