



Geography

Rationale

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

Contents

1. Curriculum Vision
2. National Curriculum
3. Intent
4. Implementation
5. Impact and assessment
6. Staff CPD

1. Curriculum Vision

We have structured and sequenced our lessons to ensure teachers have covered the skills and knowledge required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It develops contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. Our units offer a range of opportunities for investigating places around the world as well as physical and human processes. Our lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge, and variety to ensure interest and progress in the subject.

2. National Curriculum

- 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

Early Years Framework

EYFS This information demonstrates which early years outcomes are prerequisite skills for geography within the national curriculum.

The most relevant early years outcomes for geography are taken from the following areas of learning: Understanding the World - ELG: People, Culture and Communities Children at the expected level of development will:

- 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.

ELG: The Natural World Children at the expected level of development will:

- 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.

3. Intent

Why do learners at St Thomas CE Academy need to study Geography?

At St Thomas, we believe that Geography motivates and inspires our children to find out about the amazing world that surrounds them. Geography enables children to become global and sustainable citizens who are aware of the world we live in and can take an active part into contributing and protecting the world as they grow up. It also teaches children locational knowledge, place knowledge, human and physical geography and geographical and fieldwork skills starting them and their immediate locality before branching out and examining other parts of the world. This helps to develop children's curiosity in both their immediate surroundings and places and environments in the wider world whilst also developing the skills necessary to interpret what they see and seek answers to further their knowledge and understanding.

We have structured and sequenced our lessons to ensure teachers have covered the skills and knowledge required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. The intent behind St Thomas using 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.

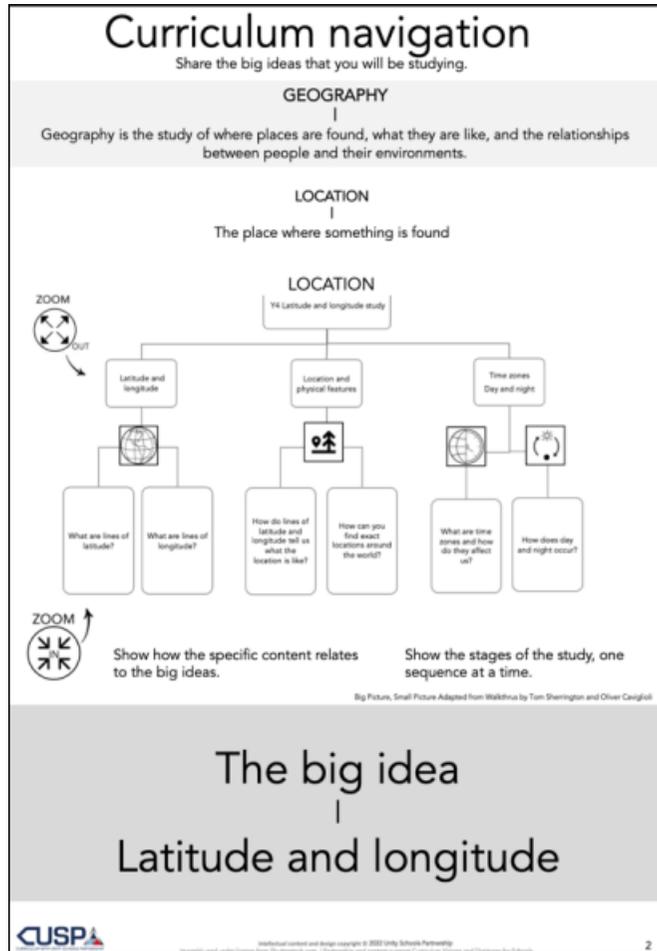
CUSP Geography equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented geographical knowledge. Specific and associated geographical vocabulary is planned sequentially and cumulatively 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. CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and practice is founded in evidence-led principles

4. Implementation

For children to know more and remember more in each area of history studied, the lesson sequence is structured so that prior learning is always considered and opportunities for revision and retrieval of key dates, events and facts are built into lessons.



