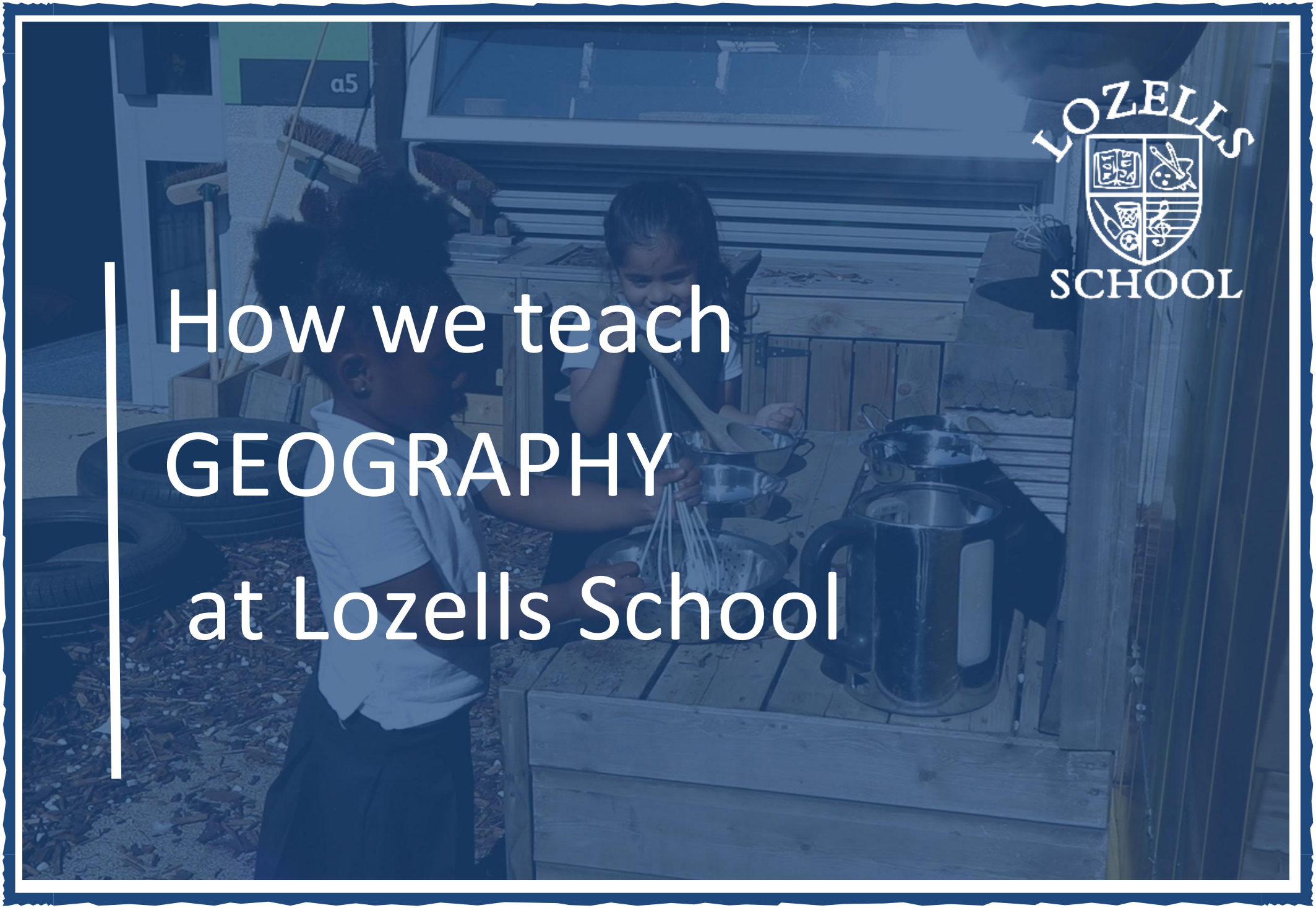

How we teach GEOGRAPHY at Lozells School

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Our vision:

To teach and nurture the children of our community is a privilege.

Our families and children are ambitious for themselves and supportive of one another in a way that simply defines 'community'.

Our vision is for all our children to know that they are valued, can make a difference and can achieve great things through hard work and perseverance.

