

**HOWE DELL PRIMARY SCHOOL**  
**Policy**  
**Autumn 2025**  
**Next review: Autumn 2027**

## **Intent**

At Howe Dell we teach Geography following the 'CUSP curriculum'. The geography curriculum is progressive and sequential which enables children to draw upon previous knowledge to use with their new learning. For example: pupils in EYFS learn about people, culture and communities and the natural world through 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 understand.

The sequence of geography is taught based on cumulative knowledge, chronology, change through cause and consequence. Children are supported in making connections within and throughout periods of time. The cumulative style of the curriculum is implemented to support access to the long term memory through retrieval and spaced retrieval practice, world building and deliberate practice tasks. The impact of teaching through this model supports opportunities for children to associate and connect with periods of time, people, places and events.

## **Aims of the National Curriculum**

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
- know 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.

## **Key Stage One**

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.

## **Key Stage Two**

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.

## Early Years

In Early Years, children are encouraged and guided to develop their understanding of the world. Our curriculum is delivered through play, adults modelling, observing one other, and through guided learning and direct teaching. Children are encouraged to be geographers who are able to:

- Begin to make sense of their physical world and community.
- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.
- Explore collections of materials with similar and/or different properties.
- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.

At Howe Dell, we ensure that children develop a good understanding of the world, by:

- Presenting children with pictures and maps, explaining similarities and differences.
- Offering hands-on experiences that deepen children's understanding.
- Exploring the school grounds.
- Looking for opportunities to observe children talking about experiences that are familiar to them and how these may be different in other countries.
- Offering opportunities for children to begin use all their senses in hands-on exploration of natural materials.
- Frequently sharing texts, images, and telling oral stories that help children begin to develop an understanding of the world.

	<b>ELG People, Culture and Communities</b>	<b>How this is achieved in EYFS</b>	<b>Key Vocabulary to be developed in EYFS</b>	<b>History KS1</b>
<b>Specific Area of Learning Understanding the World</b>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...).</li> <li>• Exploring the school grounds to look at features of the environment.</li> <li>• Discussing where extended family members live on a map, including our EAL families' place of birth.</li> <li>• Features of cities, man-made vs natural</li> <li>• Learning London is the capital city.</li> </ul>	<ul style="list-style-type: none"> <li>• Geographer</li> <li>• World</li> <li>• Ocean</li> <li>• Country</li> <li>• City</li> <li>• Town</li> <li>• Village</li> <li>• Place</li> <li>• Map</li> <li>• Season</li> <li>• Weather</li> <li>• Forest</li> <li>• Beach</li> <li>• Mountain</li> <li>• Planet</li> <li>• Space</li> <li>• Earth</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small</li> </ul>

	<p style="text-align: center;"><b>ELG</b> <b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Exploring 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 to them in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about Oceans. Locating land and sea on maps.</li> <li>• Naming features of the world around us (farms, beach, woodland etc).</li> </ul>		<p>area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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## Implementation

### Planning

At Howe Dell, Geography is taught across each year group in modules that enable pupils to study in depth key geographical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, 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. Modules are 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.

### Knowledge Organisers and 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 Organisers 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 Vision.

### Vocabulary

Vocabulary forms a key part of our wider curriculum. Subject specific Tier 2 and Tier 3 words are incorporated in each module.

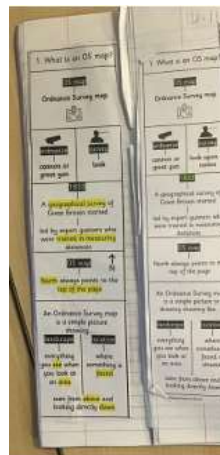
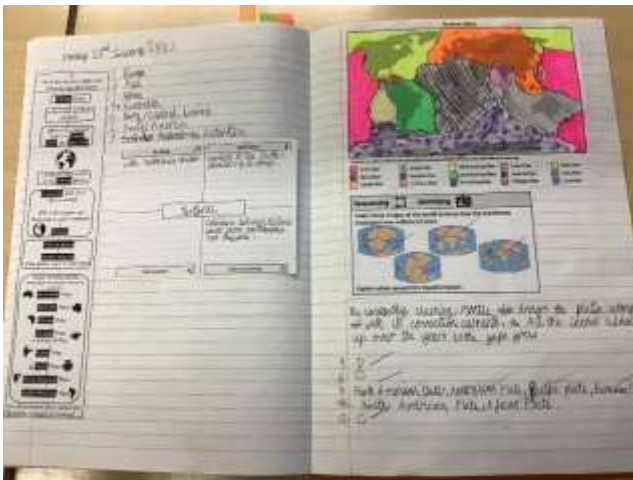
# Continuous Professional Development

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.

