

## Our Curriculum Vision

Everything we do, at Lanercost CE Primary School, stems from our children having a life-long love of learning. We are proud of our inclusive environment, which is firmly rooted in a shared Christian ethos and fosters the care and nurture of our school community. As a school, in partnership with parents and carers, we strive to build strong foundations for an excellent education. We enable our children to achieve all of their divine potential by inspiring them and promoting opportunities to delight in their learning as well as allowing them to grow into successful, compassionate, young adults who recognise their role in the community and the ever-changing wider world.

We aim to accomplish this through a loving, structured and joyful environment with consistently high standards of teaching. Our engaging and immersive learning is based upon the National Curriculum (2014), developed from a love of reading and reflects our school's unique circumstances. We make the most of our beautiful location, which is a stone's throw from Hadrian's Wall, Lanercost Priory, Naworth Castle and close to Northumbria National Park.

This brave, broad and rich curriculum motivates all of our children to build concepts, skills and knowledge for life. They become curious learners who are led by enquiry and inspired by a range of real-life experiences and cultural enrichment. Each of our subject leaders has worked hard to craft their subject curriculum to ensure this within their subject.

We know that the greatest way to understand school-life is to become a part of your child's learning journey. We aim to run several shared learning events, workshops and cultural enrichment moments that you can participate in, allowing you to see your child's progress and ventures in school. Please see our school website, social media platforms and school newsletter for the latest parent and community events.

*Our vision for our curriculum comes directly from our whole school vision. It has been carefully crafted by our teaching staff in order to ensure that we provide an education that helps every child reach their divine potential and enables them to have a life-long love of learning. Each of our subject-leaders has then designed their subject to stem from an evidence-basis where our vision is threaded through at every point.*

## Our Vision for Geography

The study of geography at Lanercost C of E Primary School stimulates an interest in, and a sense of wonder about, places. Our local landscape within the Eden Valley fosters this awe and wonderment due to its beauty and dramatic appearance. The environment provides us with a wealth of experiential geographical learning and helps the children to make sense of our complex and dynamically changing world, building on their own experiences to investigate places at all scales, from the local to the global.

At Lanercost we aim to deepen children's understanding of both physical and human geography by using our landscape to support the development of their geographical enquiry skills. Through these experiences we want children to develop a sense of place which acknowledges that we live somewhere very special that they will need to safeguard in the future.

Through our whole school geographical focus each class will complete units of work linked to the CUSP Curriculum. This will allow the children to raise and answer questions about our natural and human world. The children will develop knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills to be applied both inside and outside the classroom. Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development. It also allows pupils to encounter different societies and cultures, leading them to realise how nations rely on each other. We encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

## Our Teaching and Learning in Geography

At Lanercost C of E Primary School, we use CUSP Geography to support the teaching and learning of the subject because we believe it equips pupils to develop their expertise 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 One to Year Six. This vocabulary is included in a Knowledge Organiser and taught using Knowledge Notes. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between units. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory.

*Respect and Reverence   Hope   Responsibility   Perseverance   Truthfulness   Compassion*