Our ethos is:

Everyone is entitled to be the best they can be.
We will enable children to learn, challenge them to think hard and guide their growth as young people.

They are their own future, their family's future, our future.
Our children have differences, character and voices and we encourage this!

1. SUBJECT VISION STATEMENT

At Lozells, we aim to provide a broad and balanced geography curriculum, ensuring the progressive development of geographical concepts, knowledge and skills throughout the school. We aim to develop the interest and understanding of diverse places, people and resources, together with a deep understanding of physical and human processes. Opportunities exist for children to experience learning beyond the classroom, where knowledge is enriched by conducting geographical surveys and fieldwork in the local area. They also develop a greater understanding of how locations, as well as people who live in them, differ around the world. Children learn how geography applies to everyday life and encourages them to ask questions; we encourage them to be curious and to develop a sense of wonder and love of the world they live in.

3. MEETING THE AIMS OF THE NATIONAL CURRICULUM

PURPOSE OF STUDY:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should 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.

NATIONAL CURRICULUM AIMS:

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

ATTAINMENT TARGETS:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

KS1 NC SUBJECT CONTENT:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- 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

- 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
- 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

- 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 Geography – key stages 1 and 2 3
- 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.

KS2 NC SUBJECT CONTENT:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

Locational knowledge

- 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

- 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

- 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 Geography – key stages 1 and 2 4

Geographical skills and fieldwork

- 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.

4. INTENDED PROGRESSION THROUGH THE CURRICULUM

EYFS – GEOGRAPHY RELATED EARLY LEARNING GOALS

EYFS | KEY STAGE 1 | KEY STAGE 2

	ELG People, Culture and Communities	Key Vocabulary	Nursery Examples	Examples of how this is achieved in EYFS
Specific Area of Learning **Understanding the World**	• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **ELG The Natural World** • Exploring the Natural World around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.	• Geographer • World • Ocean • Country • City • Town • Village • Place • Map • Season • Weather • Forest • Beach • Mountain • Planet • Space • Earth	• Become familiar with the local environment • Explore school grounds – wildlife and spinney • Know about extended family • EAL – knowing about family members in other places • Explore traditions and Christmas • Know about farms and animals • Exploring world through texts such 'We're going on a bear hunt'	• Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc…) • Exploring the school grounds to look at features of the environment. • Discussing where extended family members live on a map, including our EAL families place of birth. • Exploring Christmas traditions from around the world. • Features of cities, man-made vs natural (Naughty Bus link) • Learning London is the capital city • Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps, • Black History • Naming features of the world around us (farms, beach, woodland etc)

KEY STAGE 1 AND 2 PROGRESSION AND COVERAGE IN GEOGRAPHY

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Continents Oceans	Human and physical features	Fieldwork – human and physical features	Rivers	World countries and biomes	Comparison study UK, Europe and North America
Countries of UK Capital cities of UK Seas of the UK	Compare a small part of the UK with a non-European location (London and Nairobi)	UK study – name and locate regions, counties, geographical regions, topographical features	Latitude and longitude	4 and 6 figure grid references	Physical processes: Earthquakes, mountains and volcanoes
Revisit Continents, Oceans Countries of UK Capital cities of UK Seas of the UK	Compare a small part of the UK with a non-European location (Local area and Yanomami tribe)	**Revisit** human and physical features	Water cycle	**Revisit** biomes and environmental regions	Settlements
Hot and cold places			**Revisit** rivers		
Mapping and fieldwork	Fieldwork and map skills	OS maps and scale	Fieldwork and mapping – environmental regions	OS Map and fieldwork	OS Maps and fieldwork

SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork

<table>
<tr><th>EYFS</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr>
<td rowspan="4">Understanding the world
People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World
Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</td>
<td>Continents, oceans, countries and capital cities of UK and seas

LOCATIONAL KNOWLEDGE
|
Location, Order
Connection</td>
<td>Local area study

HUMAN AND PHYSICAL GEOGRAPHY
|
Location, Order
Environment, Culture
Time, Pattern</td>
<td>Local area study

HUMAN AND PHYSICAL GEOGRAPHY
|
Location, place, map skills and fieldwork</td>
<td>Rivers
HUMAN AND PHYSICAL GEOGRAPHY
|
Location, Order, Proximity
Region, Landscape, System

