

New Town Primary School
Nurturing Brilliance, Inspiring Ambition
Our Geography Cornerstones

SCHOOL CONTEXT	SCHOOL VALUES		Love and kindness		Tolerance and inclusivity		Honesty and trust		Determination and resilience			
	CURRICULUM RATIONALE	To inspire a curiosity and fascination about the world and its people.		To equip pupils with knowledge about diverse places, people, resources and natural and human environments		To increasingly deepen pupil knowledge about the interaction between physical and human geography and processes.		To collect, analyse and communicate geographical data through effective use of fieldwork and vocabulary-rich experiences.		To increase familiarity and use of a range of sources of geographical information including maps, diagrams, globes, photography and artistic impressions, and Geographical Information Systems.		
INTENT	CURRICULUM VISION	to prepare for the future		to develop enquiring minds		to nurture a love of learning		For children to see themselves as part of the world		to grow independent learners	to provide context for learning	
IMPLEMENTATION	TEACHING FOUNDATIONS	Enquiry Questions	Effective use of fieldwork opportunities	Careful sequencing, building on prior knowledge	Knowing more, remembering more	Low stakes testing / spaced retrieval questioning	Effective use of a range of resources	Challenging questioning	High quality live feedback			
	ORGANISATION OF CURRICULUM	Spaced retrieval questioning		Fieldwork opportunities		High-quality resources		Vocabulary		Basic skills		Independent learning
		Reviewing prior knowledge and making links across topics to support recall of facts.		Learning through fieldwork where possible and appropriate, offering high quality engaging practical learning opportunities.		Teachers select high-quality resources to facilitate their teaching and provide appropriate scaffolding and extension for all learners.		Promotion and use of accurate, rich (tier 2 and tier 3) vocabulary is planned, explicitly taught and reviewed. Opportunities for practice are provided.		English and computing skills are revisited during lessons so children can embed and apply knowledge in a purposeful context.		Children complete a range of activities that focus on knowledge acquisition and enquiry. Children's learning builds up to a final outcome which allows them to showcase their understanding.
	ENRICHING THE SUBJECT	Investment in quality sources for information		Opportunities to develop staff confidence in fieldwork.		Cross-curricular links to bring geography 'to life'		Involvement in community facing environmental projects		Engagement in national and global geographical / environmental events.		
	ASSESSMENT	Low stakes testing			Key piece assessed writing or project			Continual formative assessment		Demonstration of fieldwork skills		
IMPACT	CHILDREN ARE ABLE TO	Confidently name, locate and identify characteristics of a variety of local, national and international locations.		Understand geographical similarities and differences through the study of human and physical geography		Practice and use a variety of geographical sources and skills		Use fieldwork to observe, measure, record and present human and physical geographical features using a range of methods.				
EVALUATION	REGULAR REVIEW	Regular communication Sharing of training, resources and skills between teachers		Opening up practice Teachers reflect on their skillset and seek support where needed and share skills and assets when possible		Improving and changing Curriculum is reviewed and changed in light of evolving teaching and learning practice		Innovation Learning is continually evolving alongside research and innovation in the subject area.		Cycle of monitoring Book looks, pupil voice and drop-ins used to monitor teaching and learning, with high-quality feedback given.		
	MONITORING	Work scrutiny		Data outcomes		Pupil voice		Observations		Curriculum evaluations		