



## **Geography at Newbold School**

### **CURRICULUM (Intent)**

At Newbold School, our Geography curriculum is designed to inspire a lifelong curiosity and fascination with the world and the people who inhabit it. We aim to empower pupils to explore, understand, and value both their local environment and the wider world, recognising their responsibility as stewards of the Earth.

Geography provides a rich and purposeful platform for pupils to develop secure knowledge of places, people, and the physical and human processes that shape our planet. Through carefully planned learning experiences, pupils are encouraged to develop a sense of wonder, responsibility, and respect for the natural world, while thinking critically about the challenges facing our planet and their role in shaping a sustainable future.

Geography is delivered through a dual approach: it is taught explicitly in clearly sequenced, blocked units, while also being meaningfully integrated across the wider curriculum throughout the year. This ensures pupils have dedicated time to build deep geographical knowledge and skills, while also regularly applying and revisiting these through cross-curricular themes and learning experiences. By studying Geography, pupils develop strong locational knowledge, explore the interconnections between people and places, and gain an understanding of key physical and human geographical features at local, national, and global scales.

### **TEACHING (Implementation)**

In Years 1 to 6, Geography is taught through blocked units, allowing pupils to focus on key concepts and skills in depth. Units are sequenced to ensure progression, beginning with pupils' immediate environment—such as the school and local area—before expanding to regions of the UK and the wider world.

Alongside discrete units, geographical knowledge, skills, and vocabulary are integrated across the curriculum, with meaningful links to English, Maths, Science, History, and other foundation subjects. This approach reinforces learning, supports retention, and enables pupils to make connections across subjects.

Fieldwork and practical activities are central to learning. Pupils engage in local area studies, surveys, observations, investigations, and field sketches, developing essential enquiry skills. They use a range of geographical tools, including maps, atlases, globes, and compasses, and benefit from educational visits, visitors, and real-world case studies.

All pupils have regular access to Forest School, where they engage with the natural environment first-hand. These experiences enhance understanding of the local area, strengthen fieldwork skills, and support links between Geography, sustainability, and outdoor learning.

The curriculum is carefully designed to revisit and build on prior knowledge. Units make purposeful links to earlier learning, enabling pupils to deepen their understanding over time. This cumulative approach supports long-term retention, ensures meaningful connections between concepts, and develops subject-specific vocabulary, allowing pupils to articulate their understanding with increasing confidence and precision. Formative assessment, teacher feedback, and regular reflection on prior learning ensure misconceptions are addressed and progress is monitored effectively.

### **ACHIEVEMENT (Impact)**

Pupils at Newbold make strong, sustained progress in Geography, gradually building a deep and coherent understanding of locational knowledge, human and physical geography, and essential geographical skills. Their progress is evident in the quality and depth of their work, their confident use of subject-specific vocabulary, and their ability to explain and apply learning across contexts. Pupils' curiosity and enthusiasm for Geography remain high, reflecting the engaging, enquiry-based nature of the curriculum.

Fieldwork and practical investigations bring Geography to life, fostering a sense of wonder and responsibility for the Earth. Pupils develop an awareness of their role in shaping a sustainable future and an appreciation for diverse cultures, landscapes, and communities. They leave Newbold School as informed, active global citizens, prepared to engage positively with the world.

As pupils transition to Key Stage 3, they carry forward the skills, knowledge, and passion for Geography cultivated at Newbold, equipped to confidently navigate further study and pursue careers or interests that involve analysing, protecting, and understanding the world around them.