Geography
INTENT - to what do we aspire for our children?

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils 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.

Source: National Curriculum (updated Jan 2021)

School's key drivers and how the subject develops them

Be Kind

- a passion for and commitment to the subject and a real sense of curiosity to find out about the world and the people who live there
- the ability to express well balanced opinions rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

Be Proud

- understands the cultural diversity of local and global geography
- understand that people around the world have different experiences and ways of life but that we have an impact on each other
- will explore interconnections and their subsequent influences on people, places and characteristics

Strive for Success

- excellent knowledge of places and what they are like
- excellent understanding of the ways in which places are interdependent and interconnected and how much physical and human environments are interrelated
- an extensive base of geographical knowledge and vocabulary
- the ability to reach clear conclusions, develop a reasoned argument to explain findings both orally and in written form

We want children to have excellent knowledge and a nuanced understanding of geography in order to explain interconnections and their subsequent influences on people, places and characteristics and therefore imagine, predict and work towards a preferred future.

Aims of the Geography Curriculum

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- understand how physical and human geography contribute towards cultural diversity and uniqueness
- develop young geographers who can communicate their understanding both verbally and in written form through explicit teaching of rich, subject specific vocabulary and necessary oracy skills.

Long term sequence

It is our intention that pupils become a little more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary geographical knowledge. Our curriculum follows the principles of instruction, is guided by understanding how the memory works and cognitive load theory.

Our curriculum starts in EYFS and that is outlined below:

STOKE PARK NURSERY & PRIMARY

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CUSP National Curriculum Geography Long Term Sequence

	EYFS Understanding the world	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	**People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps **The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Continents, oceans, countries of UK and seas			Latitude and longitude		
				UK Study			
Place knowledge			Comparison of a non-European location with small area of UK **(London and Nairobi)**				Comparison study of North America, Europe and UK.
			Compare an alternative non-European locality **(Village in a a rainforest)**				
Human and physical geography		Hot and cold locations			Rivers	Biomes and environmental regions **(+ revisit module)**	Physical processes
		Human geography	Human geography	Human geography **(+ revisit module)**	Water cycle		Settlements
		Physical geography	Physical geography	Physical geography **(+ revisit module)**			
Skills and fieldwork		Local area map work skills	Local area map work skills and introduction to scale	OS maps and scale	Fieldwork and mapping	4 and 6 figure grid references OS maps and fieldwork	Maps and orienteering

CUSP
CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP

EYFS Curriculum

Understanding the World

Understanding the World involves guiding children to make sense of their physical world and their community.
The frequency and range of children's personal experiences increases their knowledge and sense of the world around them- from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.
In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.
Enriching and widening children's vocabulary will support later reading comprehension.

Geography is covered in Understanding the world	Nursery – how is this achieved?	Reception – how is this achieved?	Key vocabulary	Core Books that link to foundational experiences & knowledge
ELG: People, Culture and Communities *Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. encountered in books read in class and storytelling.	- our country and othe countries- what's the same and what's different - forest school - treasure maps - weather watching - What do we see on our way to school? (shops, roads etc) - exploring our school grounds and immediate environment - Where do our families live on a map? - Traditions around the world - London is the capital city - land and sea on maps	In addition…. -changes over time- seasons -daily weather and calendar -fossils -maps of the playground -imaginary maps -parent visits- singing songs and talking about their cultures -bark rubbings, leaf printing	City / town/ village Countryside /forest/ woods Seaside / cliffs / coast / docks Country Road / lane/ motorway Farm / factory Market / shops/ Shopping Centre Storm/ rain/ shower/ cloudy / misty / foggy / Temperature / thermometer Soil / earth/ sand / clay volcano	Handa's Surprise We're going on a bear hunt Naughty Bus Oliver's vegetables

Continuous Provision Play experiences with provocations for Geography based thinking and talk

- Small world animals (Africa/ artic/farm/ rock pool)
- Small world people different cultures
- Small world environments
- Small world transport play
- Garages / mini-towns etc
- Road map mats
- Block play – building
- Role play resources – different cultures
- Role play Food
- Umbrellas / raincoats / wellies
- Sharing what they have been doing outside of school- local geography

Concept Mapping across the geography curriculum

The substantive concepts have been chosen inline with the school's key drivers as outlined above. Children learn abstract concepts learned through meaningful examples and repeated encounters in different contexts across the curriculum. This explicit planning supports children to transfer their knowledge across the curriculum and use it to frame future learning.

SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the world **People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps **The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Continents, oceans, countries of UK and seas **LOCATIONAL KNOWLEDGE** Location, Order Connection	Comparison of a non-European location with small area of UK (London and Nairobi) **PLACE KNOWLEDGE** Location, Environment Culture, Connection	UK Study **LOCATIONAL KNOWLEDGE** Location, Order Environment, Region Landscape	Latitude and longitude **LOCATIONAL KNOWLEDGE** Location, Position Diversity, Time	World cities, biomes and environmental regions **HUMAN AND PHYSICAL GEOGRAPHY** Location Interdependence, Pattern Environment, Settlement Economic	Comparison study of North America, Europe and UK PLACE KNOWLEDGE Location, Connection Economic, Order Pattern, Remoteness
	Hot and cold locations **HUMAN AND PHYSICAL GEOGRAPHY** Location, Environment Culture	Compare an alternative non-European locality (Village in a rainforest) **PLACE KNOWLEDGE** Location, Environment Culture, Remoteness	Human geography (+ revisit module) **HUMAN AND PHYSICAL GEOGRAPHY** Location, Culture Connection, Interdependence	Rivers **HUMAN AND PHYSICAL GEOGRAPHY** Location, Order, Proximity Region, Landscape, System	4 and 6 figure grid references **GEOGRAPHICAL SKILLS AND FIELDWORK** Location Absolute position Scale Settlement	Physical processes **HUMAN AND PHYSICAL GEOGRAPHY** Time, Location, Process Connection, Environment System
	Human geography **HUMAN AND PHYSICAL GEOGRAPHY** Location Order, Environment Culture, Patterns	Human geography **HUMAN AND PHYSICAL GEOGRAPHY** Location, Order Environment, Culture Time, Pattern	Physical geography (+ revisit module) **HUMAN AND PHYSICAL GEOGRAPHY** Location, Connection Process	Water cycle **HUMAN AND PHYSICAL GEOGRAPHY** Environment, Connection Interaction, Landscape Process, Cycle	Revisit World cities, biomes and environmental regions **HUMAN AND PHYSICAL GEOGRAPHY** Location Interdependence, Pattern Environment, Settlement Economic	Settlements **HUMAN AND PHYSICAL GEOGRAPHY** Location, Proximity Landscape, Interdependence Lived space
	Physical geography **HUMAN AND PHYSICAL GEOGRAPHY** Location, Order Environment, Patterns	Physical geography **HUMAN AND PHYSICAL GEOGRAPHY** Location, Order Environment, Pattern	OS maps and scale **GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Scale, Proximity	Fieldwork and mapping **GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Scale, Proximity	OS maps and fieldwork **GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Scale, Proximity	Maps and orienteering **GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Proximity Scale, Connection, Pattern
	Local area map work skills **GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Environment, Patterns	Local area map work skills and introduction to scale **GEOGRAPHICAL SKILLS AND FIELDWORK** Location, Environment, Pattern, Similar				

‘Golden Thread’: Oracy

At Stoke Park Primary, we recognise the vital role that oracy plays in the lives of our children, both during their time in primary school and for the rest of their lives. Research shows that oracy not only acts as a powerful tool for learning but is a key skill in itself which employers actively seek. By ensuring that children have explicit opportunities to develop their oracy skills as well as opportunities to learn through oracy across the curriculum, we aspire to create young adults who are able to work confidently, articulately and collaboratively.