PLACE KNOWLEDGE
|
Location, Environment,
Pattern</td>
<td>World cities, biomes and environmental regions

HUMAN AND PHYSICAL GEOGRAPHY
|
Location
Interdependence, Pattern
Environment, Settlement
Economic</td>
<td>Comparison study of North America, Europe and UK
PLACE KNOWLEDGE
|
Location, Connection
Economic, Order
Pattern, Remoteness</td>
</tr>
<tr>
<td>Hot and cold locations

HUMAN AND PHYSICAL GEOGRAPHY
|
Location, Environment
Culture</td>
<td>Comparison of a non-European location with small area of UK (London and Nairobi)

PLACE KNOWLEDGE
|
Location, Environment
Culture, Connection</td>
<td>UK Study

LOCATIONAL KNOWLEDGE
|
Location, Order
Environment, Region
Landscape</td>
<td>Latitude and longitude

LOCATIONAL KNOWLEDGE
|
Location, Position
Diversity, Time</td>
<td>4 and 6 figure grid references

GEOGRAPHICAL SKILLS AND FIELDWORK
|
Location
Absolute position
Scale
Settlement</td>
<td>Physical processes

HUMAN AND PHYSICAL GEOGRAPHY
|
Time, Location, Process
Connection, Environment
System</td>
</tr>
<tr>
<td>Local area map work skills

GEOGRAPHICAL SKILLS AND FIELDWORK
|
Location, Environment, Patterns</td>
<td>Local area map work skills and introduction to scale

GEOGRAPHICAL SKILLS AND FIELDWORK
|
Location, Environment, Pattern, Similar</td>
<td>Revisit Human and physical geography

HUMAN AND PHYSICAL GEOGRAPHY
|
Location, Place, Culture
Connection, Interdependence</td>
<td>Water cycle

HUMAN AND PHYSICAL GEOGRAPHY
|
Environment, Connection
Interaction, Landscape
Process, Cycle</td>
<td>Revisit World cities, biomes and environmental regions

HUMAN AND PHYSICAL GEOGRAPHY
|
Location
Interdependence, Pattern
Environment, Settlement
Economic</td>
<td>Settlements and relationships
HUMAN AND PHYSICAL GEOGRAPHY
|
Location, Proximity
Landscape, Interdependence
Lived space

PLACE KNOWLEDGE
Location, Connection
Economic, Order
Pattern, Remoteness</td>
</tr>
<tr>
<td>Compare an alternative non-European locality (Village in a rainforest)

PLACE KNOWLEDGE
|
Location, Environment
Culture, Remoteness</td>
<td>OS maps and scale

GEOGRAPHICAL SKILLS AND FIELDWORK
|
Location, Scale, Proximity</td>
<td>Revisit Rivers
HUMAN AND PHYSICAL GEOGRAPHY
|
Location, Order, Proximity
Region, Landscape, System

