GEOGRAPHY AT Ham Dingle

Curriculum Principles

We follow the CUSP Geography curriculum which draws upon prior learning, wherever the content is taught. The structure is built around the principles of spaces, places, scale, human and physical processes, allowing for conscious connections between content and knowledge. Pupils become 'more expert' with each study and grow an ever broadening and coherent mental model of geography.

Big Ideas – Substantive Concepts

Substantive knowledge is the subject knowledge and explicit vocabulary used about the past. We have defined **substantive concepts** that are the suggested vehicle to connect the substantive knowledge. These are defined at the start of every study in the Big Idea and revisited throughout.

The Big ideas are:

- **Locational Knowledge** – where a place is actually found.
- **Place Knowledge** – what a location is like.
- **Human Geography** – the interactions between people, places and the environment.
- **Physical Geography** – the natural shaping of the surface of the Earth, as well as the physical processes that create the environment.
- **Geographical Skills and Fieldwork** – using maps, globes and compasses, along with what you know to explain location, place and human and physical features.

Geographical Enquiry – Disciplinary Knowledge

Disciplinary knowledge is the use of substantive knowledge and how children construct understanding through geographical sense. We call it 'Working Geographically.' Each lesson has a learning question that gives pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea.

- **Place and Space** – place is its location and what it means to people, Places are influences and shaped by the people who live there. Space is the location on the Earth's surface defined by latitude and longitude.
- **Scale and Connection**– how places relate in terms of locality compared to globality, giving a sense of zooming in and out.
- **Physical and Human Geography** – how places have evolved, or continue to evolve as a result of human and physical geography.
- **Environment and Sustainability** – exploring the impact of local human and physical geography, such as consumer habits, pollution and deforestation on a global scale.
- **Culture and Diversity** - how a place is shaped by human ideas and beliefs over time. Understanding and respecting cultural differences as a result of physical geography.

Content and Sequencing

The content of our curriculum is generated using a research-based curriculum.

The cumulative nature of the curriculum includes retrieval and spaced retrieval practice, word building and deliberate practice tasks. This 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 pupils to develop a deeper understanding of local and world geography.

Learning Modules

Each learning module has a knowledge and vocabulary-rich teacher guide which highlights:

- National Curriculum content.
- Prior learning and Disciplinary knowledge questions.
- A Knowledge Organiser to show minimum substantive knowledge expectations.
- A sequence of learning supported by a cumulative quiz to support retention of taught content.
- Recommended reads and contextual Tier 2 and Tier 3 vocabulary through explicit Vocabulary Instruction.
- Dual-coded Knowledge Notes to communicate the question and support vocabulary instruction.
- 'Thinking Geographically' tasks – a menu of disciplinary knowledge tasks to help pupils make sense of substantive knowledge.
- High-quality resources to support substantive and disciplinary knowledge.

Lesson Design

Each lesson follows the 6 Phase Structure:

- **CONNECT** – Make connections with previous learning. Position and frame substantive concepts in context.
- **EXPLAIN** – Introduce essential vocabulary. Model clear explanations.
- **EXAMPLE** – Make worked examples explicit. Use diagrams, images, videos, artefacts to help articulate the content.
- **ATTEMPT** – Pupils practically have a go at selecting and organising the content they have been taught.
- **APPLY** – Pupils explain and connect their learning by showing what they know.
- **CHALLENGE** – pupils deepen what they know to develop richer knowledge.

GEOGRAPHY continued…

Reasonable adjustments for pupils with SEND

Teachers consider how specific activities, or the delivery of content may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.

As a school, we follow the EEF's '5-a-day' Principles to improve SEND outcomes. These include:

- Explicit instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping
- Use of technology

Teachers identify the critical core knowledge that SEND pupils need to know and use within each Geography lesson and highlight this on their Knowledge Notes.

Pupils with language and communication difficulties may require additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks.

Assessment

Assessment is both formative and at the point of learning, as well as summative to feed forward to the next point of contact pupils will have.

Assessment of Geography takes many forms:

- Formative outcomes from cumulative quizzing
- Summative outcomes from cumulative quizzing
- Pupil Book Study
- Structured assessment tasks (e.g. double-page spreads)
- Study Summary Assessments to identify pupils who require support or who 'standout'

Evidence points towards feedback being most impactful as near to the point of learning as possible. That is why the 6 phases of a lesson allows teachers the space to listen, watch and interact to intelligently give feedback at the point of learning. Feedback, quizzes, thinking hard tasks and structured assessment tasks all contribute towards the bigger picture of how well pupils retain and remember the content.

Curriculum Narrative

EYFS – Children begin their geographical studies by exploring simple maps of their locality. They will identify key places in the local area before exploring contrasting locations, such as cold environments, as a precursor to Key Stage 1.

Key Stage 1 – To begin, children learn about the orientation of our world by locating the 7 continents and 5 oceans. This knowledge is extended by studying the countries and capital cities of the United Kingdom, as well as its surrounding oceans and seas. Throughout KS1, locational knowledge is developed by exploring human and physical features of different places. This is deepened through deliberately chosen comparisons of contrasting locations throughout the world. Pupils study the human and physical features of a non-European location in Africa, such as Nairobi, and study an indigenous tribe found in the rainforests of Brazil and Venezuela. Fieldwork and map skills are developed through local area studies, using cardinal points of a compass. Maps, including OS maps, are introduced to help with understanding and communicating what a place and space is like.

Key Stage 2 – Pupils develop knowledge of compass points by exploring intercardinal points. Pupils begin to develop knowledge of human and physical geography alongside fieldwork and map skills through pattern seeking in a variety of regions. Cause and effect is developed through geographical reasoning. Knowledge and understanding around human and physical features is expanded and applied to the study of rivers. Locational sense is built as pupils study the absolute positioning systems using latitude and longitude. Adding to this, there is a focus on geographical processes through studies on the water cycle, enabling pupils to understand the link between biomes and specific geographical features across the world.

In Upper Key Stage 2, pupils build on prior knowledge when learning about the world's biomes and environmental regions, linking with latitude and longitude studies. World countries and major cities are located, identified and remembered through deliberate practice. Map skills are enhanced as 4 and 6 figure grid references are explored, bringing increased accuracy. Terrain is studied through contour lines and OS map skills and fieldwork. Geographical analysis is a huge focus in Upper Key Stage 2, as geographical patterns are studied in select, contrasting locations. For example, comparing features of the Lake District, the Tatra mountains of Poland and the Blue mountains of Jamaica. Cause and effect relating to geographical processes is deepened, allowing for links to be established between geographical processes and the features that we see today. This is shown in the study of Earthquakes, mountains and volcanoes. Conscious links are made to history when exploring the effects of settlements, trade and economic activity. This is explored through themes of migration, pull and push factors and the ever-present threads of human and physical geography.