GEOGRAPHY

Latitude and longitude study Year ____ 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
Introduce and revisit UK Study

Previous learning
Year 3
Human and Physical features OS map skills and fieldwork

Year 4
Rivers

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
How does latitude tell us about what a place is like? How does longitude help identify a location?	How does latitude and longitude help us to locate places more accurately? How are latitude and longitude connected? How are world time zones and longitude connected? If you travel west, does time increase or decrease?	Explain why this is true - the climate of a location is defined by its latitude. Do you agree or disagree? Physical features are shaped by the latitude of a location. Do you agree or disagree? Human features are influenced by the latitude of a location.	What locations are most vulnerable to climate change? What latitude do these locations have? Does longitude affect the climate of a location?	Could locations that are culturally different, such as Asia and Europe, have similar latitude or longitude? Cambridge and Warsaw share near latitudes of 50°N. What's their longitude?

Misconceptions – learning traps pupils can fall into

Not true	Teach this
North is up and south is down.	North and south are located using a compass or identifying the position of the Sun in the sky at certain times in the day, for example it rises in the east of the United Kingdom and sets in the west.
Lines of latitude and longitude are actually real lines on Earth.	Both latitude and longitude are imaginary lines that were invented by ancient explorers as humans began to travel lengthy distances. In 190 – 120 BC a Greek astronomer called Hipparchus was the first to identify location using latitude and longitude as co-ordinates.
The continent of Africa is in the southern hemisphere.	The continent of Africa spans the northern and southern hemispheres. The line of the equator runs through African countries, such as Kenya.
Lines of latitude only tell us about location.	Lines of latitude also tell us about the climate of a location, such as the tropics or polar regions.

CUSP
Intellectual content and design copyright © 2022 Unity Schools Partnership
Copyright and other content from Shutterstock.com. Partnership and content support Curriculum Vitae and Design for Schools

KEY STAGE 1

The sequence in KS1 focuses young children to develop a sense of place, scale and an understanding of human and physical geographical features. Later in KS1, 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. Initially, children study the orientation of the world through acquiring and making locational sense of the 7 continents and 5 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 later in the school year. 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 KS1, 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 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 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 KS1 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.

LOWER KEY STAGE 2

As pupils begin KS2, 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 KS2. 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 UKS2.

UPPER KEY STAGE 2

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.

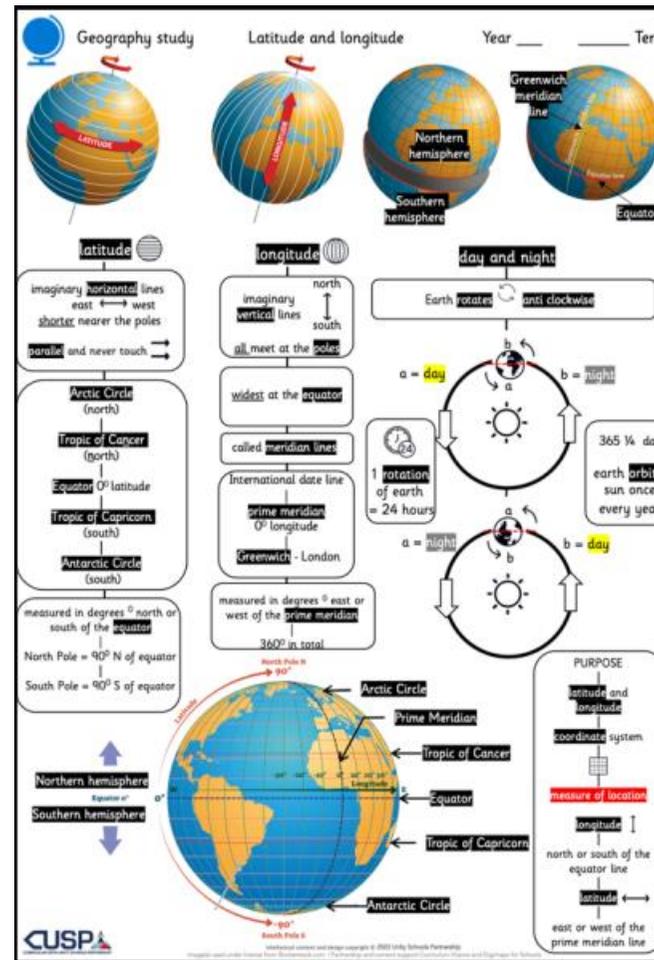
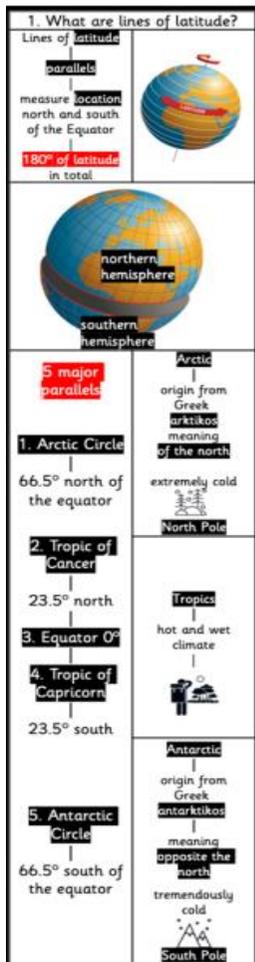
The study of biomes is revisited deliberately to ensure the content is remembered and applied. In upper KS2, the study of 4 and 6 figure grid references supports prior learning of reference systems and brings an increased accuracy to mapping and fieldwork skills. Again, this knowledge is designed to 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.