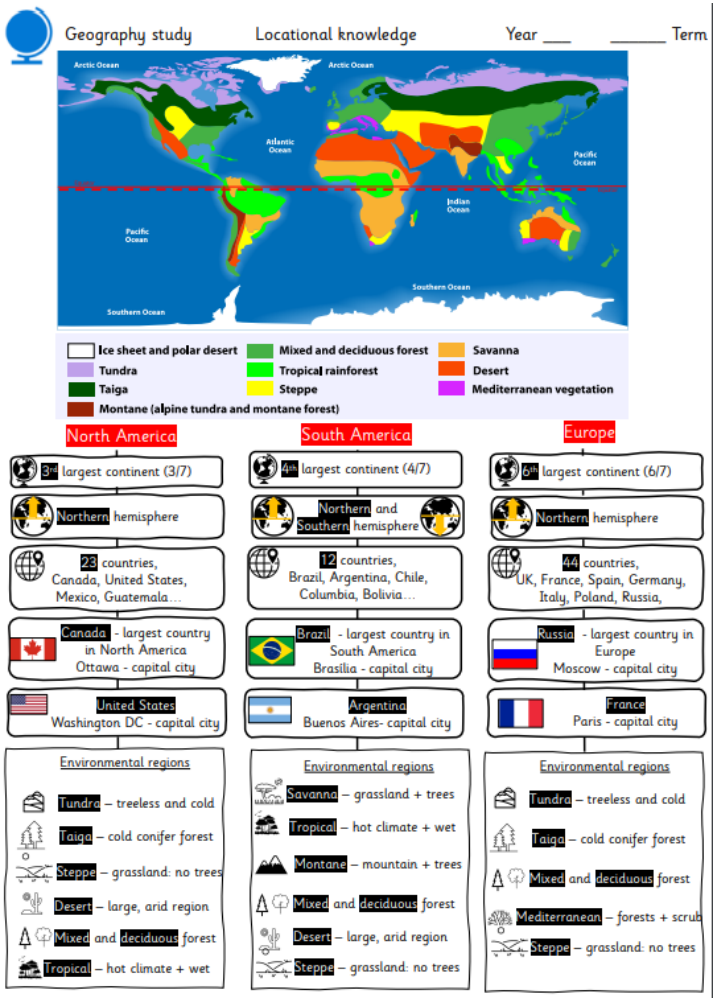
Map skills

GEOGRAPHICAL SKILLS AND FIELDWORK
Location, Scale, Proximity</td>
<td>OS maps and fieldwork

GEOGRAPHICAL SKILLS AND FIELDWORK
|
Location, Scale, Proximity</td>
<td>Maps and orienteering
GEOGRAPHICAL SKILLS AND FIELDWORK
|
Location, Proximity
Scale, Connection, Pattern</td>
</tr>
</table>

5. IMPLEMENTATION THROUGH CUSP – EVIDENCE-BASED PRACTICE

Knowledge organisers are shared at the beginning of each unit of work. They contain key information which can be referred to during any of the lessons. Each lesson builds upon previous learning and children have the opportunity to read through what they have previously learnt before completing simple quizzes. Pupils are given the chance to show what they have learnt and can use their knowledge to be challenged further.



