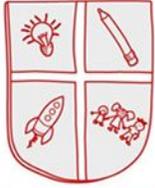


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Primary School**

Inspire, Create, Discover, Together

GEOGRAPHY IMPLEMENTATION



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IMPLEMENTATION

Geography - Implementation

Modular Approach – Knowledge

At Barrow Primary School, Geography is taught across each year group in modules through our curriculum that enables pupils to study in depth key geographical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, 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 geographical knowledge. Each module is revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.



GEOGRAPHY

Latitude and longitude study

Year 4
Autumn Term

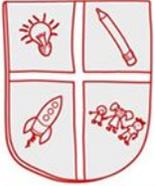
Locational knowledge

- 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)

Year 3	Previous learning Year 3	Year 4
Introduce and revisit UK Study	Human and Physical features OS map skills and fieldwork	Rivers

Subject Skills

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to develop their skills as a geographer in asking questions, planning and carrying out fieldwork, collecting and analysing information and drawing conclusions.



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Geography - Implementation

Principles – Implementing the Principle of the Curriculum

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.



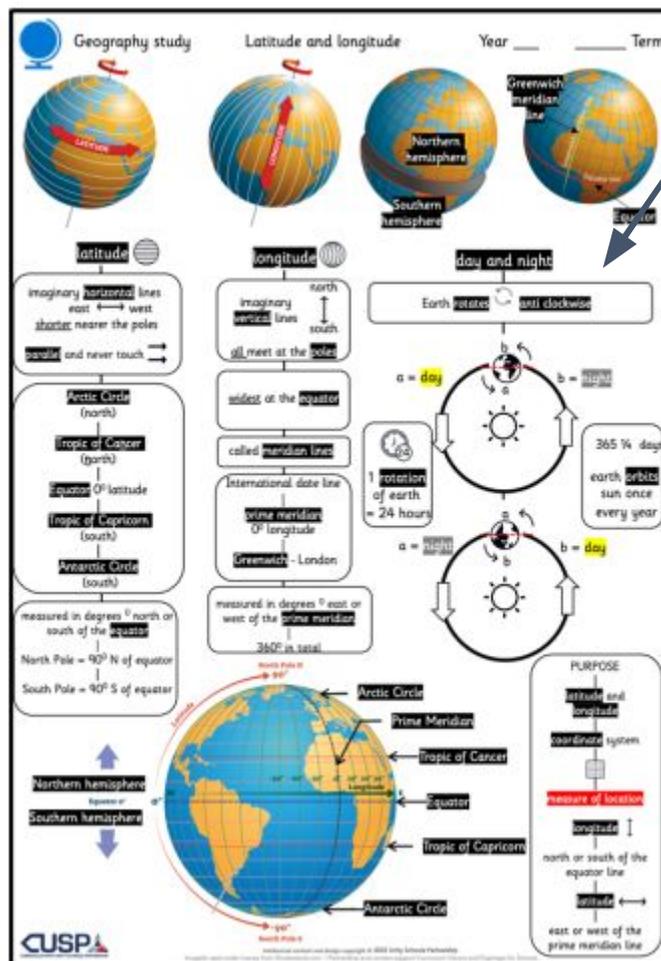
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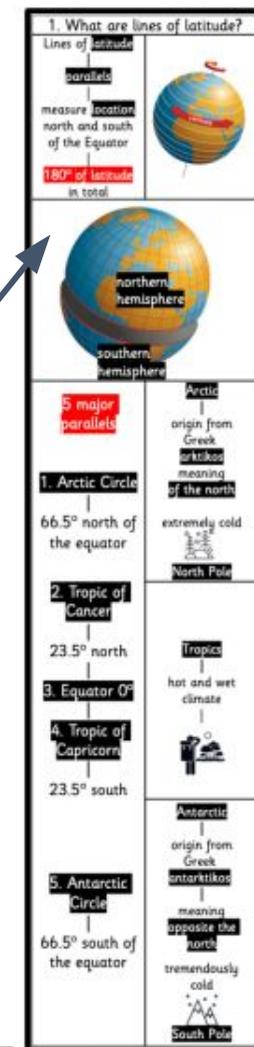
Knowledge Organisers and Knowledge Notes

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail to help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall.

