



## Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.  
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

### Geography Policy

#### INTENT – Purpose and Structure

Our carefully planned and progressive geography curriculum is designed with the target of all children becoming geographers who are curious and fascinated about the world and its people. To help us achieve this ambitious goal we will use our school Vision and Values, alongside British Values, to drive our learning and development. Our Virtues are explored with spiritual, moral, social and cultural development, PSHE and British Values to help pupils to 'become the best me I can be'.

In geography, we make the most of our picturesque local landscape and school environment, to provide the children with a range of experiential geographical learning, which helps them make sense of learning at a local level before moving on to a national and global scale.

All teaching staff take part in regular (once a term) professional development (CPD) during staff meetings with the geography lead sharing the latest research and developments relevant to this subject. All staff have the opportunity to take part in their own CPD with relevant geography courses signposted. Staff also have access to CUSP, which provides a range of independent support and CPD opportunities (such as: example planning, training videos).

At Shankhill School, we will ensure our children become curious and fascinated geographers by making sure they meet the National Curriculum expectations, to develop:

- Place knowledge
- Locational knowledge
- Understanding of human and physical geography
- Geographical skills and fieldwork

At Shankhill School, our curriculum is built on the principles of advancing cumulative knowledge, skills and vocabulary, as well as making connections between and throughout geographical studies. The cumulative nature of our curriculum, means new content is connected to prior learning and this eases the load on children's working memory.

Our curriculum teaches the entire EYFS Framework through Development Matters 2021 and the National Curriculum 2014 and is based on current evidence-led practice for pedagogy and learning. Subject knowledge and workload is well supported through research and evidence-led practice and resources from CUSP (Curriculum with Unity Schools Partnership).

Teaching and learning follow our *Six Phases of Learning* model to ensure that learning: connects to prior learning; is taught explicitly; children are given time and support to understand and deepen their learning, and are challenged appropriately. Our curriculum is rich in vocabulary, knowledge and skills that are progressive and transferable.

Our geography key concepts, long term overview and EYFS to KS1 documents show how substantive knowledge (subject knowledge and explicit vocabulary used to learn about the content) and disciplinary knowledge (working geographically skills) progress from Nursery through to Y6 and beyond.

It also shares our defined substantive concepts (locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork), which are used as a vehicle to connect the substantive knowledge. As well as our disciplinary concepts (place and space, scale and connection, human and physical geography, environment and sustainability and culture and diversity) which support children to think as geographers. Each geographical study explored will have two or three main

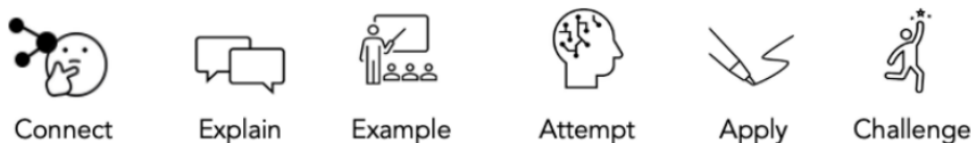
*"This school continues to be good... maintains good quality education... pupils gain a sense of achievement from their lessons... they display excellent attitudes towards their learning... behaviour in lessons and around school is impeccable... Staff are welcoming and inclusive... strong Christian values are promoted well... (results) well above that of other schools nationally" Ofsted 2019  
Staff "strive to ensure that pupils are happy, while making education fun and enjoyable." Parent View 2018*



disciplinary concepts for staff to focus children’s geographical thinking on. Although most disciplinary concepts will be touched on briefly in each study, to enable children to connect and build on previous learning, as well as well prepare for future learning.

**IMPLEMENTATION**

All teachers provide inclusive, quality first teaching in geography by planning and delivering engaging and effective teaching and learning for their class. In Shankhill School, we follow the National Curriculum and primarily use the CUSP Scheme of Work as a guide to support teachers with their planning and assessment. As we have two mixed-age classes, children come across knowledge and vocabulary in a two or four year rolling program to ensure National Curriculum coverage, whereas skills are built upon each academic year. Even though geographical studies are encountered by children at different points in their learning journeys, staff make sure pupils are clear how this knowledge fits into their prior and future learning, so pupils can build a clear and coherent mental model of the subject. Ensuring each study broadens their knowledge and understanding and guards against superficial, disconnected and garmented geographical knowledge.



Our clear, cumulative curriculum is taught through our six phases of learning, so that every child has equal opportunity to learn the rich vocabulary, knowledge and skills in a clear progressive manner. Pupils are explicitly taught the vocabulary, knowledge and skills required then are supported and challenged to learn, use and deepen their understanding accordingly. This knowledge is included in a knowledge organiser and taught using knowledge notes.

Quality first teaching using a range of monitoring, feedback and assessment strategies provides opportunity to intervene and support learning in the moment. Support can also be from a variety of strategies such as personalised learning activities, resources and adult support; pre/post-teaching or interventions. Challenges can vary depending on the geography study being taught.