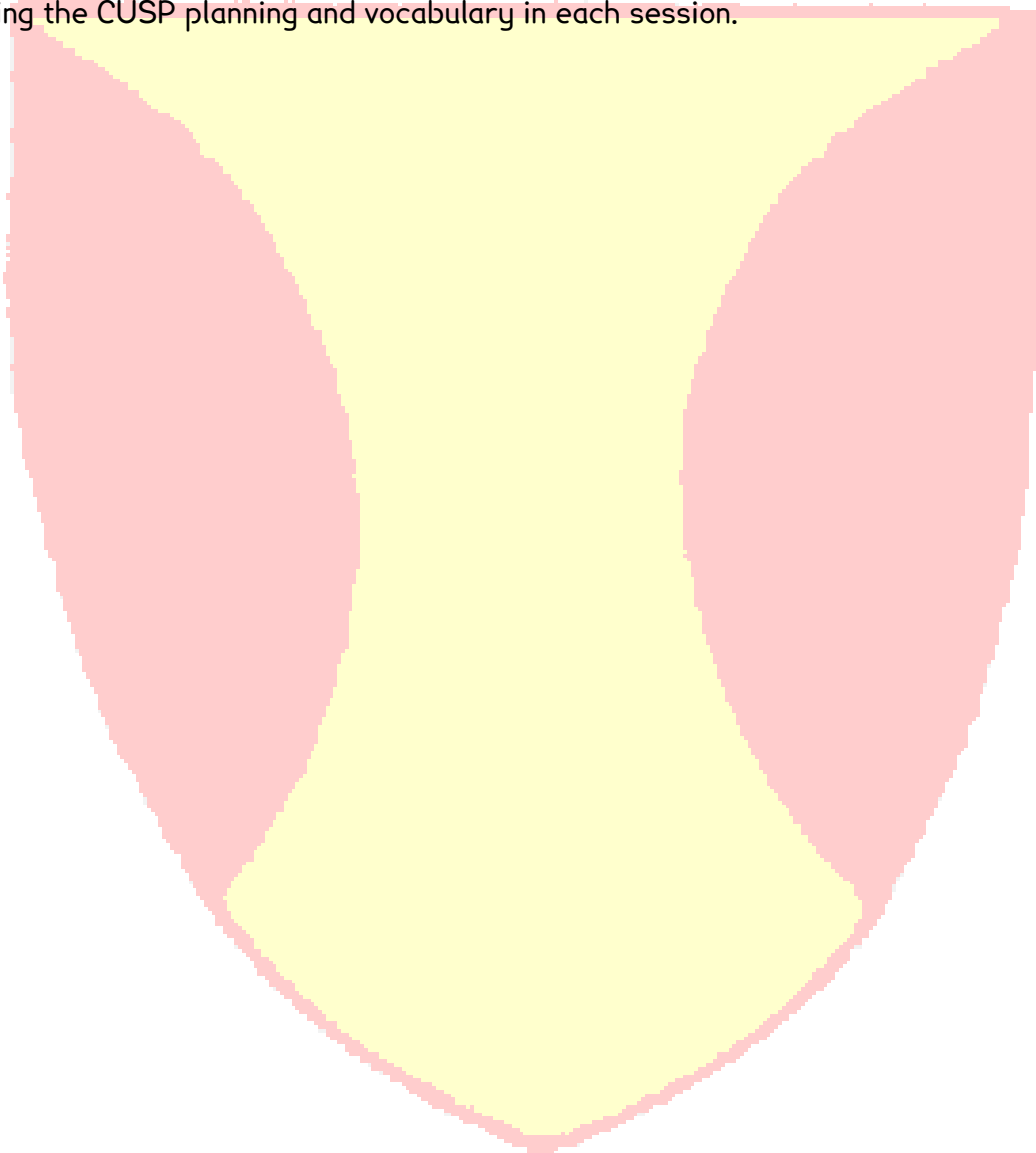
# Geography

Lanercost Church of England Primary School

Care Believe Achieve

'Live life in all its fullness' - John 10:10

Geography is taught through half termly geographical focus topics which link to CUSP units of work. These follow a two-year cycle to ensure complete National Curriculum coverage within our mixed age classes. Each unit allows the whole school to learn about the same aspect of geography, and teaching staff are able to collaborate in their approach to the planning, assessment and teaching of the subject throughout the school. CUSP Units of work are used for Years One to Year Six as an aid planning. All lessons are bespoke; planned to be memorable and have the maximum impact, encompassing the CUSP planning and vocabulary in each session.



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## Teaching Geography in the Early Years

In the Early Years, geographical concepts and ideas mainly relate to the Statutory framework for the early years foundation stage 2021 statement and outcomes for Understanding the World. Learning experiences are planned and facilitated through the use of both the indoor and outdoor environments using Development Matters 2021. These objectives can be seen below.

3 and 4 year olds		Reception	
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.	Draw information from a simple map.	Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.
		Recognise some similarities and differences between life in this country and life in other countries.	Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.
Continue developing positive attitudes about the differences between people.	Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to learn each other's names, modelling correct pronunciation.	Recognise some environments that are different from the one in which they live.	Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
		Understand the effect of changing seasons on the natural world around them.	Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world

			and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play.
		Understand that some places are special to members of their community.	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.
<b>ELG: People, Culture and Communities</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>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;</li> <li>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.</li> </ul>		<b>ELG: The Natural World</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>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;</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	

## Characteristics of Effective Learning

Within Geography the characteristics that may support future learning are:

<b>Playing and Exploring</b>	Doing things independently that they have previously been taught.  Bring their own interests and fascinations into early years settings. This helps them to develop their learning.  Respond to new experiences that you bring to their attention.
<b>Active Learning</b>	Keep on trying when things are difficult.
<b>Creating and thinking critically</b>	Know more, so feel confident about coming up with their own ideas.  Make more links between those ideas.