Feature	Function
Connect (Do Now)	To recall prior learning related to the last lesson to help the child know and remember more and make connections within their learning. Taken from the whole module progression for science recall/retrieving knowledge so all children meet end points to pivot to their next year's learning.
Explain	An enquiry discussion question or theory based around the lesson's learning. This probes children's understanding and misconceptions and allows time for discussion, debate, and initial ideas. Key vocabulary is explicitly taught to the children.
Example (I do)	The class teacher will model substantive knowledge (and model the skills necessary for disciplinary knowledge) to achieve the sequenced learning objective for that lesson. The steps for learning will be explicitly taught through the teaching of success criteria.
Attempt (We do)	Using partner work, the children will practice the skills necessary to achieve the learning objective. The teacher will guide children in groups, individually or as a class. This is to be used as an 'Assessment for Learning' opportunity by the teacher to assess if the children are ready to move on.
Hinge-point questioning (Check for understanding)	Around $\frac{3}{4}$ of the way through the lesson, the teacher will use a hinge-point question, which will probe their understanding. This is used as an 'assessment for learning' tool to identify which children need further support or 'reteach' to achieve the learning objective.
Apply (You do)	The children will complete an independent task (or work in a small group when completing an investigation) to show that they can independently apply the skills necessary to achieve the learning objective.
Exit ticket	An assessment question (linked to the learning objective) is completed independently at the end of every lesson. These questions are cumulative, allowing for continual retrieval of prior knowledge.

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information, and concepts which all pupils are expected to understand and retain. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge organiser supplies answers to questions that eventually link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers are dual coded to provide pupils with visual calls to aid understanding and recall. Knowledge Organisers are referenced throughout each module. Knowledge notes are locational points of reference communicating what pupils will KNOW. They communicate the lesson question supports explicit vocabulary instruction.



5. Impact and assessment

All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing, and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information, and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

Assessment tools

Assessment for learning strategies: Think-pair-share, AFL corners, cold calling, show-me boards, and probing questions.

Do Now questions are used to show independence of the children. These questions focus on knowledge the children should already now and be able to independently apply

Hinge-point questioning is used by teachers to assess 'hinge knowledge' which is essential for tackling misconceptions.

Exit Tickets link directly to each lesson learning objects assessing everyone's individual understanding every lesson and allowing for any misconceptions to be addressed in the next lesson.

Year 1:

Success Criteria	TA
I can explain how countries have different climates which can be hot or cold.	✓
I can name a hot country and a cold country and explain how they are different.	✓
I can locate (find) these countries on a world map	✓

Key:
 Hot
 Cold

Success Criteria	TA
To understand the human/physical geography of a cold area of the world in the context of the Arctic.	✓
To understand what a cold area of the world is like.	✓

Which animal does not live in the Arctic?
 Polar bear
 Seal
 Tiger ✓

What is the name of this pole?

 North Pole
 South Pole
 East pole

How do people travel around the Arctic?
 Snowmobile ✓
 Dog sleds
 Car

Which climate does the Arctic have?
 Cold climate ✓
 Hot climate

Locational knowledge

Year 1 expectation: Know features of hot and cold places in the world.

Year 2:

Success Criteria	
I can explain where hot and cold countries are located in the world.	✓
I can begin to name climate zones using key words (cold, warm, tropical, temperate)	✓
I can discuss how the location of a hot and cold countries affects the animals that live there.	✓

Climate Zone Key
 Tropical
 Humid
 Temperate
 Cold

The climate we live in is that... Temperate climate because it is a mix of weather.