We promote oracy through Geography by teaching vocabulary that allows the children to name places, features, human and physical processes; make connections; and identify patterns to make informed statements about geographic issues.

Disciplinary knowledge:
This is the use of knowledge as a geographer; the types of questions a geographer might ask themselves as they explore the world. These are framed as questions in order to ensure personalisation to each unit of learning but also to reflect disciplinary thinking.

Year 3 CUSP Geography Disciplinary Knowledge Provision Map

	Geographical enquiry				
	Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Fieldwork – human and physical features (3LQ) HUMAN AND PHYSICAL GEOGRAPHY	x		x		
UK study – name and locate regions, counties, geographical regions, topographical features (6LQ) LOCATIONAL KNOWLEDGE	x	x	x		
Revisit UK study (3LQ) (optional) HUMAN AND PHYSICAL GEOGRAPHY			x		
OS maps and scale (4LQ) GEOGRAPHICAL SKILLS AND FIELDWORK	x	x			

KS1	We expect children to have a foundational understanding of themselves on a map - be able to explain where they live, in which country and continent. There is a strong focus on their local area and identifying the physical and human features. They will understand the purpose of a map with an introduction to a key and a compass. They begin to learn about the differences between where they live and where other people live (hot/cold and London/Nairobi).
LKS2	In Year 3, core disciplinary knowledge is revisited, and then widened to include locational knowledge to just outside of their local area. They delve more deeply into the cardinal points and maps including OS maps/scale. In Year 4, they begin to think about the impact of humans on the world and geographical processes such as formation of rivers and the water cycle. They deepen their understanding of place and space through the introduction of geographical abstract concepts i.e. latitude and longitude. These are then applied to outside the UK for the first time.
UKS2	Children learn to connect their foundational understanding of geographical concepts to Environment and Sustainability, and Culture and Diversity. They move beyond listing features to understanding and explaining how they are connected. They do this on a global level (Y5

	biomes unit) and are able to explain how the features affect the people living there and vice versa. By the end of KS2 they draw together all their disciplinary knowledge to articulate human and physical geography demonstrating an understanding of cause and effect. The vehicle of this is the settlements unit. Their fieldwork and map skills are drawn together and showcased in the orienteering unit.

IMPLEMENTATION - how will we deliver the curriculum?

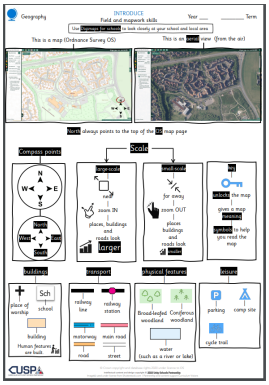
Linking curriculum and pedagogy

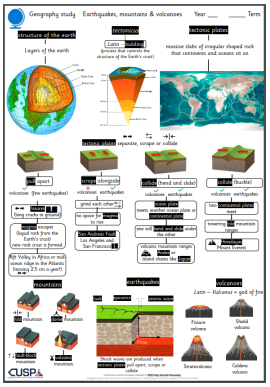
Our geography curriculum is taught across each year group in modules that enable pupils to study in depth key geographical skills and vocabulary and demonstrate their understanding. Each module builds upon prior learning and these are strategically planned throughout the academic year with opportunities to introduce and revisit key concepts in order to deepen pupil understanding and embed learning. Low stakes quizzing to retrieve knowledge and remember more is used regularly.

Geography takes place alternate weeks alongside History. This happens in a two-hour block, which ensures children have time to explore their learning in depth.