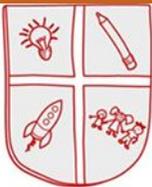
Knowledge Organisers and Knowledge notes are referenced throughout each module and copies of the Knowledge Organiser are sent home to families to support with home learning. In addition, pupils can access at home key learning platforms that are used in school e.g. Curriculum Visions.



Example Knowledge Organiser for Year 4 unit looking at longitude and latitude.



Example Knowledge Note - Learning question 1 - Year 4 Longitude and Latitude Unit.



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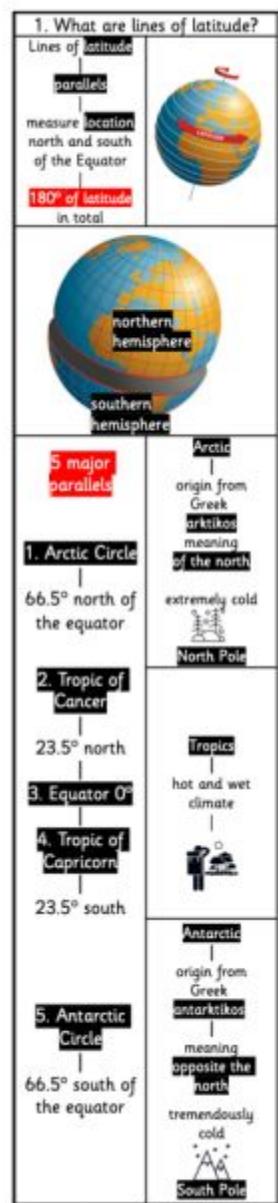
IMPLEMENTATION

Reasonable adjustments: inclusion and SEND

Accompanying each learning question is a knowledge note which contains key vocabulary, information and concepts which all pupils are expected to understand and retain.

Our dual coded knowledge notes are a valuable resource in the teaching of substantive knowledge and vocabulary acquisition.

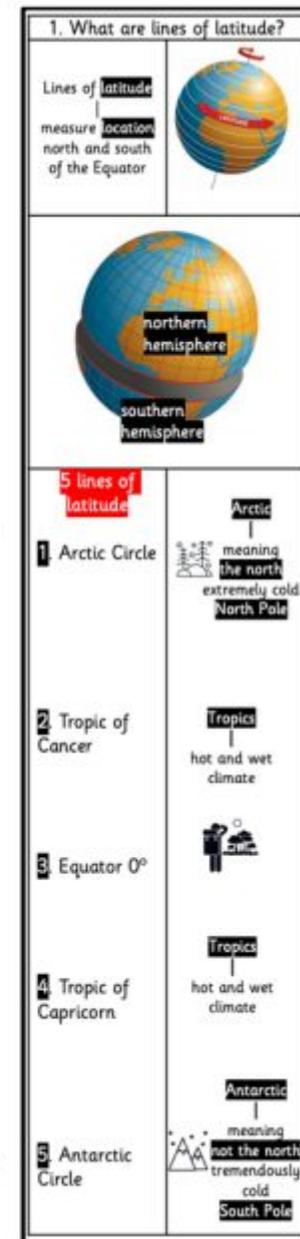
Our editable knowledge notes enable us to make reasonable adjustments, which are bespoke to the learner, to ensure that all pupils are able to access the curriculum.

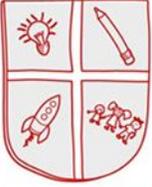


← Advancing

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

Securing →





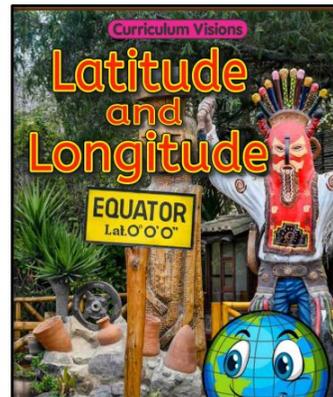
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Geography and Literacy

Reading

In our geography curriculum we encourage pupils to access high quality texts to support their learning and develop their skills in accessing information from a range of sources. Teachers model reading geographical texts and pupils spend time partner reading or reading independently to acquire knowledge or deepen their understanding.