The climate I want to live in is... tropical because it is hot but damp.

Success Criteria	TA
I can locate Europe on a world map	✓
I can begin to name some countries in Europe	✓
I can discuss features of a European country	✓

In France people eat snails and Frog legs.

In France Ted went to see the Eiffel Tower that is 301m long! (tall)

The capital city in France is Paris.

The population in France is 65 million.

App Name:

Human and physical geography

Year 2 expectation: 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.

Year 3:

Success Criteria

I can name the four layers of a rainforest.	TA
I can tell you about the climate in each layer.	
I can tell you about the plants found in each layer.	
I can tell you some animals that live in each layer.	

Layers of the Rainforest

It is very dark and damp and hot. Only few plants grow here. Leaves and debris decompose very quickly. Decomposers like termites, slugs and worms thrive on the forest floor. Animals such as wild pigs, anteaters, leopards and tigers live here.

Location Name	Average Rainfall (per month)
Macapa, Brazil	22cm
Average Temperature (Day)	Average Temperature (Night)
38°C	25°C
Windspeed	Humidity
12mph	80%

Now you're ready to prepare your forecast.
Decide:

- who will introduce the forecast;
- what facts you will share with the class;
- who will read each section;
- where you will need to point on the map;
- how you will sum up your forecast.

Where is your city located? Mark it on this world map so you know where to point when you give your forecast.

Today in the rainforest, the weather is tropical and it's in the tropic of Capricorn. The rainforest has 22cm Rainforest falls. It is very rainy be partly sunny. The Humidity is 80% which means it is to is 80% hot air. It is 38°C Temperature and Windspeed is 12mph ✓

Human and physical geography

Year 3 expectation: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Year 4:

train line

canals

Success Criteria

- can locate Birmingham and my school on a map
- can identify physical features of Birmingham using a map
- can identify human features of Birmingham using a map

Legend:

- Parks
- Hospitals
- The Bullring
- Water (Rivers/Canals/Reservoirs)
- Main roads (A)
- Train lines

Any other features?

- Ladywood
- Digbeth

	Barcelona	Birmingham
Green Space? Is there anything the same about them?	There are five green spaces.	There are six green spaces.
What shops? Are the shops the same as Birmingham?	In Barcelona there is one shop.	In Birmingham there are five shops.
How many hotels? Are there lots of hotels like in Birmingham?	There are seven hotels.	In Birmingham there are two hotels.
Public Transport (Bus/Train lines/Metro) Are there lots of train lines like in Birmingham?	There are 11 in Barcelona.	There are 7 trains in Birmingham.
Canals? Any canals?	There are none canals.	In Birmingham there are nine canals.
Distance from centre of map to sea in cm.	14 cm from the sea.	12 1/2 miles in Birmingham.

Place knowledge

Year 4 expectation: 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.

Year 5:

Success Criteria		
I can explain why foods are imported and exported.	✓	✓
I can identify some benefits of importing food.	✓	✓
I can identify some issues related to importing food.	✓	✓
I can tell you what food miles are.	✓	✓

Item	Origin	Distance Miles
Frosties	Dublin, Ireland	191 miles
Popcorn	Leicestershire	33 miles
Chicken	Kirklington, Ireland	57 miles
Apple juice	Kilmore	215 miles
Mince pies	Belfast, Ireland	221 miles
Tomatoes	Morocco	1299 miles

Yes, because it helps us get food in winter and droughts.

Benefits are ...
 - Less CO₂
 - Food when winter

Risks are ...
 - mouldy food
 - Plane crashes
 - Sinking boats

Success Criteria	TA	SA
I can explain the terms efficiency and conservation.		
I can identify ways to reduce food wastage.		✓
I can identify ways to reduce water wastage.		✓
I can identify ways to reduce energy usage.		✓
I can explain how small changes can have a big impact.		✓

Saving Resources

Suggested change (kWh saved per week)	I could do this	kWh saved per week
Turn down heating by 2°C: 8kWh		
Turn down heating by 1°C: 4kWh		
Wear a jumper at home in the winter: 4kWh	✓	4
Turn off radiators in unused rooms: 1kWh		
Turn off lights when not in use: ½ kWh	✓	½
Take 2 showers instead of 2 baths: ½ kWh	✓	½
Air dry laundry rather than tumble dry: 1kWh		
Only fill the kettle to the level required: ½ kWh	✓	½
Use the eco setting on the dishwasher: ½ kWh		
Switch of the TV when not being watched: 1/8 kWh		
Close bedroom windows at night: 1kWh	✓	1
Put lids on saucepans when cooking: 1/3 kWh	✓	1/3
Wash clothes at 40°C or less: 1/5 kWh		
Repair dripping hot water taps: 1/3 kWh		
Avoid opening the fridge unnecessarily: 1/100 kWh	✓	1/100

The average UK family uses 60kWh of electricity per week.
 If an average family made the changes you selected, how much electricity would they use after these changes?