In planning and guiding what the children learn, practitioners must reflect on the different rates at which children are developing, and adjust their practice appropriately. The 'Curiosity Approach' provides the opportunity to set up geographical provocations for the children to explore and develop their learning through play. The children will also participate in a weekly Understanding the World session where new geographical vocabulary and concepts can be introduced linked to the whole school unit title. To facilitate this learning the teachers may use first hand observations and field work, discussion, stories, non-fiction texts and maps.

## Teaching Geography in Key Stage One

The sequence in Key Stage One 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, such as Nairobi. 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 pupils in Key Stage One using Digimap for Schools. 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 Geography in Lower Key Stage Two

As pupils begin Key Stage Two, fieldwork and map skills are revisited with the 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, that 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 and is the precursor to studying biomes in Upper Key Stage Two.

## Teaching Geography in Upper Key Stage Two

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. In upper Key Stage Two, 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.

All teaching consists of the 6 phases of a lessons:



Connect

*Respect and Reverence*



Explain

*Hope*



Example

*Responsibility*



Attempt

*Perseverance*



Apply

*Truthfulness*



Challenge

*Compassion*



The 6 phases of a lesson give evidence-led structure to teaching and learning. A lesson may have multiple parts to it to support knowledge retention and vocabulary recall.

## Supporting Teaching and Learning of Geography

The CUSP curriculum is built around retrieval practice and spaced retrieval practice. This is combined with evidence led teaching and generative learning tasks that are appropriately scaffolded. Support staff, subjects leaders, and teacher play a vital role in universal quality first teaching:

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.

## Furthering the Teaching and Learning of Geography

To bring the subject to life, children at Lanercost have the opportunity to explore both urban and rural landscapes. During each unit of the curriculum geographical enquiries, fieldwork, relevant educational trips or visits from subject specialists are organised to bring learning to life. An example of this is when Cumbria Biodiversity Survey Team support an enquiry into the Biodiversity found in our Temperate Woodland Biome. Over the last few years we have had the privilege of meeting professors, explorers and different people who have lived or worked in some of the different biomes of our world.

Our school Woodland provides a year-round outdoor classroom, where children experience first-hand the changing seasons, woodland biodiversity and conservation. During Key Stage Two the children are given the opportunity to visit London to experience what our Capital City has to offer. Extra-curricular clubs such as orienteering also help to further develop the children's map reading skills.

## Assessment of Geography

Assessment of Geography is both formative at the point of learning, as well as summative to feed forward to the next point of contact pupils will have. Recording of assessment is multi-faceted. Whole class feedback and marking principles can be used. Any notes made must be useful and

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insightful, not lengthy or cumbersome. All the evidence points towards feedback being most impactful as near to the point of learning as possible. This is why the six phases of a lesson allows teachers the space to listen, watch and interact to intelligently give feedback at the point of learning.

At the end of each unit a quiz is undertaken individual by all children Year Two up. Year One children will complete a quiz as a team with annotations being made by an adult. This quiz allows the adults to explore the vocabulary and skills learned during the half term, and assess progress towards the curriculum objectives. In the Early Years a carefully chosen images is used at the end of a unit to generate conversation and ideas about the unit to assess the children's knowledge and progress.

An 'End of Unit Evaluation Sheet' will be completed by all the pupils (Year One to Six) and the class teacher, and the data added to the whole school assessment tracker on Insight.

## *The Impact of our approach to Geography*

By the end of Early Years Foundation Stage, the children will achieve the expected level of development for the Early Learning Goal, People, Culture and Communities and The Natural World. This will ensure they are ready for the next stage of their geographical journey.

By the end of Key Stage One, children should have developed their geographical vocabulary by learning about where they live, as well as one other small area of the United Kingdom and a small area in a contrasting non-European country. They should be able to use ICT, world maps, atlases and globes, simple compass directions, aerial photographs and plans, as well as simple fieldwork and observational skills.

By the end of Key Stage Two, children will be able to use maps to focus on Europe, North and South America, concentrating on regions, key physical/ human characteristics, countries, and major cities. They should be able to locate the counties and cities of the United Kingdom, and understand their human and physical characteristics. They should also be able to examine geographical similarities and differences by comparing the geography of a region of the United Kingdom with a region in a European country, and with a region in either North or South America. Children should be able to describe and understand key aspects of geography, for example: climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle, types of settlement, economic activity and the distribution of natural resources.