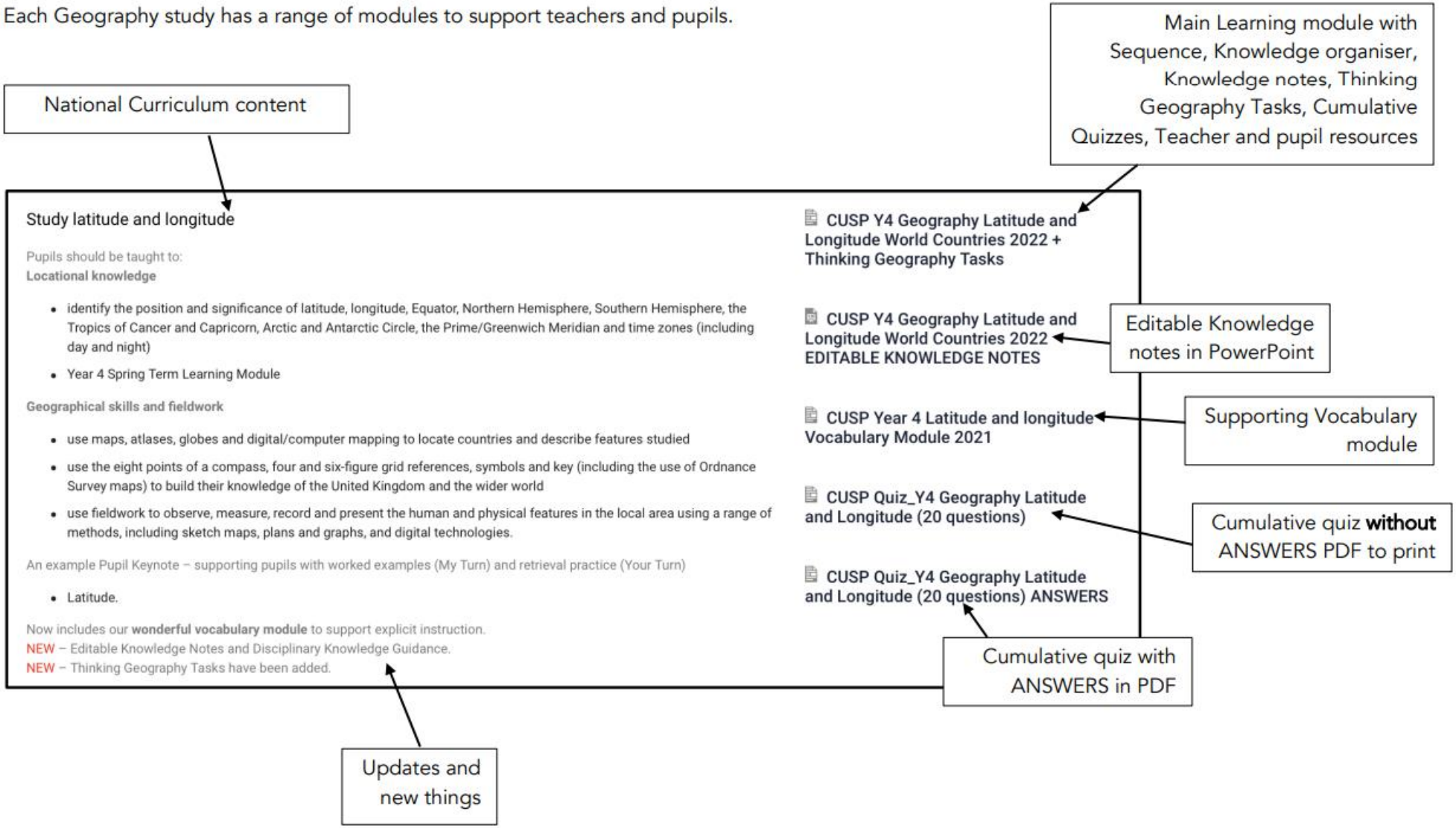
Connect	Explain	Example	Attempt	Apply	Challenge
Make Connections with previous learning through questions, quizzes, two things, give one and get one routines. Position and frame substantive concepts in context of this learning using Big Ideas map. For example, the concept of LIGHT connects to the SCIENCE domain of PHYSICS and the importance of understanding that LIGHT is made of waves that help us communicate.	Focus the learning question to help pupils attend. Introduce essential vocabulary in the context of the lesson. Use vocabulary modules and scripts to introduce new words. Be efficient with words and clear with explanations. RECEPTIVE LANGUAGE DEVELOPMENT	Make worked examples really explicit. Use diagrams, images, videos, artefacts to help articulate the content. Reduce number of slides on interactive boards. Use My Turn boards to capture the core content by writing on flip chart paper and hanging it up.	USE WHAT YOU KNOW Pupils practically have a go at selecting and organising the content you have taught them. DELIBERATE PRACTICE Develop receptive and expressive language. This enables pupils to rehearse and make sense of the learning. FEEDBACK – a great opportunity to Diagnose, Intervene and Evaluate (Hattie) the learning taking place.	SHOW WHAT YOU KNOW Use teacher books to model page layout using double page spreads. Use CUSP Thinking Hard routines to help pupils explain and connect their learning. Use and apply vocabulary all the time. Make it unmissable and irresistible. Increase productivity through CUSP Hexagon pathways to explain content.	DEEPEN WHAT YOU KNOW Quizzes to increase the retrieval practice effect. Self-questions to develop richer knowledge of the content. Two things Blank hexagon pathways Open word paths Partial word paths Closed word paths

An example of how a lesson can be broken down. It includes previous learning, key ideas and tier 2 and 3 vocabulary.

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 I World countries – biomes and vegetation belts I 	**HUMAN AND PHYSICAL GEOGRAPHY** I Location Interdependence, Pattern Environment, Settlement Economic	**Y3:** • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale **Y4:** • Rivers • Latitude and longitude • Water cycle • Revisit rivers	**Major countries and cities:** Where would you find the major countries of the world? Where would you find the major cities of the world? **Biomes:** What is a biome? (Environmental region) How do biomes change across the world? **Human and physical features:** What are the human characteristics that define Europe, North and South America? What are the physical characteristics that define Europe, North and South America?	**arid** **fertile** **densely** **exceptional** **craggy** **scenery**	**continent** **latitudes** **longitude** **equator** **hemisphere** **biome**

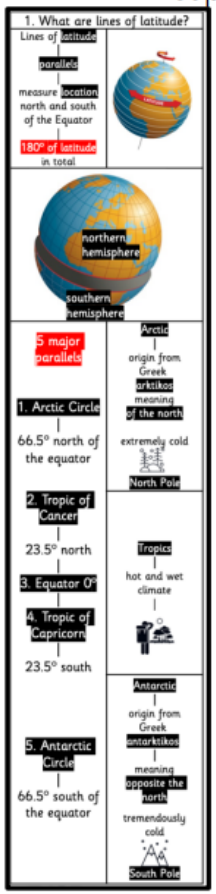
Structure and content

Each Geography study has a range of modules to support teachers and pupils.