Structured, pre-planned and prepared sequence of lessons.   CUSP resources and Learning Questions	Positive, high expectations, and aspirations for all.   Specific praise and reward Behaviour Policy / Classroom Routine	Explicit Vocab teaching and choice of language.   Knowledge organisers, vocabulary mats / strips, dual coding	Explicit Modelling and demonstration   My turn Our turn Your turn working walls	Clear chunked instructions supported with visuals / actions	Multi-sensory activities   manipulatives	Review, repeat, recall, retrieve   Do now	Frequent checking of understanding   retrieval practice cumulative quizzing	Flexible groupings   Talk partners, LA or teacher working with specific groups	Accurate and continued assessment   constructive and instant feedback at the point of learning
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The use of knowledge notes allows teachers to make reasonable adjustment for pupils with SEND / EHCP to help make sense of the content. Oral rehearsal allows pupils to formulate and practice responses before recording or writing these down. Pathways enable pupils to record and verbally share their knowledge and understanding, removing the pressure of extended writing.

Revisiting is inherently built into the architecture of our geography curriculum. This can be seen in many places, such as: between individual blocks in each year group on the long-term sequence, within blocks in the Remember part of each lesson and in the quizzing that can be used throughout, at the end of and after a block of study. Teachers should seek to revisit key vocabulary and knowledge as frequently as possible. Both in and out of the main geography lessons.

We have created our own long term sequence that is rich and progressive in knowledge and vocabulary to clearly outline what pupils should know, be able to do and remember at key points in their primary education (end of: EY, KS1 and KS2).

In Early years, pupils look at understanding the world around them, focusing on the natural world and people, culture and community. How these progress comes from the Development Matters document (2021) and is shown in our EYFS to KS1 document. In class, staff provide children with a range of visits, visitors and experiences. The staff set up geographical provocations for the children to explore and develop their learning through play. As well as being read a range of stories, non-fiction, songs and poems to develop their understanding of our culturally, socially, technologically and ecologically diverse world, which also develops their knowledge and vocabulary for future learning.

Teaching in Key Stage 1, focuses young children to develop a sense of place, scale and an understanding of human and physical geographical features. Children learn about the purpose and use of sketch maps as well as the key features they need to include. CUSP map skills and fieldwork are essential to support children in developing an understanding of how to explain and describe a place, the people who live there, its space and scale.

The children study the orientation of the world through acquiring and making locational sense of the seven continents and five oceans of the world. They extend their knowledge and study the countries and capital cities of the United Kingdom, along with the oceans and seas that surround us. Further studies support retrieval; children revisit these locations with more complex and sophisticated tasks in later units of work. Enhanced provision in the classroom and use of maps, globes and atlases is essential to form coherent schemata around the big ideas that explain how we know where a place is, and how to locate it. For young children, routes and maps can be made concrete in day-to-day experiences in the safety of their school grounds and classrooms.

Throughout Key Stage, pupils enhance their locational knowledge by studying and identifying human and physical features of places. To deepen this understanding and transfer concepts, pupils study contrasting locations throughout the world. The location of these areas in the world are deliberately chosen to offer culturally diverse and contrasting places. Pupils study the human and physical features of a non-European location in Africa. This is also complemented by a study of an indigenous tribe in the rainforests of Brazil and Venezuela. These two studies also offer rich opportunities to know, compare and contrast different cultures in two continents using the consistent thread of human and physical features.

Fieldwork and map skills are further developed with a study of the local area, using cardinal points of a compass. Maps are introduced through familiar stories as a way to communicate what the place and space is like. Pupils retrieve and apply knowledge about human and physical features in their local context. OS maps are introduced to. Simple keys and features are identified and mapped locally to help begin to understand place, distance and scale. CUSP Geography gives pupils the knowledge they need to develop an increasingly sophisticated understanding of place. Pupils study a variety of places – this helps them to connect different geographical concepts and gives them perspectives and opportunities to compare and contrast locations.

Teaching in Key stage 2, includes fieldwork and map skills with intercardinal points of a compass points being introduced to elaborate on the knowledge pupils already have around cardinal points. This substantive and disciplinary knowledge is utilised to support a study of the UK, focusing on regions, counties, landmarks and topography. This study demands analysis and pattern seeking to identify the features of the UK. Further retrieval studies are designed to support conceptual fluency around physical and human features. Cause and effect are also developed through geographical reasoning. An example of this is the interrelationship between physical terrain of the northern regions of the UK and the lower lands of East Anglia, which are covered in glacial deposits. Further studies are undertaken to elaborate fieldwork and map skills through a sharper focus on OS maps.

Pupils elaborate and expand their understanding of human and physical features and apply it to the study of rivers. To enable accurate location of places around the globe, pupils' study absolute positioning or reference systems through latitude and longitude. Substantive knowledge is acquired and used to apply their new understanding to mapping and locational skills. An in-depth understanding of latitude and longitude is used by pupils throughout Key Stage Two.

Complementing studies on location and position is the focus on the water cycle. It offers explanation and reason about physical processes as well as why certain biomes have specific features in specific global locations. Pupils study geographical patterns across the world using latitude of locations to explain why places are like they are. Further river studies revisit substantive knowledge and these are applied to the River Nile and the Amazon River as a precursor for future learning in other subjects.

