PHOENIX PRIMARY SCHOOL
GEOGRAPHY POLICY 2024/25

1.1 INTRODUCTION

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At Phoenix Primary School, we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

1.2 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

NATIONAL CURRICULUM

Early Years

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- ✓ Observe, find out about, and identify features in the place they live and the natural world;
- ✓ Begin to know about their own cultures and beliefs and those of other people;
- ✓ Find out about their environment, and talk about those features they like and dislike.

Key Stage 1

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:

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
- ✓ 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.

<u>Key Stage 2</u>

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

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.

1.3 INTENT

At Phoenix Primary School, our geography curriculum intends to inspire curiosity about the world and its diverse environments, peoples, cultures, and landscapes. The geography curriculum aims to foster a deep understanding of the interconnected nature of physical and human geography. Our intent is to develop well-rounded individuals who appreciate the importance of sustainability, global citizenship, and environmental stewardship.

Our curriculum intent is underpinned by the National Curriculum requirements for Geography, with key focus areas including locational knowledge, place knowledge, human and physical geography, geographical skills, and fieldwork. We aim to ensure that our pupils develop a solid foundation in geographical knowledge, vocabulary, and skills that they can apply both within and beyond the classroom.

1.4 IMPLEMENTATION – CUSP

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.

Please see Appendix One for the content overview for Geography according to CUSP.

1.5 Planning

There is a programme of study for geography in place from Year 1 to Year 6 that is taught through our thematic curriculum – other areas of our curriculum link so that knowledge and skills are revisited regularly to ensure retention and mastery of skills.

Skills in the Foundation Stage are planned through the objectives within the EYFS.

The CUSP Geography Curriculum package includes a sequence of lesson plans, contextual reference materials, vocabulary modules, explanatory videos and annotated exemplifications.

The CUSP planning template recommends 6 phases of each lesson which aims to eradicate lesson 'fade'. It adopts a teach – task – teach – task model. The Teach-Task cumulative sequence that draws on the six phases of a lesson supports coherent and effective creation of long-term memory. See the headlines and detail below:

Headlines for 6 phases of a lesson






Connect	Explain	Example	Attempt	Apply	Challenge
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

Elaboration and detail for 6 phases of a lesson






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

1.6 Record Keeping, Assessment and Reporting

Teachers will assess children's Geography work in a variety of ways to ensure they gain a full understanding of what each child has learnt, and what is needed to progress their understanding. Teachers will observe, provide written and oral feedback. Teachers will use the statements on classroom monitor assessment system to support them to make an overall judgement of children's geographic ability. Progression in geography is discussed in staff and moderation/standardisation meetings internally and

externally. In addition, teacher assessments are recorded termly using the school's assessment policy and reports to parents in an end of year written report.

Class teachers should keep records of work carried out, and levels of achievement of the work. Written work and photographs of practical lessons are useful, as a reminder of pupil's achievement. Photographs are uploaded onto SeeSaw.

CUSP recommends that the assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of skills and their understanding and use of vocabulary.

The best form of assessment in Geography is in-action, while pupils are working. This helps us to understand pupils' understanding and offers the teachers opportunity to support or challenge pupils. By encouraging pupils to articulate their thinking and application of skills, we can understand which aspects of geographical aspects they may require additional teaching in and reshape teaching to support this.

Children's effort and progress in Geography is reported to parents through the pupil annual report and parents meetings throughout the year.

1.7 Reasonable adjustments for pupils with SEND:

As part of the planning and preparation for the delivery of each block from CUSP, teachers will need to consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson. Pupils with language and communication difficulties (including those with ASD) may need 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. Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made in order for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.

1.8 Speaking and Listening

Pupils are encouraged to provide specific evaluation of each other's work through verbal peer-assessment strategies.

1.9 Monitoring

The monitoring of coverage and progress across the school will be done by the subject coordinator in consultation with teachers and the SLT.

1.10 Inclusion

At Phoenix Primary we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

1.11 Mission Statement

'Where We Rise To The Challenge'

Working together as a whole school community we aim for all pupils, parents and staff to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and

practices. We take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

We strive towards an outstanding school that provides a creative and enriching learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

We set high expectations and expect every child to thrive. They should reach their full potential, recognising personal strengths and celebrating personal achievements of themselves and others; both within the school and its wider community.

1.12 Equal Opportunity for specific groups including EAL children

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

1.13 Health and Safety

Children should be working in a safe environment both in and outside of the classroom. The relevant risk assessments must be completed when using any potentially dangerous equipment, such as scissors or craft knifes. When conducting fieldwork, children should be properly supervised and should be made aware of any potential dangers, such as busy roads or water hazards.

1.14 Parental Involvement

As with all areas of children's learning we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework that may be set. Asking parents to come and share their skills and experiences. As well as joining in with the celebration of their children's achievement and success.

1.15 Wellbeing

Mental health and wellbeing is at the forefront of everything we do, from children to all staff across the school. We have an open-door policy within our environment and we offer all the opportunity to express themselves appropriately and ensure that matters of concern are dealt with correctly and supportively.