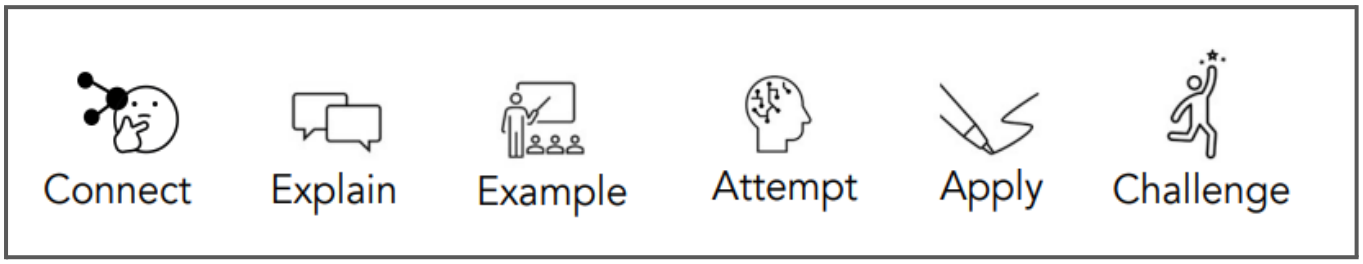
Lesson design

In Geography, we use knowledge organisers at the beginning of each unit of work. We use them:





- To convey the core knowledge in one place
- As a reference point for pupils and teachers
- To support questioning and retrieval
- In books to support participation
- To highlight key vocabulary
- To reduce split attention effect



Each lesson follows the model above.

- CONNECT to prior knowledge
- EXPLAIN new content i.e. vocabulary
- give an EXAMPLE of new learning
- Pupils ATTEMPT new learning with scaffolding i.e. knowledge notes and organisers
- APPLY new learning independently using success criteria
- Pupils are CHALLENGED to integrate learning with prior knowledge

In every geography lesson you would expect to see;

- Vocabulary explicitly taught and used by the pupils
- Knowledge notes and organisers used to scaffold the learning
- What success looks like; made clear

SEND provision

We recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential as geographers. This includes:

- Carefully considered scaffolding
- Pre and post-teaching
- Pre-planned management of cognitive load
- Explicit instruction and modelling
- Structured challenge, without ceilings
- Alternative ways of recording
- Additional targeted adult support

In some instances, specialist adaptations are made to support the specific barriers of individual pupils.

Reading across the curriculum: Our curriculum is supported with high quality and meaningful texts.

IMPACT - how do we know our curriculum is effective?

Assessment

CUSP is designed and built on the premise that 'learning equals a persistent change in the long term memory.' Therefore, the assessment structures are designed to evaluate the effectiveness of the curriculum sometime after it has been taught.

Summative Assessment
The curriculum is a progression model. Teachers will know whether students are making progress if they are learning more of the curriculum.

The CUSP curriculum is designed to ensure sequencing of core knowledge, vocabulary, substantive concepts and disciplinary knowledge. They will know more, and remember more with the taught curriculum content. Essentially they will be able to do more with this knowledge in carefully designed learning tasks.

This will be assessed using the Book Study approach- talking with pupils and looking at their books systematically to reveal:

- Content and knowledge
- Vocabulary
- How the pedagogy and taught curriculum helps/hinders their learning

Formative Assessment

Pupils will be assessed formatively as each lesson progresses. Pupils will be given tasks from which the teachers will draw conclusions. Adaptations will then be made as a result of that evidence.
Strategies that might be used are:

- Making explicit the learning intention and success criteria
- Eliciting evidence of pupils' prior knowledge
- Feeding back at the point of learning
- Inclusive questioning i.e. cold call, mini whiteboards
- Retrieval practice i.e. cumulative quizzing

High quality outcomes: Book Study
Children will

- use geographical vocabulary
- talk about geographically specific concepts & knowledge
- talk about the 'why' behind the learning
- explain how learning builds on previous knowledge
- talk about their progress regardless of starting points

Books will

- demonstrate pride and effort
- capture increasing understanding of geographical concepts and knowledge
- demonstrate a clear sequence of learning
- include vocabulary used correctly where appropriate
- demonstrate that learners are thinking geographically