

# ...in five minutes.

<p>In CUSP Primary Geography, careful thought has been given to how <b>content</b> has been <b>sequenced</b> so that students have the best chance of committing learning to their long-term memory.</p> <ul style="list-style-type: none"> <li>• <b>Concepts</b> have been positioned throughout the long-term sequence so that pupils have the opportunity to revisit them and build on them over time.</li> <li>• <b>Vocabulary</b> has been carefully mapped to ensure that pupils acquire the language needed to make sense of these concepts and explain their understanding of core curriculum content.</li> </ul> <p><b>P5-6 &amp; P79 CUSP Geography Handbook</b></p>	<p>The curriculum has given careful consideration to pupils' <b>entry points</b> from the Early Years, as well as ensuring that the Primary offer lays <b>firm foundations</b> for pupils to be successful in <b>Key Stage 3 and 4</b>.</p> <p>We define knowledge as being substantive and disciplinary.</p> <ul style="list-style-type: none"> <li>• <b>Substantive concepts</b> focus on Human &amp; Physical Geography, for example.</li> <li>• <b>Substantive knowledge</b> is the subject knowledge and explicit vocabulary used to learn about the content.</li> <li>• <b>Disciplinary knowledge</b> focuses on skills such as the space a location is in, scale or specific skills like using a map.</li> </ul> <p><b>P5 and 6 CUSP Geography Handbook</b></p>	<p>Across the CUSP Early Foundations and Primary Geography sequence, what pupils <b>will know</b> and <b>be able to do</b> across the curriculum has been carefully mapped.</p> <p>This ensures that learning builds cumulatively and helps students to make <b>connections</b> between concepts that they have learned. Prior learning has been identified and mapped to the curriculum so that teachers can build new knowledge.</p> <p>The Programme of Study outlines the <b>totality of knowledge</b> and skills that will be taught across Key Stage 1 and 2.</p> <p><b>P11 - 16 CUSP Geography Handbook</b></p>	<p>Each unit then distils this further so that teachers can be clear about what students should know and be able to do at the end of each unit of study.</p> <p>Individual units direct both teachers and pupils to a <b>key learning question</b>; this learning question summarises the purpose of the unit.</p> <p>Within this overarching question, the unit is broken down into <b>chunks of learning</b> - each with their own connected and focused learning question.</p> <p><b>P45 - 53 CUSP Geography Handbook</b></p>	<p>Each year group has clear <b>cumulative end goals</b> - these are identified for teachers.</p> <p>Each geography block identifies the core <b>foundational knowledge</b> pupils are to learn.</p> <p><b>Disciplinary knowledge</b> and opportunities are mapped across the curriculum to a granular depth with learning questions in blocks identifying the precise skill pupils will apply.</p> <p><b>CUSP Geography Subject Leader - Disciplinary mapping</b></p>
<p><b>Strong Start</b> Blocks support teachers to introduce specific procedural and working scientifically knowledge in advance of pupils using it to help deepen their understanding of the substantive knowledge.</p> <p><b>P54 CUSP Geography Handbook</b></p> <p><b>Reference lesson</b> Blocks support teachers to ensure pupils all start from a similar point of understanding. This can be used in a single age or mixed age sequence.</p> <p><b>P55 CUSP Geography Handbook</b></p>	<p><b>CUSP 6 phases</b> are deployed in geography lessons to guide teacher instruction and student participation and interaction:</p> <ul style="list-style-type: none"> <li>• Connect</li> <li>• Explain (inc. EVI)</li> <li>• Example</li> <li>• Attempt</li> <li>• Apply</li> <li>• Challenge</li> </ul> <p>Pupils use chunked and dual coded <b>Knowledge Organisers</b> and <b>Knowledge Notes</b> to help them navigate the learning. Opportunities for high-quality oracy are built throughout the sequence as are prosodic reading strategies for fluency.</p> <p><b>Quizzing (Socrative)</b> is used for retrieval practice as a knowledge check.</p>	<p><b>Explicit Vocabulary Instruction</b> is built into every lesson. Threshold words are taught and applied across studies.</p> <p><b>Oracy opportunities</b> are built into the six phases of a lesson. Geographical dialogue, discussion and rehearsal is a key element of <b>thinking hard</b>.</p> <ul style="list-style-type: none"> <li>• <b>Scaffolding toolkits</b> enable teachers to make effective scaffolds and adaptive resources and practice. These could include pre-teaching texts, reducing the text load in a knowledge note, chunking resources to reduce the extraneous load.</li> <li>• <b>Dual Knowledge Notes</b> (Securing and Advancing) enable accessible entry points. Content is scaffolded up to ensure all students think hard, regardless of their starting point.</li> </ul>	<p><i>Use an example of a unit that you know well to talk through. You can see:</i></p> <ul style="list-style-type: none"> <li>• <i>What students will <b>know</b> and be able to <b>do</b></i></li> <li>• <b>Knowledge Organisers</b> (minimum expectation of study) and <b>Knowledge Notes</b> (physical, locational cues to overcome the transience and split attention effect)</li> <li>• The <b>key vocabulary</b> that will be taught - threshold and clarification</li> <li>• <b>Thinking hard routines</b> and use of hexagon pathways, adapted Freya models or strength of meaning tasks</li> <li>• share how pupils are exposed to high-quality <b>geographic interactions</b> both <b>substantively</b> and through practical <b>disciplinary</b> knowledge.</li> </ul>	<p><i>Share an example of a students' Geography book. You can see:</i></p> <ul style="list-style-type: none"> <li>• The use of <b>double page spreads</b></li> <li>• How KOs and KNs are used</li> <li>• How scaffolding strategies are used</li> <li>• How pupils use key vocabulary in their responses</li> <li>• How <b>thinking hard routines</b> land with students and how they are <b>scaffolded</b> to support <b>SEN</b> or <b>disadvantaged</b> students</li> </ul> <p>Share a SEND and non-SEND Geography / English book. You can see how pupils make connections between routines and what they are learning in Geography and what they are learning in Reading and Writing.</p> <p><b>P22 - 28 CUSP Geography Handbook</b></p>