KNOWLEDGE NOTES

Locational points of reference communicating what pupils will KNOW
Communicates the lesson question
Supports explicit vocabulary instruction



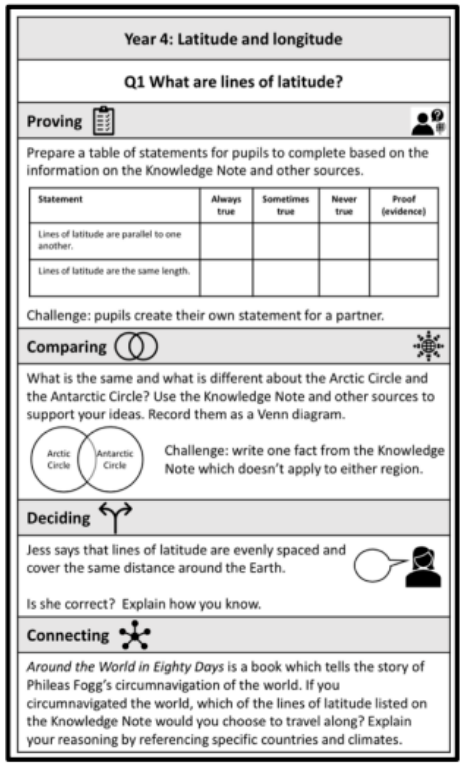
Lesson questions are introduced at the start of teaching.
They set the scene and set pupils on a quest.

Enables pupils to attend to the teacher instruction and follow the lesson. Pupils mark up on the KN as the teacher references content.
It acts as a simple, physical, location cue.

A clear point of reference enabling pupils to engage in tasks without forgetting the content.
Focuses attention as one source of essential lesson content.

THINKING GEOGRAPHY TASKS

A menu of DISCIPLINARY KNOWLEDGE tasks to help pupils make sense of the substantive knowledge



Year 4: Latitude and longitude

Q1 What are lines of latitude?

Proving

Prepare a table of statements for pupils to complete based on the information on the Knowledge Note and other sources.

Statement	Always true	Sometimes true	Never true	Proof (evidence)
Lines of latitude are parallel to one another.				
Lines of latitude are the same length.				

Challenge: pupils create their own statement for a partner.

Comparing

What is the same and what is different about the Arctic Circle and the Antarctic Circle? Use the Knowledge Note and other sources to support your ideas. Record them as a Venn diagram.

Arctic Circle / Antarctic Circle

Challenge: write one fact from the Knowledge Note which doesn't apply to either region.

Deciding

Jess says that lines of latitude are evenly spaced and cover the same distance around the Earth.

Is she correct? Explain how you know.

Connecting

Around the World in Eighty Days is a book which tells the story of Phileas Fogg's circumnavigation of the world. If you circumnavigated the world, which of the lines of latitude listed on the Knowledge Note would you choose to travel along? Explain your reasoning by referencing specific countries and climates.

Teacher choice – DO not expect to use all tasks within a lesson.

Select ONE OR TWO tasks that you think will consolidate and elaborate pupil understanding related to the teaching of the knowledge note.

NOT to be used before the explicit instruction of the content in the knowledge note.

Provides relevant and sophisticated CHALLENGE for pupils to think hard about the content – creating coherent long-term memory.

