



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

By the time our pupils leave Sandiway they are skilled geographers with a secure knowledge of the natural and man-made aspects of the world. They cultivate an innate curiosity by exploring landscapes, ecosystems, and diverse cultures from across the globe. Our progressive and enquiry-based curriculum engages, excites and empowers our pupils as geographers and global citizens.

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://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/446474/national-curriculum-in-england-framework-document-2014.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 approach that promotes resilience, creativity, innovation and independence.
- Reading is prioritised across the curriculum.
- Developing children's vocabulary in meaningful and progressive steps.
- Use resources from the royal geographical society.
- 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.

Curriculum Implementation

This is how it works:

- We use a scheme with bespoke elements to include relevant learning of their surrounding areas.
- 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.

This is what adults do:

- Take account of the children's starting points and build on what they already know.
- Inclusive teaching that embraces the cultural diversity of the world allowing pupils to appreciate and respect different perspectives and ways of life.
- Use fieldwork to bring geography to life for our pupils.
- 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 and questioning
- Encouraging self-evaluation and testing of ideas
- Peer learning

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:

- Children are prepared to make a positive contribution to society, instilling in them the values of empathy, tolerance, and respect towards different cultures and environments.
- Confident children who can talk about their learning in different subject areas.
- Children who have developed a respect for diverse perspectives and a sense of responsibility towards the environment and global communities.
- Children who have developed a strong geographical literacy that equips them to analyse, interpret, and evaluate complex information, developing a nuanced understanding of the world.
- 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