All children have access to the 'Curriculum Visions' website, which is a digital library with a range of high quality texts tailored to our curriculum. Children are provided with opportunities to extend their learning, or carry out pre-reading tasks about their current unit of learning. We believe this helps to raise the profile of our foundation curriculum, by actively involving parents in supporting their children's learning and development at home.



Vocabulary

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 alongside 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

Each learning module is accompanied by a vocabulary resource pack which assists the explicit teaching of vocabulary. These vocabulary tasks are used to model and develop coherent vocabulary understanding through the multifaceted vocabulary instruction.

Y4 Latitude and longitude
Vocabulary Essentials: Teacher Guide

Prior vocabulary knowledge

Words I should know	Roots, prefixes, suffixes and spelling rules
anticlockwise	anti
the compass	meter
clockwise	wise
hemisphere	hemi
parallel	para

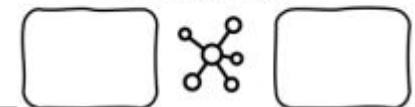
Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
co-ordinate	each of a group of numbers used to indicate the position of a point, line or plane	latitude	regions with reference to their temperature and distance from the equator
parallel	two or more lines that are parallel to each other and the same distance apart at every point	longitude	the distance of a place east or west of the Greenwich meridian, measured in degrees
determine	to discover the facts about something; to calculate something exactly	horizontal	flat and level, going across and parallel to the ground rather than going up and down
circumnavigate	sail or travel all the way around something e.g. the world	vertical	going straight up or down from a level surface or from top to bottom in a picture
constitutes	be (a part) of a whole	meridian	one of the lines that is drawn from the North Pole to the South Pole on a map of the world
straddle	extend across both sides of	equator	an imaginary line around the earth at an equal distance from the North and South Poles

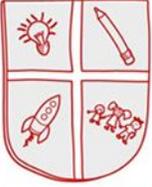
Etymology and morphology for explicit instruction

Prefix / Suffix / Root	Meaning	Examples
para	beside, near	parallel, parameter, parachute
circ(jum)	around, round	circle, circumference, circus, circuit
vert	turn	convert, invert, vertical
lat	broad, wide	latitude, lateral, dilate

Explain the word connection.
Why do they connect?



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Geography and Literacy

Oracy

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating the key subject vocabulary.

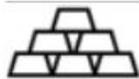
Our curriculum allows a opportunities for children to acquire skills which they may not have acquired at home: skills which we believe will help them to take up further educational opportunities.

Writing

Pupils are encouraged to write across all areas of the curriculum and teachers model how to write purposefully in each subject using key structures and vocabulary. Pupils are encouraged to use their curriculum books as reference books, using previous work, knowledge organisers and knowledge notes.

With cognitive science at the heart of our curriculum, our geography units are sequenced to provide pupils with opportunities to apply their substantive knowledge from recent year groups or key stages to current writing modules.

Hot and cold locations

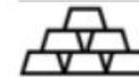


Early Foundations (4-5) - Anansi and the Golden Pot, Celebrations around the World



Lit spine - There's a Rangtan in my bedroom
Writing - Setting descriptions (Block B)
DT - Textiles Block E

Latitude and Longitude

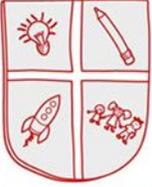


Y3 UK study (Human and physical features)
Y3 OS Map and Fieldwork skills
Y4 Rivers



Writing - Stories from other cultures Block A

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Disciplinary Knowledge - Thinking Geography Tasks

A menu of disciplinary knowledge tasks accompany each learning question. Teachers select at least one task that will consolidate and elaborate pupil understanding relating to the teaching of the knowledge note.