1) 54.66 kWh

Human and physical geography

Year 5 expectation: 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.

Year 6:

Success Criteria

	TA	SA
I can list some ways that rivers are used.	✓	✓
I can sort the ways rivers are used into categories.	✓	✓
I can list some advantages for different uses of a river.	✓	✓
I can list some disadvantages for different uses of a river.	✓	✓

LO: to explain the impact of damming rivers

Success Criteria

	TA	SA
I can tell you what a dam is	✓	✓
I can give you at least two reasons why dams are built.	✓	✓
I can tell you the location of one major dam.	✓	✓
I can identify the advantages and benefits of building a dam.	✓	✓
I can identify the disadvantages and risks of building a dam.	✓	✓

Group	How they use the river
Fishermen	<ul style="list-style-type: none"> Some catch fish for leisure. Some catch fish to eat or to sell.
Factory owners	<ul style="list-style-type: none"> To power machinery. To cool down the machinery. To transport goods.
Power generation companies	<ul style="list-style-type: none"> Use water energy to generate power (hydroelectricity).
Tourists	<ul style="list-style-type: none"> For leisure such as rafting, canoeing, kayaking. Walking.
Water sports groups	<ul style="list-style-type: none"> Participating in water sports.

	Advantages	Disadvantages
People:	Provides water for people. Hydroelectricity.	Some species of fish are endangered.
Animals:	Provides a home for some.	People forced to relocate.
Economy:	Provides transport for ships.	Ancient buildings are ruined.
Environment:	Provides a renewable source.	Contaminated water to drink.
Other facts:	Farming is less likely to flood.	An increase of rodents and insects.
Plants:	Prevents flooding of plants.	Land and habitats are becoming endangered.

I believe building a dam is both good and bad because...

- They help water not to overflow to special buildings.
- Destroy habitats.

River	Source - Country/State/Area	Mouth	Countries on its course	Length (km)	Discharge (m ³ /s)	Tributaries
Amazon	Brazil and Peru	Atlantic ocean	Columbia and Peru	6,437	209,000	Rio Negro
Congo	Congo and DRC	Atlantic Ocean	Angola and Burundi	4,700	41,000	Kwa-Kassai
Ganges	Himalayas	Bay of Bengal	India, Bangladesh	2,525	16,648	Tamsa
Indus	Himalayas	Arabian Sea	Pakistan, China	3,200	6,600	Kurram
Loire	France	Atlantic Ocean	France	1,012	853	Suker
Mississippi	USA	Gulf of Mexico	USA	3,734	543,000	Ohio
Murray	Australia	Southern Ocean	Australia	2,508	767	London
Nile	Uganda	Mediterranean Sea	Ethiopia, Sudan, Egypt	6,853	2,830	Blue Nile
Ob	Russia	Kara Sea	Russia	3,650	12,475	Barb
Yangtze	China	East China Sea	China	6,300	30,166	Sailing

Locational knowledge

Year 6 expectation: name and locate counties and cities of the United Kingdom and other countries geographical regions and their identifying human and physical characteristics, key topographical features. (Including hills, mountains, coasts, and rivers.)

6. Staff CPD

All teaching staff receive 1:1 instructional coaching, delivered by a trained coach from the senior leadership team. These fortnightly meetings follow a programme based around cognitive load theory and quality first teaching. Staff questionnaires and audits are completed at two points in a year, to signpost subject knowledge support. Subject leaders have a 1:1 session, each half term, with senior leaders, to develop action plans and support for their curriculum area. Teachers also receive 1:1 coaching with either the subject lead or our lead practitioner in planning and delivering a history unit.

Teachers are provided with:

- Completed knowledge organisers.
- Detailed medium-term planning
- Access to resources and planning from CUSP Geography