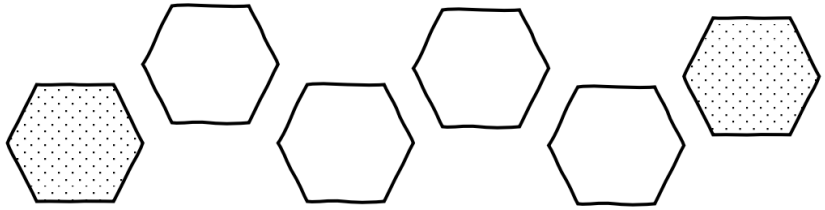
6. DEVELOPING ENGLISH SPEAKING, READING AND WRITING SKILLS THROUGH GEOGRAPHY

Key words, including tier 2 and 3 vocabulary, are introduced in each topic and are used throughout. Every unit of CUSP geography comes with vocabulary tasks, as well as additional vocabulary activities for the children to complete alongside their work. Children are encouraged to use the new learnt technical vocabulary and in their oral and written work.

Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
arid	little or no rain, barren	continent	any of the world's main continuous expanses of land
fertile	antonym for arid - land that can produce abundant vegetation	latitudes	regions with reference to their temperature and distance from the equator
densely	close together, crowded	longitude	the distance of a place east or west of the Greenwich meridian, measured in degrees
exceptional	unusual, not typical	equator	an imaginary line around the earth at equal distances from the poles, dividing the earth into northern and southern hemispheres
craggy	rock or rough cliff face	hemisphere	a half of the earth
scenery	natural features of the landscape	biome	a region that has a specific climate with animals and plants that are adapted to live there

BUILD THE PATH: connect these **two words** with **four other words** that link the line together.



OWN-it — Analyse	KNOW-it — Definition
Tick the *root* word that means *different* or *change*. ❑ fer ❑ var	Explain the meaning of the word *hemisphere*.
Explain the meaning of the underlined *prefix* in the word *co-ordinate*.	True or false? The word *biome* refers to half of the earth.
Which part of the word *intersect* means *cut*?	Tick one. The word *densely* means: ❑ sparsely separated ❑ close together, crowded

Vocabulary Essentials: Pupil Organiser KS2 — Study: Y5 Locating world countries

What I already know that will help me

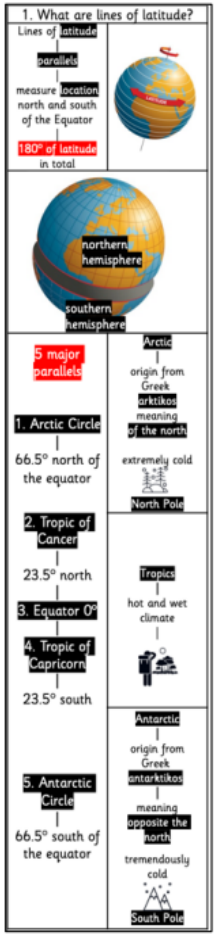
centimetre, kilometre, thermometer	-metre/-meter
hemisphere	hemi
local, locality, location,	local
latitude, lateral,	lat
parallel, parameter	para

T2 **Multiple meaning** or **high frequency** words

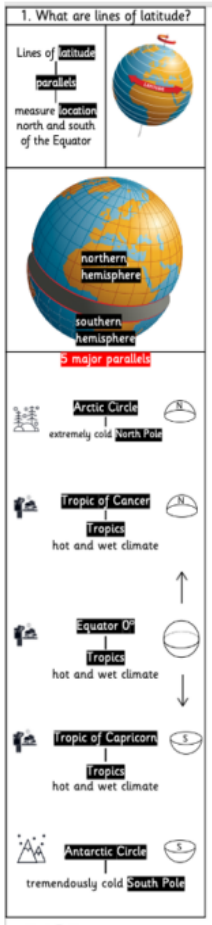
KNOW LINK ANALYSE — Use and apply in a sentence

7. EQUALITY OF ACCESS AND EFFECTIVE SUPPORT FOR CHILDREN WITH SEND

Knowledge notes can be edited and adjusted for pupils with SEND.

