



# Parkside Primary Academy

## Geography Curriculum

### INTENT

At Parkside, our intention is that all children have the opportunity to gain the knowledge, skills and understanding they need to be successful learners, both during their time at Primary school and in later life. Parkside's curriculum is at the heart of all learning that takes place within our Academy, therefore we believe that it is vital for children to access an enriching, broad and balanced curriculum which links intrinsically to our core values of:

- Courage
- Aspirations
- Resilience
- Excellence

We want children to learn to appreciate the contribution made by many people to the development of Geography in our ever-growing society. Therefore, we aim to encourage a positive attitude towards Geography, which is rooted in our core values of **courage** and **resilience**. The History curriculum is adapted in response to starting points and common barriers in order to meet the needs of all pupils. By using a range of techniques and resources, we can ensure all children, including those with SEND or those from disadvantaged backgrounds, can access their end of year expectations and achieve **excellence**.

Leaders conduct book monitoring, lesson observations, moderation, pupil voice surveys and interviews with the children to discuss their learning and establish the impact. The results of this feed further improvements and adaptations to the curriculum in order to ensure we are providing our children with a world class learning experience which is underpinned by research and will help them to have high **aspirations** for their futures.

### AIMS

At Parkside Primary Academy, our key learning priorities for every child are: principles at the heart of how we interpret the content of the curriculum and what we do:

- High quality teaching and learning experiences which ensure all children are equipped with the qualities and skills to be successful learners
- Instilling values which allow children to be successful, both now and in adult life, so that they participate in making an effective contribute to their communities and society as a whole
- Building cultural capital in all children, regardless of their background, so that they have the knowledge and understanding needed to be successful in the modern society
- Engaging learners in an exciting, challenging and creative approach to learning



- Application of numeracy and literacy skills to continually raise standards
- Making links with the community around us through enterprise and collaborative learning events with parents and the wider community
- Learning from the world around us (using the school grounds and surrounding area as well as regular educational visits and visitors.)

In each Key Stage, children will be taught both knowledge and understanding of

Geographical concepts with a focus on developing their geography skills. The curriculum is designed so that children build on previous skills and knowledge and will revisit geographical skills in greater depth as they move through the school.

We endeavour to ensure that the Geography curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences. Geography is important in our school as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. We explore the relationship between Earth and its people. It stimulates curiosity and imagination. Wherever possible, we aim to build upon the child's 'Individual Geography' by developing geographical skills, understanding and knowledge through studying places and themes.

### CURRICULUM COVERAGE AND PROGRESSION

Our whole school curriculum has been developed to ensure that children learn about the world around them and establish life long skills to develop them into well-rounded citizens who are able to contribute to their community and society as a whole.

At Parkside Primary Academy we aim to bring Geography to life by immersing children in realistic experiences both in school and on exciting educational visits linked to our half termly topic Themes.

The aims of the geography curriculum at Parkside Primary Academy are to ensure that all pupils have opportunities to learn about:

- Royston, Barnsley and the locality in which they live
- Polar Regions
- Coastal areas (seaside)
- Comparisons of life in England and other countries around the world.
- Volcanoes and Earthquakes
- Countries Settlement and Trade
- Water, rivers
- Map Skills
- Countries in South America and Africa

See separate document for coverage [here](#)



## CURRICULUM IMPLEMENTATION

Geography is taught through our topic based curriculum, which encourages enquiry led learning. At the end of Key Stage 2 our aim is:

- To increase the child's knowledge and understanding of the world.
- To provide children with geographical experiences to inspire and fascinate.
- To enable children to effectively communicate their geographical knowledge, understanding and skills through engaging, meaningful activities.
- To use appropriate geographical vocabulary.
- To develop an understanding of the effects of their actions on the environment.

At Parkside Primary Academy, geography is taught mainly, although not exclusively, through our curriculum during the whole school themes of **Growth, Exploration and Heritage**. Geographical skills of enquiry are incorporated into these units of work to actively engage children in their learning. The focused and progressive skills used to plan and teach geography, ensure that children are accessing work at age related expectations, with regular opportunities to be stretched and further their knowledge, skills and understanding through the incorporation of ambitious and more challenging objectives. Within lessons, fieldwork sessions are incorporated into the units of work to actively engage children in their learning.

