

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)

At HPPS geography develops the school's 4 key drivers in the following ways:

Excellence

A HP geographer has

- 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 and develop a reasoned argument to explain findings

Character

A HP geographer demonstrates

- 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

Community

A HP geographer

- 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

Equity

We believe that all children regardless of need will engage in a curriculum that will enable all pupils to become geographers structured oracy opportunities

- knowledge notes to scaffold the key knowledge
- explicit teaching of new vocabulary and revisiting of previously learnt vocabulary

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
- articulate their knowledge and understanding of geography and being a geographer

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:

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	Continents, oceans, countries of UK and seas			Latitude and longitude		
Place knowledge			Comparison of a non-European location with small area of UK (London and Nairobi)	UK Study			Comparison study of North America, Europe and UK.
Human and physical geography	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	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	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	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

Play and exploration experiences that support the foundational knowledge and skills for the subject.

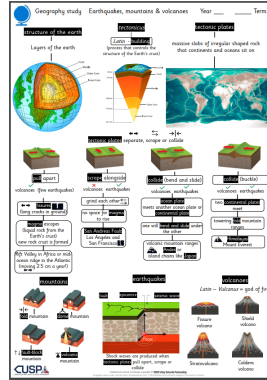
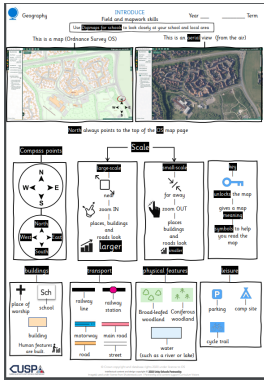
Continuous provision play experiences with provocations for geographical based thinking and talk.	Core books that link to foundational experiences and knowledge.	Possible adult planned experiences and contexts for interactions that support thinking about the world around us.	Key vocabulary that might be introduced and practised in interactions in play/activities.
<ul style="list-style-type: none"> • <i>Small world animals (Africa/ arctic/farm/ rock pool)</i> • <i>Small world people different cultures</i> • <i>Small world environments</i> • <i>Small world transport play</i> • <i>Garages / mini-towns etc</i> • <i>Road map mats</i> • <i>Block play – building</i> • <i>Role play resources – different cultures</i> • <i>Role play Food</i> • <i>Umbrellas/raincoats/wellies</i> • <i>Sharing focus pictures and discussing what they have been up to outside of school - links to local geography.</i> • <i>Large map of Headley Park in the small world area.</i> 	<p>Theme; How big is the world?</p> <p>Nursery;</p> <ul style="list-style-type: none"> • Polar bear, polar bear. • The big wide mouthed frog. • Penguin’s don’t wear sweaters. • Rosie’s walk. <p>Reception;</p> <ul style="list-style-type: none"> • Handa’s Surprise • Someone swallowed Stanley • How big is the world? • Naughty Bus. 	<ul style="list-style-type: none"> • Mapping treasure maps around the school. • Weather watching. • Key visits e.g, to a farm/seaside. • Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...) • Exploring the school grounds to look at features of the environment. • Discussing where extended family members live on a map, including our EAL families place of birth. • Exploring Christmas traditions from around the world. • Features of cities, man-made vs natural (Naughty Bus link) • Learning London is the capital city. • Locating land and sea on maps. 	<p>city/town/village</p> <p>countryside/forest/moors</p> <p>seaside/cliffs/coast/docks</p> <p>road/lane/motorway</p> <p>farm/factory</p> <p>storm/rain/shower/cloudy/misty/foggy</p> <p>temperature/thermometer</p> <p>soil/earth/sand/clay</p> <p>volcano</p>