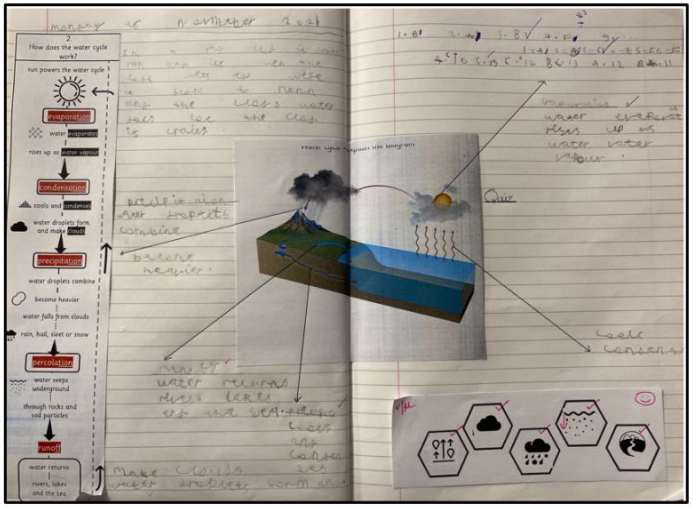


Edited and reasonable adjustment made, bespoke to the learner or learners →



Differentiation can include:

- Identifying alternative ways of recording
- Adapting to meet learners' needs
- Targeting additional input to lower attaining pupils and those with SEND
- Differentiating questions
- Setting clear objectives so that each child can understand them
- Make sure work is presented in small, achievable steps
- Chunk Knowledge Notes into manageable sections •
- Highlight key vocabulary
- Annotation
- Verbally share knowledge and understanding
- Rehearse orally allowing pupils to formulate and practice responses before recording them



8. ANALYSING THE IMPACT OF OUR GEOGRAPHY CURRICULUM TO INCLUDE ASSESSMENT

Pupil book studies are carried out once every term. These are evidence-led evaluation of long-term learning through precise and structured conversations with children.

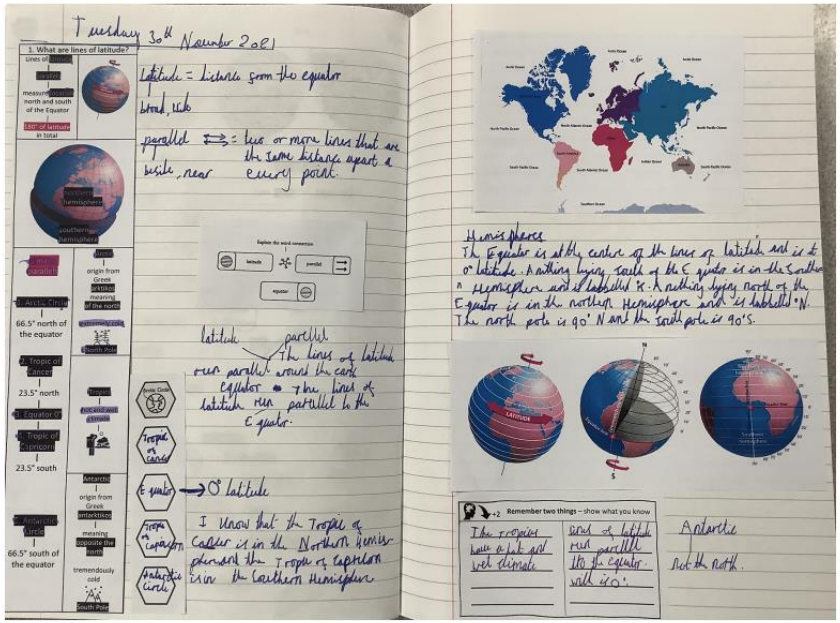
Pupil Book Study aims to help subject leaders and school leaders answer these three questions:

1. **What impact is your CURRICULUM having**? What effect is the curriculum architecture having?

2. **Does teaching support LONG-TERM LEARNING?** Is the evidence-led practice really being deployed at a classroom level, or is it superficial?

3. **Do tasks enable pupils to THINK HARD and CREATE LONG-TERM MEMORY?** How impactful are tasks, and do they help pupils to think hard and generate learning?

Pupil book studies enable children to demonstrate what they have learnt and use new vocabulary associated with the topic being studied.



9. TEACHER CPD AND SUBJECT DEVELOPMENT PRIORITIES

- Staff complete a self-audit of how confident they were in teaching CUSP geography and training requirements that they needed to be more effective.
- Geography books monitored each term to ensure there is consistency across year groups
- Lesson observations
- Teacher voice and discussions to highlight areas in need of further support
- Work alongside other subject leaders to ensure consistency across subjects and to share similar problems and solutions
- BEP peer review to be completed highlighting what is working well at Lozells and areas for improvement