

Geography

Curriculum Statement

Intent

At Cummersdale School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

Implementation

The geography curriculum is designed to ensure that teaching equips 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 through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We use the CUSP programmes of study. A guiding principle of which is that each study draws upon prior learning. For example, in the EYFS, pupils may learn about People, Culture and Communities or The Natural World through daily activities and exploring their locality and immediate environment. This is revisited and positioned so that new and potentially abstract content in Year 1 can be put into a known location and make it easier to cognitively process. Pupils in EYFS explore globes and world locations through their curiosity corners, making links to where animals live. This substantive knowledge is used to remember and position the locations of continents and oceans, with more sophisticated knowledge. High volume and deliberate practice is essential for pupils to remember

and retrieve substantive knowledge and use their disciplinary knowledge to explain and articulate what they know. This means pupils make conscious connections and think hard, using what they know.

Geography is built around the principles of cumulative knowledge focusing on spaces, places, scale, human and physical processes with an emphasis on how content is connected and relational knowledge acquired. An example of this is the identification of continents, such as Europe, and its relationship to the location of the UK. Our curriculum equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented geographical knowledge. Specific and associated geographical vocabulary is planned sequentially and cumulatively from Y1 to Y6. Each learning module in geography has a vocabulary module with teacher guidance, tasks and resources.

Geography is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with places, spaces, scale, people, culture and processes.

The CUSP programme of study is detailed and can be found here: <https://www.unity-curriculum.co.uk/geography/>

Further enhancement to pupils' learning is provided by numerous out of school visits including river studies, Castle visits, Hadrian's Wall, Finglandrigg Nature Reserve, Allonby Beach, Honister Slate Mines. There is also a residential visit to Liverpool in Y5/6 where locations can be compared.

Each class also carry out notable work in geography as follows:

Reception: In Reception we look at the world around us through our topic 'All about me', children begin to look at where they live and simple differences in locality, (villages and towns). Through the use of quality texts we explore different areas of the world and discuss the differences and similarities. Simple map work is introduced with children plotting their journey to school and plotting scenes in stories, this allows children to draw on their own experiences and retell stories they have learnt. Children have the opportunity to visit different localities such as farms and forests.

Year 1 and 2: Children study the local area and enjoy a walk round the village of Cummersdale looking at the physical and human features as part of our houses and homes topic. We also look at different maps to find the school and houses where we live. When

we do our seaside topic we go to Allonby beach and look at the features there. As part of our map work we draw maps using stories such as The Storm Whale and We Are Going On A Bear Hunt. Our class love singing and we learn about the continents, oceans and the countries of the UK through songs. In Literacy we study Orangutans and write some non-fiction writing so in Geography we learn about Borneo where orangutans live and look at the features of Borneo and compare it to our country.

Year 3 and 4: Children explore geography through topic work and have an opportunity to look at the UK in more detail through a dedicated UK Study topic. We have used maps and atlases to locate countries, cities and counties around the world. Our Sports Tournaments topic highlighted the locations of past winners of the Cricket World Cup. We have looked at the physical and human characteristics of life in Pompeii living next to a Volcano, and the differences of characteristics around the major cities of the UK. We have developed our map skills through PE using our orienteering course around the school.

Year 5 and 6: As pupils progress into Year 5 and 6, pupils go through the process of 'internalisation' where they re-encounter direct knowledge and start to make connections independently. These build in complexity and opportunities to use prior knowledge help to form enquiry questions and this enables them to carry out geographical investigations – 'to think like a geographer' and to go beyond the limitations of their own experience. In upper KS2, the study of 4 and 6 figure grid references supports prior learning of reference systems and brings an increased accuracy to mapping and fieldwork skills. Pupils take part in geographical analysis using patterns and comparison of both human and physical processes as well as the features present in chosen locations. This abstract concept is made concrete through studying and comparing the Lake District, Tatra mountains of Poland and the Blue mountains of Jamaica.

Children with additional needs are included in whole class lessons and teachers support as necessary. Work is adapted where necessary to allow them to access the same work as their peers. This adaptation could be via additional teacher or teaching assistant support. Adaptive technology being used to record evaluations to reduce the need for written work and voice notes being added to work are examples of this.

Impact

Ongoing assessments take place throughout the year. Mini Quizzes (See CUSP) and Socratic Materials are used to monitor progress and knowledge retention. Teachers use this information to inform future lessons ensuring children are supported and challenged appropriately. This informal assessment also involves feedback to pupils on their achievements and progress in line with our marking and feedback policy.

Pupils in the Early Years are assessed within Knowledge and Understanding of the World and this progress is tracked termly using the Scholar Pack system. Age related expectation levels are reported to parents at the end of the Reception year. Children in Years 1-6 are also assessed against the end of Key Stage expectations, progress is recorded on Scholar Pack, once topics have been completed.

The Geography Subject Leader monitors the progress of pupils' by observing the work taking place. Through the monitoring of the evidence and discussion with pupils and staff, any gaps in learning can be identified

Curriculum Map

<u>Cycle A 2021-22</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Reception</u>	Magnificent Me Where we live	Celebrations Festivals around the World	People who help us	Plants Foods/plants around the world	Minibeasts and Animals Habitats	Under the Sea Animals of the sea around the world
<u>Year 1 and 2</u>	The Seaside Human/Physical Features Continents, Oceans, UK Countries, Capitals		Castles Location of Castles Comparison of UK and Non-European Place		Houses and Homes Where we live Human and Physical Features, Maps and Directions	
<u>Year 3 and 4</u>	Stone Age to Iron Age Where and how the land influenced settlements		Romans Physical and Human Features of Rome/Italy		UK Study Where we live. A detailed look at Cumbria	
<u>Year 5 and 6</u>	Earth and Space/Tunnel 29 Location and significance of the Berlin Wall		Mountains Features and Location		Local Geography Lake District. A comparison.	

<u>Cycle B 2022-23</u>	<u>Autumn 1</u>		<u>Spring 1</u>		<u>Summer 1</u>	
<u>Reception</u>	Magnificent Me Where we live	Celebrations Festivals around the World	People who help us	Plant Foods/plants around the world	Minibeasts and Animal Habitats	Under the Sea Animals of the sea around the world
<u>Year 1 and 2</u>	Human and Physical Features An introduction to mapwork		Weather Hot and cold climates in relation to the equator		Comparison of UK and non European Place	
<u>Year 3 and 4</u>	Active Planet Volcanoes, Storms, Physical Features		Longitude and Latitude		Rivers – (Linked to Ancient Egyptians Topic) River Nile	
<u>Year 5 and 6</u>	Exploring Eastern Europe		Brilliant Britain In relation to World War II History Topic		Marvellous Maps Mapwork	