

# Parson Street

## Geography Curriculum Overview 23–24

### Intent

#### Parson Street Curriculum Intent

- Regardless of background, prior attainment or SEND, all children thrive.
- Children understand and embody the components of successful learning and use these to further their own success.
- Children with SEND are rapidly identified and given the support needed to make steps of progress.
- All children have access to high quality teaching of a broad, rich and challenging curriculum.
- Attainment gaps are closed between our most vulnerable children and other children within the school.
- Children are given the cultural capital needed to thrive.
- Vocabulary is prioritised at all times so that our children can purposefully and successfully communicate.
- Children are given the tools needed to succeed beyond school as life-long learners.
- Curriculum is meaningful, purposeful and relevant.

#### Wider-Curriculum Intent

- We teach a geography curriculum which instils a curiosity and fascination about the world and its people.
- We equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.
- In line with our enquiry-led pedagogy, our geography enquiries aim to start local and then look out to the wider world. This gives learners a confidence in talking about their locality, and in turn, gives them the tools to compare their locality with other locations around the world.

### Implementation

#### Curriculum

- National Curriculum (on two year rolling cycle where relevant)
- Curious Cities Framework
- States of being
- Focus on locality of Bristol and Bedminster
- Core knowledge outlined in Knowledge Organisers
- Reflection on prior learning to ensure building
- Flashback Four to support embedding of knowledge
- Concept maps showing how concepts build across enquiries
- Journey maps depicting journey within each subject
- Progression of Tier 2 and 3 Vocabulary
- Threaded through with English to give greater value and time
- Develop children's writing skills as each state of being

#### Pedagogy

- Quality First Teaching
- Inset Days/Twilights
- Knowledge Organisers provided
- Joint planning with Phase Lead
- CPD
- Coaching
- Phase Meetings

#### Assessment

- AFL within lessons
- Books
- Monitoring
- End of Unit quizzes and pre-unit quizzes

#### Culture

- Books
- Displays
- School trips/clubs
- Immersion Days
- Visitors

#### Systems

- Joint curriculum for composite classes

### Impact

#### Internal measuring of impact

- Pre-Unit quiz
- End of unit quizzes
- Teacher assessment – marking policy – Feedback
- Curriculum Hub – Trust
- Phase meetings
- CPD
- Coaching
- Drop-ins
- Curriculum Lead drop-ins

#### Whole School Impact

- Curriculum review days
- Trust moderations