



# Geography

## Curriculum Intent, Implementation and Impact Statement



### Intent

In line with the 2014 National Curriculum for Geography, our aim is to provide a high-quality geography education which equips children with a broad and deep understanding of the world around them. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. We follow the Curriculum for Unity Partnership Schools, taught in an exciting and engaging topic based approach. Children are offered a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

By the time they leave King David School, children will have gained key knowledge and skills in the four main areas of the Geography curriculum. The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

Opportunities are sought throughout the curriculum of Geography to support and promote the ethos of the school, living up to our motto of "Where Stars Shine", and meeting the Mission and Vision Statements through the Golden Threads.

### **Key Stage 1 National Curriculum Expectations**

*Pupils should be taught to:*

#### **Locational Knowledge**

Pupils should be taught to:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

#### **Place Knowledge**

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

#### **Human and Physical Geography**

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

#### **Geographical Skills and Fieldwork**

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### **Key Stage 2 National Curriculum Expectations**

*Pupils should be taught to:*

#### **Locational Knowledge**

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

#### **Place Knowledge**

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

#### **Human and Physical Geography**

Pupils should be taught to:

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

#### **Geographical Skills and Fieldwork**

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Implementation

At King David School, geography is taught using the Curriculum for Unity Schools Partnership. A guiding principle of CUSP Geography 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 are 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. CUSP 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. CUSP Geography 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 Year 1 to Year 6. High frequency, multiple meaning words (tier 2) are taught and help make sense of subject specific words (tier 3). Each learning module in geography has a vocabulary module with teacher guidance, tasks and resources. CUSP Geography is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including 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 children to associate and connect with places, spaces, scale, people, culture and processes.

CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and practice is founded in evidence-led principles.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Continents Oceans Countries of UK	Capital cities of UK Seas around UK  Hot and cold places	Hot and cold places  Mapping and fieldwork
<b>Year 2</b>	Human and Physical features – Local Area Study  Compare a small part of the UK to a non-European location – London and Nairobi	Compare a small part of the UK to a non-European location – London and Nairobi  Fieldwork and map skills	Fieldwork and map skills  Compare a different non-European location to our locality - Amazon Rainforest
<b>Year 3</b>	Fieldwork – human and physical features	UK Study	Revisit human and physical features <i>(only if your class need to)</i>  OS Maps and Scale
<b>Year 4</b>	Rivers  Latitude and longitude	Latitude and longitude  Water cycle	Rivers revisited <i>(only if your class need to)</i>  Map skills – environmental regions
<b>Year 5</b>	World countries – biomes and environmental regions	4 and 6 figure grid references	OS Maps and fieldwork
<b>Year 6</b>	Physical processes – earthquakes, mountains and volcanoes	Settlements  UK, Europe and North America comparison study	UK, Europe and North America comparison study  OS Maps and fieldwork (orienteering)

### Impact

Our approach to the curriculum results in a fun, engaging, and high-quality Geography education. We are in the process of developing our monitoring across the subjects of the National Curriculum using the CUSP Pupil Book Study approach, moving towards measuring the impact of the curriculum through triangulation of outcomes: pupil voice, assessment and recording of achievement against the lesson objectives, planning, monitoring of books, and displays, lesson learning walks, discussions with teaching staff, pupils and parents.

Up until the adoption of the CUSP in 2023, pupils' achievement was recorded against the Key Skills. This fed into the summative grade, which continues to be given at the end of the academic year, shared with the parents in pupil reports. Comparisons can therefore be made between a cohort's progress in the subject over time and also between different cohorts' achievement against the Key Skills, and this is used to inform planning and the provision of resources.