These disciplinary knowledge tasks are only completed after the explicit instruction of the content in the knowledge note.

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

We refer these tasks as ‘thinking geographically tasks’.

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.

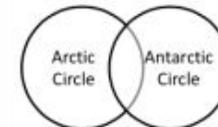
Statement	Always true	Sometimes true	Never true	Proof (evidence)
Lines of latitude are parallel to one another.				
Lines of latitude are the same length.				

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.



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.

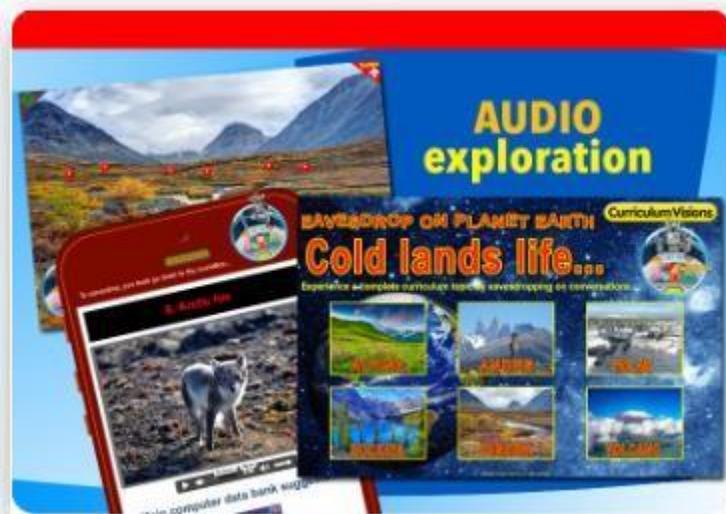


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Resources

All Geography modules are underpinned by high quality texts which support wider curriculum reading.



HOW VOLCANOES WORK

Where molten rock comes from

Molten rock surges up from underground chambers through weaknesses in the ground. The molten rock is called magma.

All of the very different events that we have seen on the previous pages – the flowing rock, the explosions, and the gases and dust thrown high into the air – have a single source: the molten rock that surges from deep underground.

Magma and magma chambers
The molten rock that supplies a volcano is called **MAGMA**. The place where the magma is stored is called a **MAGMA CHAMBER**.

Hot molten rock is lighter than cold rock, so it begins to rise (A). The molten rock does this by melting the solid rock just above it. This way the molten rock rises like a hot air balloon, but inevitably slowly, as some gases taking millions of years to get close to the surface (B). When the magma gets close enough to the surface, the rocks above become cracked and weak. Molten rock can then punch up through the weak areas to form volcanoes (C).

The word 'magma' comes from the Greek word for dough, which is another slightly sticky mixture, full of trapped gas bubbles that expand and then rise as they cool.

Molten rock is often over 1,000°C and is under tremendous pressure.

To understand what is happening, think of a volcano as a kind of rocket turned upside down.

A rocket stores its fuel as liquids under pressure in big tanks, or chambers. These liquids feed through pipes where they turn into immensely hot gases.

A volcano stores its liquid fuel in vast, underground magma chambers. Each chamber may be tens of kilometres across and more than a kilometre deep.

HOW VOLCANOES WORK

Finding a way to the surface

The magma has to find a way to the surface before an eruption can occur. It begins as molten rock tens of kilometres below the surface in a part of the Earth called the **MANTE**. It then has to rise through the cold, hard rocks of the outer layer called the **CRUST** (picture 2). If the rocks are thick and tough, the molten rock never reaches the surface and eventually cools into the **IGNEOUS ROCK** we know as **GRANITE**.

But where the rocks above are weak and cracked, they provide a route for the magma to escape.

There are three kinds of places where the Earth's surface is very weak:

- where the Earth's crust is pulling apart,
- where it is squeezing together, and
- where it is thin.

