

What the Curriculum looks like

at Sandiway Primary School

In our geography curriculum, we take our children on

a journey that is **engaging,** **exciting**and **empowering**for all

| **Curriculum Intent** | **Our vision for the curriculum is to deliver a curriculum that works alongside our whole school vision of:**  **Growing and Achieving Together**  *Together, we take our children on a journey that is****engaging, exciting****and****empowering****for all.*  Our planned curriculum is organised to promote a love of learning, growth and development.  **Engaging**  We prioritise engaging our students by connecting their learning to the world around them by providing interesting facts about both the man-made and natural world. We use real-world examples, current events, and local geography to demonstrate the relevance of geography in their daily lives. Field trips and interactive mapping activities bring the subject to life, fostering a sense of curiosity and wonder about the diverse landscapes and cultures of our planet and encouraging pupils to become well informed and responsible citizens of the future.  **Exciting**  Our curriculum is designed to make the world an exciting place to explore for our students. We introduce them to fascinating landscapes, ecosystems, and cultures from around the globe to ignite their innate curiosity. Through hands-on experiments, multimedia resources, and dynamic classroom discussions, we ignite their curiosity and encourage them to see geography as an adventure waiting to be discovered.  **Empowering**  We empower students by teaching them to analyse and solve real-world problems. We emphasise critical thinking, research skills, and global awareness, enabling our students to make informed decisions about environmental issues, cultural diversity, and global challenges. By doing so, we empower them to become responsible, informed, and engaged global citizens who can make a positive impact on the world.  **Our Philosophy:**  To inspire children’s thirst for knowledge, skills development and curiosity about the world around us by:   * Using the National Curriculum as a basis for our Curriculum design. [The national curriculum in England - Framework document (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf) * Following bespoke curriculum designs in each subject with schema being followed or elements taken from schemes in some subjects. * Discrete teaching of skills and knowledge to ensure subject disciplines are strong. * Explicitly teaching skills and giving children opportunity to practise and apply. * Providing an ambitious, progressive curriculum in both knowledge and skills. * Ensuring an enquiry approaches promotes resilience, creativity, innovation and independence. * Reading is prioritised across the curriculum. * Developing children’s vocabulary in meaningful and progressive steps. * Studying a diverse range of professionals who are significant in their field, including those with a British Heritage, those from different cultures, time periods and different traditions. Ensuring children have the cultural capital they need to flourish as independent successful individuals. * Ensuring there are opportunities to return to previous learning so that it is embedded in the long-term memory allowing new learning to be built upon strong foundations. * Cross curricular links are made only where appropriate and tenable. * Providing high quality modelling and scaffolding that leads to independence by allowing for the exploration of ideas and production of high-quality work. * Termly enquiry-based questions are set in most subjects for the children to explore, giving them opportunity to experiment, practise and reflect on their learning. * Encouraging children to be tolerant and responsible citizens through the understanding that everyone is unique and therefore commands respect. The curriculum works in unison with the Personal Development of our children. |
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| **Curriculum Implementation** | **This is how it works:**   * We use a bespoke curriculum designed in each subject with schema being followed or elements taken from schemes in some subjects. * Discrete teaching of skills and knowledge ensures subject disciplines are strong. * Children use prior experiences to then build on new skills. This is done through retrieval practise. * The acquisition of skills and knowledge is practised and applied (Either in books or where work is practical, it may be evidenced on the Seesaw app). * Opportunities are provided for both independent and collaborative work * Lessons have planned reading opportunities within them. * Vocabulary development is included within lessons. * Children are exposed to professionals and events that are significant in specific subjects to enable strong cultural capital. * Where possible, work alongside the local community to link with local shops, church, families, other schools, professionals, celebrations and events to further enrich the children's experiences of the different subjects. * Extra-curricular clubs are offered to further prompt a passion and curiosity for continued learning.   **This is what adults do:**   * Take account of the children’s starting points and build on what they already know. * Positive modelling within subject areas, encouraging an environment where everyone is successful. * Model and scaffold new learning * Explicitly model how to evaluate and analyse work. * Create a learning environment rich in resources that support learning. * Monitor progress. * Model appropriate use of vocabulary. * Engage in CPD to ensure subject knowledge is good. * Regular retrieval practise of previous learning and effective questioning to ensure learning is memorable.   **This is how we support and ensure access for all children:**   * The curriculum is equitable and appropriate for all groups of children ensuring full access and parity for all. * Small group/1:1 adult support given where required. * Classrooms demonstrate inclusive practice. * SEND plans (including reasonable adjustments, learning passports, SEND Profiles and EHCP) are followed. * Intervention is planned for to support those that are not on track. * A range of equipment and resources are available to ensure success for all pupils. * We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills.   **This is how we challenge:**   * Identify and account for prior knowledge * Adaptation (breadth) of outcomes is planned for * Provide less modelling and scaffolding * Through the level of questioning * Include more complex terminology * Encourage children to take a different viewpoint * Small group or 1:1 feedback to further challenge * Open-ended tasks * Encouraging self-evaluation and testing of ideas * Peer learning |
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| **Curriculum Impact** | **This is what you might typically see:**   * Happy and engaged learners * A variety of independent, paired and group work * Exploratory work, practise and high quality final pieces * Engagement and perseverance * Self-motivated children * Children talking positively about the curriculum, sharing and reflecting on their learning   **This is how we know how well our pupils are doing:**   * + Observations of work being produced, books.   + Verbal feedback from teacher to pupil   + Verbal feedback from pupil to teacher/TA   + Pupil voice conversations with Subject Leaders/ SLT   + Photo evidence on Seesaw   + Monitoring of children’s progress over time   + Assessments (low stakes quizzes, termly tests, statutory tests)   **This is the impact of the teaching:**   * Confident children who can talk about their learning in different subject areas. * Children who are enjoying their learning. * Children who want to know more. * Children who are equipped with a range of knowledge, skills and techniques to enable them to become lifelong learners |