Further fieldwork and map skills are introduced to enrich pupils' disciplinary knowledge of locations and places. Cultural awareness and diversity are taught specifically within learning modules. Examples include; European studies, as well as studies of countries and people in Africa, and North and South America.

A deliberately planned study focusing on the environmental regions of Europe, Russia, and North and South America draws attention to climate regions. The study of Biomes and Environmental regions builds upon world locations, latitude and longitude studies. World countries and major cities are located, identified and remembered through deliberate and retrieval practice, such as low stakes quizzing and two things tasks.

The study of biomes is revisited deliberately to ensure the content is remembered and applied. The study of four and six figure grid references supports prior learning of reference systems and brings an increased accuracy to mapping and fieldwork skills. Again, this knowledge is designed to be interrelated and connected to the retrieval study of biomes and environmental regions. Terrain is studied through contour lines and OS map skills and fieldwork. More advanced mapping skills using OS maps are studied and applied, with pupils using the accumulation of knowledge skilfully to analyse distribution and relationships. Route finding and decoding information through maps offers challenge through increasingly complex orienteering and mapping tasks.

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, the Tatra mountains of Poland and the Blue mountains of Jamaica. Physical processes such as orogeny and glaciation are acquired to explain significant change over long periods of time. The concept of physical process is revisited through a study of

Earthquakes, mountains and volcanoes. This depth study allows pupils the opportunity to have a more sophisticated knowledge of physical processes and make connections about how the environment has been shaped, as a result.

Settlement, trade and economic activities are the focus of a study that draws upon the Windrush generation module in CUSP History. This develops an increasing knowledge about migration and the factors that push people away or draw people towards settlements. Within these studies, pupils make relational connections between settlements and physical or human features. Settlements such as ports or major world cities are studied to explain the reasons why certain places are populated and why. Disciplinary knowledge supports pupils to reason and explain the effect of change on a place, drawing on prior substantive knowledge they can retrieve and reuse.

Our school is a Tardis, both indoors and out! We have an abundance of space, high quality teaching and learning resources; and active play-based learning equipment. Each geography study has a range of resources available (which are stored in our library cupboard), and can be added to through local services (library, museum, etc.) Including our cross-curricular orienteering scheme of work, which is used across the whole curriculum, break times and clubs, and enables children to develop their map reading and creating skills, and use them regularly.

We also provide children with a range of hands on learning opportunities (to bring the studies to life), such as: local experiences, Hadrian's Wall, river Lyne and learning forest (which we visit termly); national experiences, London residential and visitors, Rev. Rob (met office weather monitor).

When KS1 and KS2 children are working in their books, they use double page spreads so their work can be built on cumulatively. Following our six part lesson, they retrieve previous information first, after that they exploring new vocabulary, then they have their first attempt at demonstrating new knowledge/skills they have gained before finally using their knowledge/skills in a deeper (thinking hard) context. Each class's learning journey, for a unit of work, is shared via display. It will contain: a knowledge organiser, key vocabulary, a lesson overview, learning from each lesson and any relevant experiential learning.

In our teaching and learning, we use a range of diagnostic, formative and summative assessments to gain a clear and deep understanding of what our pupils know and can do. In Early Years, assessment for learning is an on-going process throughout the day and plays an important part in our Plan, Do, Review approach to the Early Years curriculum.

In KS1 and KS2, during lessons, staff use in the moment feedback as all evidence points towards feedback being most impactful as near to the point of learning as possible and this is what the six phase lesson enables.

After each geography study, teachers will assess the children's retention of the knowledge they have gained and how their working geographically skills have developed. By comparing pre and post learning questions and using open ended questions that require children to connect and explain their learning, through the disciplinary and substantive concepts, which are the focus of that particular geography study.

Our monitoring cycle is planned across the year and our 3 year school improvement cycle. When geography is in focus, there is additional time and resources budgeted so that a deep audit, review and evaluation of impact can be carried out, and actions completed. When a geography is not a main focus, leaders will complete light touch monitoring as outlined within their action plans.

## **IMPACT**

Leaders and staff work collaboratively to monitor and evaluate the impact of the geography curriculum using a variety strategies, including:

- Pupil Book Study
- Learning Walks
- Pupil Voice
- Seeking views of other stakeholders: parents, carers, staff, governors, community.

These will show that by the end of each key stage, children know, apply and understand the substantive knowledge and skills specified in the geography, National Curriculum programme of study for KS1 and KS2 and the Understanding the World strand of the EYFS.

Children will have been exposed to a rich and varied curriculum journey that enables them to experience creative learning, personal achievement and happiness. Carefully planned use of artefacts and resources, educational visits and visitors, first-hand experiences and technology all support learners to enhance and deepen their understanding. Our provision enables pupils to explore, interpret, reason, connect and contextualise learning and the world around them.

They should be able to use the knowledge they have gained and make links between the main substantive concepts (locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork).covered in our across of geography curriculum.

Children will be able use their disciplinary knowledge (working geographically skills), to analyse the knowledge they have gained so they can ask and answer questions connected to the main disciplinary concepts which support children to think as geographers.

This will culminate in pupils at Shankhill School being curious and fascinated geographers.