## Impact

### Pupil Book Study

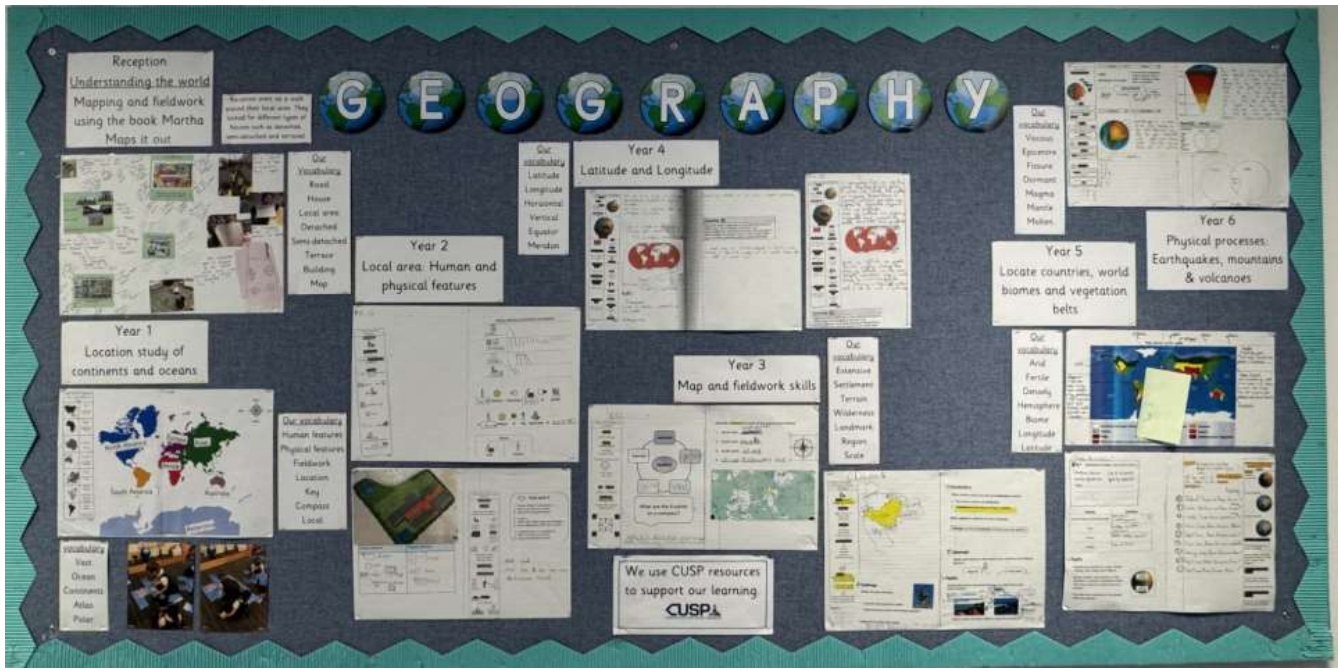
Senior leaders and subject leaders regularly undertake book studies to monitor the effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback is given to teaching staff to inform future planning.



## Geography in EYFS (understanding the world)



# Geography subject display



Displays are updated every term.

## Ongoing Teacher Assessment

Teachers assess pupils throughout each session using the format below to monitor pupils and inform planning for subsequent sessions.

### Howe Dell School Year 1 geography assessment

**Class: 1.2**

**Academic year: 2025/26**

#### Continents and oceans / countries and capital cities of the UK

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
Place and Space	Scale & Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Where is the continent of Africa, Antarctica, Asia, Australia, Europe, North America and South America?	What is a continent? Which continents are closer to each other? Which continents are further apart?	Is a city a physical or human feature? Is an ocean or sea a physical or human feature?	Why is it important to care for the oceans and seas? What is the environment like in London...?	What is unique about Africa? What is unique about Antarctica? What is unique about Australia...?
Where England, Scotland, Northern Ireland and Wales are on a map? Show me. What are the capital cities / oceans / seas of the United Kingdom? Show me.	What's the difference between a sea and an ocean? What's the difference between a continent and a country?			

Total number of pupils in class	Initials of those WTS / F20%	Number EXS	Initials of <u>stand out</u> pupils
<b>Assessment notes:</b>			