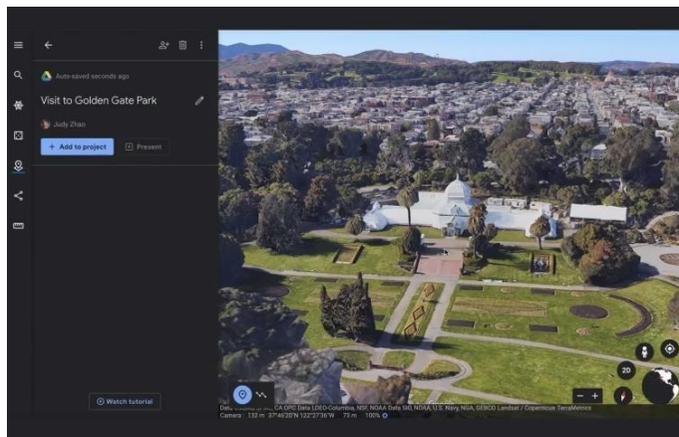
Above each of these places we find volcanoes.

Fissures and pipes

Where the Earth's rocks are squeezing together, the rock is thick. Magma has to 'punch' and melt its way to the surface, rising through a 'chimney' and finally erupting with great violence. This is the kind of thing that happened at Mt St Helens (see page 6).

Where the Earth's rocks are pulling apart, or the crust is thin, great cracks or **FISSURES** appear, making it easy for magma to rise to the surface and flood across the land or sea bed as lava. Because it doesn't need to punch its way up, the eruption is much less violent, as was the case at Kilauea, Hawaii (see page 8).

As well as our own school library, extensive site and online resources, we also access, where possible local organisations and the local library and enable children to broaden their geographical understanding and curiosity through educational visits and field work.



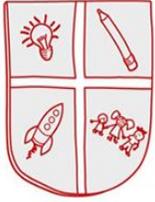
Google Earth and Digital Mapping



3D Interactive Globe



Dorling Kindersley Online



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Continuous Professional Development

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum which has supported the development of a modular wider curriculum.

Which words?

Tier 3: Low frequency, context-specific vocabulary – language that is taught as part of a specific subject or domain.

Tier 2: High frequency and multiple meaning vocabulary, often found in adult conversation and literature.

Tier 1: Basic vocabulary needed to function in daily life.



Curriculum language

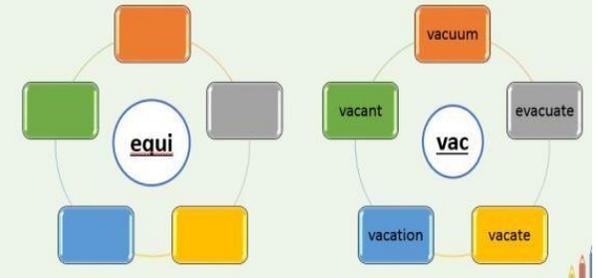
Statutory word lists
Common exception words

Subject specific Tier 3
language

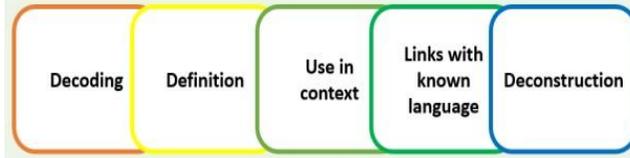
Tier 1 and 2 language with
which to frame it!

conspirators
dynamite
traitor
treason
rebellion
parliament
justice
Protestant
Catholic

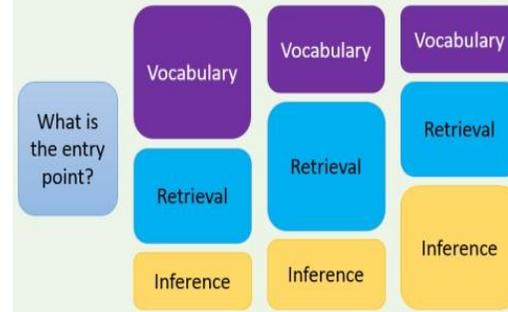
Etymology and morphology



The five phase approach:



A front loading model:



Teachers are encouraged to develop their subject knowledge by accessing resources and disseminating good practice in school.