

Bempton Primary School

# Geography Curriculum



# Intent

At Bempton Primary School, our ambitious curriculum is structured to introduce and revisit knowledge through a sequential and enriching journey that begins in EYFS and finishes in Year 6. Children at Bempton become Geographers by looking at the world through four Main Strands: **Locational Knowledge, Place Knowledge, Human and Physical geography**, and finally, **Geographical Skills and Fieldwork**. By looking at the world around us in these ways, children can build upon their understanding and make links to previous learning. To further engage and support learning, Geography draws from other areas of the curriculum such as: **Computing, Maths, Art and Science**.

Our intent is to deliver a curriculum that aims to inspire in pupils a **curiosity and fascination** about the world and its people that will remain with them throughout Bempton and beyond. Our geography curriculum will 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**. Our curriculum is a knowledge-engaged progress model which clearly outlines the key knowledge and vocabulary for each stage of learning in sequence.

As pupils progress through school, their growing knowledge about the world will 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.

Our Geography curriculum includes opportunities for pupils to see themselves within the curriculum; with **field studies** and visits encompassing **locations in and around Bempton**. Through experiencing places familiar, we are able to contextualise our learning and prepare **our children for life in modern Britain**.

## At the end of Foundation at Bempton:

Pupils will be able to build own identity and a sense of place, recognise similarities and differences between life in this country and life in other countries. Pupils will be able to understand simple maps and geographical themed photographs. When completing fieldwork, they will be able to observe changes in the environment and describe their relative position such as behind

## At the end of KS1 at Bempton:

Pupils will be able to locate hot and cold countries of the world and understand how the Equator impacts countries. They will be able to use maps, globes, atlases and aerial photos and follow routes with simple compass directions. Pupils will ask and answer geographical questions in their fieldwork. In their written presentation of their geographical knowledge and skills, pupils will be able to make links between

## At the end of KS2 at Bempton:

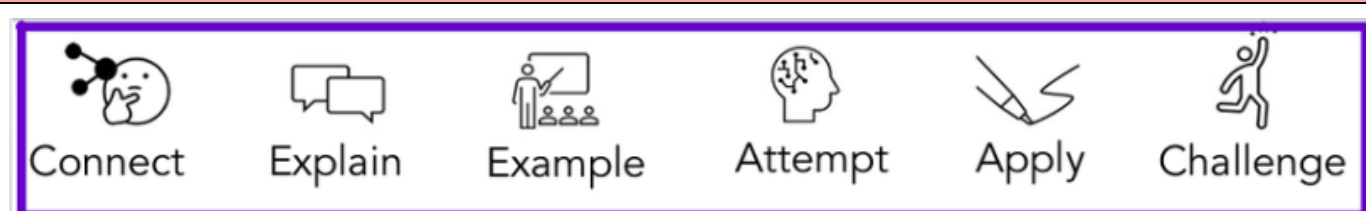
Pupils will be able to locate major countries and draw conclusions to their similarities and differences. They will understand how places have changed over time and understand how and why people from different locations of the world have contrasting points of view. Pupils will be able to make complex observations of a wide range of

or next to. Pupils will have a natural inquisitive interest in the world around them which is enhanced by focusing on the world they have an immediate emotional connection to. This knowledge will then stick and they will be better prepared for their learning in KS1.

people and the environment which will support them in the progression to KS2 geography.

maps and graphs. Pupils will be able to plan out their own field work and enquiry questions. In preparation for secondary school, pupils will write geographical reports with increased refinement in demonstrating the various ways an expert geographer thinks.

## Implementation



Retrieval	Instruction		Deliberate practice	Guided or independent practice	Integrate
Connect prior learning	My Turn	Worked examples	Our turn	Your turn	Sophisticate through retrieval, explanation,
Connect to concept and Big Idea	Explicit vocabulary instruction	Full or partially completed diagrams	Allows for misconceptions to be identified		Sophistication through self-questioning
Position learning within KO			Feedback given at the point of learning		Summarise using 'I know and I think' statements

At Bempton, through using CUSP (Curriculum with Unity Schools Partnership) resources, Geography is taught across each year group in modules that enable pupils to study in depth key geographical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, from EYFS to Year 6, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of Key Strands (**Locational Knowledge, Place Knowledge, Human and Physical geography, and finally, Geographical Skills and Fieldwork**) and geographical knowledge. Each module is revisited as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information. To further instil children's understanding, the children are given the opportunity of **'Thinking Geographically'** within each strand by exploring: **Place, Scale, Environment and Culture**.

### CUSP Geography Principles

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.

**In summary, CUSP fulfils and goes well beyond the expectations of the National Curriculum. CUSP History is the right curriculum for Bempton Primary School as we believe there is no ceiling to what our pupils can learn, if the construction and practice is founded in evidence-led principles.**

### **Support, Inclusion and Progress for All**

- Units of work are carefully sequenced, so prior knowledge and concepts are returned to and built upon from previous year groups and units
- Remembering and building on skills, information and knowledge is celebrated and giving opportunities for this is a key part of Bempton's teaching and learning opportunities
- Scaffolding, diverse questioning and opportunities for shared thinking are key tools in supporting pupils to make progress at all levels



- Some children have specific support and guidance taken from their EHCP and SEND provision map

## Impact

At Bempton, our Geography curriculum is designed in such a way that children will gain knowledge and skills that build year on year. By taking part in carefully planned retrieval tasks, regular class discussions and decision-making processes, children will not only know geographical facts and key information about Britain and the wider world, but they will be able to talk confidently about their own learning journey and have a growing understanding of how to improve their own knowledge and understanding of geography.

The impact of our ambitious Geography approach:

1. Meets the end of key stage expectations outlined in the National curriculum for Geography and even go beyond these, challenging and developing the children's understanding.
2. Ensures children can articulate their learning and have a deep knowledge of the world they live in and how they can make a positive impact as global change makers.
3. Ensures children can access and follow our ambitious curriculum that shares our vision for exceptionally high expectations.
4. A curriculum that gives our children understanding of space, place, environment, and culture throughout.

### Assessment

- Retrieval task at the beginning of every lesson
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback/ marking
- End of unit quizzes are used to within teaching slides monitor progress and attainment

### Cultural Capital

Enrichment is an essential part of the Bempton Geography Curriculum which provides pupils with discrete time to focus and deepen their learning, they provide opportunities for new experiences as well as nurturing and developing a thirst for learning. We use a multi-faceted approach to enrichment within history:

1. Each class will be given the opportunity for out of school visits and experiences that complement their current learning
2. Artefacts are brought into school from local museums to enrich our curriculum
3. External visitors coming in to school to deliver geography sessions.
4. School timeline display that links directly to children's learning