Approved by Governors:

Name: _____ Signed: _____

Date: _____

To be reviewed: August 2025

2 APPENDIX ONE – GEOGRAPHY SEQUENCE PROGRESSION & CUMULATIVE END GOALS (CUSP)

CUSP Geography Single Age Sequence Content Progression

	Autumn	Spring	Summer
Year 1	Continents Oceans Countries of UK	Capital cities of UK Seas around UK Hot and cold places	Hot and cold places Mapping and fieldwork
Year 2	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
Year 3	Fieldwork – human and physical features	UK Study	Revisit human and physical features *(only if your class need to)* OS Maps and Scale
Year 4	Rivers Latitude and longitude	Latitude and longitude Water cycle	Rivers revisited *(only if your class need to)* Map skills – environmental regions
Year 5	World countries – biomes and environmental regions	4 and 6 figure grid references	OS Maps and fieldwork
Year 6	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)

Examples of Cumulative End Goals – By the end of KEY STAGE 1

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Year 1 Continents, oceans, countries and capital cities of UK and seas Hot and cold locations Local area map work skills **Year 2** Local area study – Human and Physical Geography Comparison of a non-European location with small area of UK (London and Nairobi) Local area map work skills and introduction to scale Compare an alternative non-European locality (Village in a rainforest)	**Pupils develop an understanding of the concept of LOCATION through:** I • naming and locating the world's seven continents and five oceans (Y1) • naming, locating and identifying the four countries and capital cities of the United Kingdom (Y1) • identifying the characteristics of the four countries and capital cities of the United Kingdom (Y1) • knowing and naming the oceans and seas surrounding the United Kingdom (Y1) • identifying and locating the location of a non-European countries (Y2) • identifying and locating their school and locality (Y2)	**Pupils develop an understanding of the concept of PLACE through:** I • knowing where England and London are located (Y2) • knowing and explaining the main human and physical features of London (Y2) • knowing and explaining where Kenya and Nairobi are located (Y2) • knowing and explaining the main human and physical features of Nairobi (Y2) • knowing and explaining the similarities and differences of these two places (Y2)	**Pupils develop an understanding of the concept of human and physical geography through:** I • knowing and explaining seasonal and daily weather patterns (Y1) • locating the Equator, North and South Poles (Y1) • locating and name hot and cold places in the world (Y1) • using geographical vocabulary to refer to physical features: (Y1/2) o *beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal* • using geographical vocabulary to refer to human features: (Y1/2) o *city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum*	**Pupils develop an understanding of the concept of Geographical skills and fieldwork through:** I • using world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans (Y1/2) • knowing and using 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 (Y1/2) • using aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features (Y2) • making a simple map using basic symbols in a key (Y1/2) • knowing and explaining larger and smaller scale maps, including OS maps (Y2) • using 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 (Y1/2)

Examples of Cumulative End Goals – By the end of LOWER KEY STAGE 2

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Year 3 Local area study – human and physical geography UK Study Revisit Human and physical geography OS maps and scale **Year 4** Rivers Latitude and Longitude Water Cycle Revisit Rivers Map skills – environmental regions	**Pupils develop an understanding of the concept of LOCATION through:** **I** • locating and knowing about the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (Y4) • knowing and locating environmental regions, key physical and human characteristics, countries and major cities (Y4) • naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (Y3) • identifying land-use patterns and know how some of these aspects have changed over time (Y3) • identify and explain 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) (Y4) • knowing about significant individuals, such as **Wladimir Köppen** who first identified major climate types (Y4)	**Pupils develop an understanding of the concept of PLACE through:** **I** • explaining what regions, counties and cities are like in the United Kingdom (Y3) • explaining the similarities and differences between places across the world (Y3/4) • knowing and explaining about places that are built around rivers (Y4) • knowing and explaining the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar (Y4).	**Pupils develop an understanding of the concept of human and physical geography through:** **I** • knowing and describing key physical geography features o *topography, climate zones, vegetation belts, mountains, rivers, and the water cycle* (Y3/4) • knowing and describing key human geography features o *region, county, capital city, city, settlement, recreation, harbour,* (Y3/4) • knowing and explaining how places are shaped by human and physical features • knowing and explaining how physical features shape a place and the reason that human features are there	**Pupils develop an understanding of the concept of Geographical skills and fieldwork through:** **I** • making choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y3/4) • skilfully using 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 (Y3/4) • using 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, such as Digimap for Schools. (Y3/4)

Examples of Cumulative End Goals – By the end of UPPER KEY STAGE 2

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
	Pupils develop an understanding of the concept of LOCATION through:	**Pupils develop an understanding of the concept of PLACE through:**	**Pupils develop an understanding of the concept of human and physical geography through:**	**Pupils develop an understanding of the concept of Geographical skills and fieldwork through:**
Year 5 World cities, biomes and environmental regions 4 and 6 figure grid references Revisit World cities, biomes and environmental regions OS maps and fieldwork **Year 6** Physical processes – earthquakes, mountains and volcanoes Settlements and relationships Comparison study of North America, Europe and UK Maps and orienteering	• knowing and locating countries and cities of the world (Y5/6) • identifying and explaining world biomes by building on prior knowledge of environmental regions (Y5) • knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities (Y5/6)	• knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America (Y6) • knowing and explaining that places are shaped by their location, physical and human features (Y5/6) • knowing and explaining why the features of places are defined by their human and physical features, such as trade or tourism (Y5/6)	• knowing and describing key physical geography features and processes o *climate zones, vegetation belts, earthquakes, mountains and volcanoes* (Y5/6) • knowing and describing key human geography features o types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Y5/6)	• using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y5/6) • using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world (Y5/6) • using 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, such as Digimap for Schools. (Y5/6)