‘Golden Thread’ 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
<p>Understanding the world People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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</p> <p>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</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Continents, oceans, countries of UK and seas</p> <p>LOCATIONAL KNOWLEDGE</p> <p>Location, Order Connection</p>	<p>Comparison of a non-European location with small area of UK (London and Harrold)</p> <p>PLACE KNOWLEDGE</p> <p>Location, Environment Culture, Connection</p>	<p>UK Study</p> <p>LOCATIONAL KNOWLEDGE</p> <p>Location, Order Environment, Region Landscape</p>	<p>Latitude and longitude</p> <p>LOCATIONAL KNOWLEDGE</p> <p>Location, Position Diversity, Time</p>	<p>World cities, biomes and environmental regions</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Comparison study of North America, Europe and UK</p> <p>PLACE KNOWLEDGE</p> <p>Location, Connection Economic, Order Pattern, Remoteness</p>
	<p>Hot and cold locations</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Location, Environment Culture</p>	<p>Compare an alternative non-European locality (Village in a rainforest)</p> <p>PLACE KNOWLEDGE</p> <p>Location, Environment Culture, Remoteness</p>	<p>Human geography (+ revisit module)</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Location, Culture Connection, Interdependence</p>	<p>Rivers</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Location, Order, Proximity Region, Landscape, System</p>	<p>4 and 6 figure grid references</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Location Absolute position Scale Settlement</p>	<p>Physical processes</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Time, Location, Process Connection, Environment System</p>
	<p>Human geography</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Location, Order, Environment Culture, Patterns</p>	<p>Human geography</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Location, Order Environment, Culture Time, Pattern</p>	<p>Physical geography (+ revisit module)</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Location, Connection Process</p>	<p>Water cycle</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Environment, Connection Interaction, Landscape Process, Cycle</p>	<p>Revisit World cities, biomes and environmental regions</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Settlements</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Location, Proximity Landscape, Interdependence Lived space</p>
	<p>Physical geography</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Location, Order Environment, Patterns</p>	<p>Physical geography</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Location, Order Environment, Pattern</p>	<p>OS maps and scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Location, Scale, Proximity</p>	<p>Fieldwork and mapping</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Location, Scale, Proximity</p>	<p>OS maps and fieldwork</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Location, Scale, Proximity</p>	<p>Maps and orienteering</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Location, Proximity Scale, Connection, Pattern</p>
<p>Local area map work skills</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Location, Environment, Patterns</p>	<p>Local area map work skills and introduction to scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Location, Environment, Pattern, Similar</p>					



Knowledge organisers are used for each unit. Summary of the main reasons for use below:

- Conveys the core knowledge in one place
- A reference point for pupils and teachers
- Used to support questioning and retrieval
- Used in books to support participation
- Highlights key vocabulary
- Reduces split attention effect

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 1 example

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Use a compass to locate cardinal points.	Use large and small scale maps and explain their purpose. How is this place connected to other places?	Notice and explain the difference between human and physical features. Why is this place like it is?	Become familiar with the locality through maps and fieldwork. Identify and notice how the environment is respected (or not). What sustainable features are present? Why are they there?	What is unique about this place? Who lives here? Understand, respect and tolerate beliefs and ethnicity in the locality.

Year 6 example

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
What are the similarities and differences between places that have active earthquake zones?	<p>What do you notice about the locations and physical features of the places that have fault lines, mountains, earthquakes or volcanoes?</p> <p>What's the difference in the scale of eruptions, between a fissure volcano and stratovolcano?</p>	<p>What's the process of volcanic eruption? Why can't human features withstand the force of volcanic eruption?</p> <p>You could use La Palma as an example.</p>	<p>What impact do earthquakes, mountain formation and volcanoes have on the environment?</p> <p>How is the landscape forged and shaped by physical processes?</p>	<p>Why do people live in the shadow of volcanoes?</p> <p>How do earthquakes affect the way people live their everyday lives?</p> <p>Why do mountains attract people to live near or visit them?</p>

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.

Formative Assessment

Cumulative quizzing is used as a tool to deliver spaced retrieval practice. These are designed to test the understanding of the taught content, lesson by lesson. Lesson by lesson questions enable teachers to know where strengths and misconceptions appear before the end of the study. Other formative assessment strategies are used inline with the assessment policy.

Week 1		Week 2		Week 3	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
Art	Art	Art	Art	Art	Art
Maths	Geography	Maths	History	Maths	Computing

Week 4		Week 5		Week 6	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
DT	DT	DT	DT	DT	DT
Maths	Geography	Maths	History	Maths	Computing

Lesson design



Connect



Explain



Example



Attempt



Apply



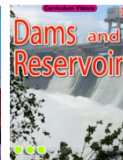
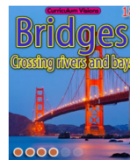
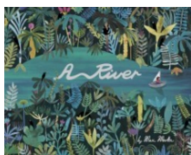
Challenge

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

Opportunities for thinking like a geographer are built into each lesson where appropriate

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



SEND

The curriculum at HPPS is inherently designed to support pupils with SEND through universal quality first teaching. This includes:

- High expectations and aspirations for all learners
- A carefully structured and sequenced curriculum, specifically designed around how pupils learn
- Pre-planned and focused direct vocabulary instruction
- Modelling and demonstration
- Chunked instructions which are supported by visuals and gestures
- The use of manipulatives and multi-sensory approaches to enhance the curriculum
- Review, recall, repetition and retrieval
- Frequent formative assessment as teachers check for understanding
- Accurate and regular feedback

However, 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.

IMPACT - how do we know our curriculum is effective?

Pupil Voice

- use geographical vocabulary
- talk about geographical concepts and knowledge
- discuss 'being a geographer'
- explain and justify the 'why' behind the work
- explain how learning builds on previous knowledge
- articulate their progress regardless of their starting point

High quality outcomes: book study

- demonstrates pride and effort
- captures increasing understanding of geographical concepts, knowledge and fieldwork & skills
- illustrates a clear sequence of learning
- exhibits taught vocabulary used correctly

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