In Early Years, geography is incorporated into the Early Learning Goals that children work towards with a key focus in understanding the world around them. The knowledge, skills and understanding children gain in EYFS sets the foundations for them to become geographers as they progress through school. Children are given the opportunity to explore and make observations through play-based learning.

At Key Stage 1, our pupils develop knowledge about their own locality of Royston and Barnsley, the United Kingdom and the World. They can understand basic subject-specific vocabulary relating to human and physical geography and begin to use key geographical skills, including first-hand observation, to enhance their locational awareness.

At Key Stage 2, pupils extend their knowledge and understanding beyond their local area to include the United Kingdom, Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. Our pupils develop their use of specific geographical vocabulary, knowledge, understanding and skills to enrich their locational and place knowledge.

We encourage school visits and visitors into school to enable the children to gain first hand experiences to support their learning. One element in the development of the pupils'





communication skills is for pupils to apply their writing skills within an extended written piece linked directly to their geography theme. Pupils are encouraged to think like 'geographers' and develop their geographical enquiry skills.

As a whole school we are focused on further developing the oracy and literacy skills of all of our children, promoting use of the 'language of the expert'. Subject specific words are a planned focus in all Geography topics and taught explicitly in each lesson.

### ASSESSMENT AND FEEDBACK

Continuous feedback is a core part of how teaching and learning takes place at Parkside Primary. Teachers continuously assess and provide feedback within and over series of lessons. They do this by:

- providing and assessing against LO and SC each lesson (that are linked to EoYE 'I know, I can Geography progression statements)
- using these assessments to group children or give 1:1 support in the next lesson so that they can all make progress
- Be explicit about where the learning fits into their journey so children understand the purpose of their historical learning
- Explain in clear, succinct language the SC so that pupils can assess themselves and others
- Use the SC to actively mark during the lesson so pupils make instant progress by responding to feedback
- They highlight the LO and SC appropriately so that pupils know what they have achieved and need to work on (see marking and feedback policy)

At Parkside Primary Academy, our curriculum and half termly topics enhances cross curricular links and enables children's deep learning, which allows the linking of ideas to take place. Children's learning and understanding is assessed according to age related expectations which link with the 2014 National Curriculum for geography statements. This assessment is both ongoing, to inform future planning, and summative to share with staff, leaders and parents. This ensures that pitch, pace and challenge in lessons is well matched to all children's needs. It also ensures that by the end of each Key Stage, our children are the world's '**Geographers of Tomorrow**' and are well prepared for the next phase of their education.

### MONITORING AND BENCHMARKING

Geography is monitored in a variety of ways at Parkside, in line with the Trust's Benchmarking system. We explore the strengths and areas for development by looking at pupils' books, conducting learning walks, reviewing IRIS videos, evidencing learning



environments, monitoring planning, investigating data and most importantly, speaking with the children.

From this extensive monitoring, leaders and governors are able to achieve an overarching view of geography in the school. By working alongside staff in this process, we can also pin point areas in which we can develop further or introduce some PD. PD is planned either as a whole staff, for groups of staff or on an individual basis dependent on what is needed. It is the responsibility of SLT to provide or source this training.

### REMOTE LEARNING OFFER

The class teacher will upload work onto Class Dojo between 8.30am - 3pm and will provide feedback during those times. The teacher will decide what materials are most appropriate for the individual child. When a bubble or Phase Pod is in lockdown, remote education in core subjects and wider curriculum will continue. Teachers will model via recorded video (10 to 15 minutes) what is expected in learning for each of these lessons. This should equate to 4 to 5 hours of learning at home. The content they will be teaching will be the same content that they would normally deliver in class.

### REVIEW

This policy will be reviewed annually by the Geography subject leader with the leadership team, shared with the school community and approved by the Local Governing Body.  
(Next review, January 2024)