



Cooper Perry Primary School

Geography Statement of Practice

Vision

At Cooper Perry Primary School, our vision is for all pupils to become curious, informed and responsible global citizens. We aspire for children to develop a deep understanding of the world around them—its people, places, environments and processes—and to appreciate their role in shaping a sustainable future. Geography at Cooper Perry encourages investigation, critical thinking and respect for diverse cultures and landscapes, while fostering a sense of place and a love of exploration.

Intent

Our intent is to deliver a geography curriculum that is ambitious, coherently planned and progressive across the school. We aim for pupils to:

- Develop secure locational knowledge and a strong sense of spatial awareness.
- Understand human and physical geographical processes and how they interact.
- Learn to collect, analyse, interpret and communicate geographical information.
- Engage with fieldwork opportunities that bring learning to life.
- Recognise the importance of local, national and global issues, including sustainability.
- Build a rich geographical vocabulary to articulate their understanding confidently.

Curriculum

Geography is taught in well-sequenced units that build knowledge and skills cumulatively from EYFS to Year 6. The curriculum follows national curriculum requirements and has been adapted to reflect the locality and interests of our pupils. Each unit is underpinned by core concepts—place, space, scale, interdependence, diversity, physical processes and sustainability—and revisited in increasing depth over time.

Long-term planning ensures progression in:

- Locational and place knowledge
- Human and physical geography
- Geographical skills, including mapwork, data interpretation and fieldwork

Teachers use high-quality resources and a blend of direct instruction, enquiry-based learning and hands-on experiences to support and extend geographical understanding.

Local Geography

We place strong emphasis on exploring our local area so pupils develop personal connections to geographical learning. Opportunities include:

- Fieldwork in the school grounds and surrounding community
- Map work using OS maps of the local area
- Studying local land use, transport links and environmental changes
- Comparing our locality with contrasting regions in the UK and wider world

Local geography provides the foundation for pupils to understand broader geographical concepts while building pride in, and knowledge of, their community. Strong links with local history units help pupils recognise how places have changed over time, deepening their sense of place and understanding of spatial and environmental change.

Implementation

Knowledge Organisers

Knowledge organisers are an essential tool used in every unit. They outline what pupils should already know, the key learning endpoints, essential vocabulary and the geographical skills they will develop. In Key Stage 1, these organisers are kept in floor books and referred to at the start of lessons; in Key Stage 2, they are stored in individual geography books. Teachers embed the use of knowledge organisers throughout lessons, particularly during the 'Connect' segment, ensuring that children make links across year groups and revisit core knowledge regularly.

Geographical Vocabulary

A carefully sequenced progression of geographical vocabulary supports pupils in building the language needed to understand complex concepts and explain processes. Each unit includes specific vocabulary linked to the topic and skills, helping pupils strengthen both substantive and disciplinary knowledge.

Retrieval Strategies

Retrieval practice is embedded into every lesson to support long-term memory and ensure retention of substantive knowledge. 'Connect' activities enable pupils to revisit prior learning from earlier units and year groups, helping them recognise progression over time. Teachers use these activities to address misconceptions, consolidate understanding and identify areas that require further focus. Monthly retrieval lessons provide additional opportunities to revisit key content and strengthen memory.

Inclusion

At Cooper Perry, we are committed to ensuring that every child can access and thrive within our Geography curriculum. Learning is adapted thoughtfully so that all pupils can engage meaningfully with geographical knowledge, skills and enquiry.

Geography at Cooper Perry is inclusive and accessible to all learners. Teachers adapt resources, tasks and scaffolding to support diverse learning needs. Visual aids, practical activities, structured vocabulary support and opportunities for collaboration ensure that every child can participate and succeed.

Impact

At Cooper Perry, pupils understand that their learning in history is purposeful and relevant to their lives. Our approach ensures that children leave school with the ability to think critically, discuss diverse perspectives with empathy and respect, and make informed connections between the past and the present. As a result, they celebrate diversity, challenge discrimination and recognise the impact of actions and events on individuals and communities.

Pupils can confidently articulate what they have learned and explain why it matters. They develop a secure chronological understanding and can reference significant people, places and events, demonstrating both substantive and disciplinary knowledge.

Assessment of Learning

Formative assessment is embedded throughout geography teaching. Teachers use retrieval activities, enquiry-based tasks and focused discussions to continually gauge pupils' understanding. Children respond to key geographical enquiry questions using precise vocabulary and well-developed subject knowledge, showing their ability to explain geographical processes, justify their thinking and use evidence effectively.

Retrieval days allow teachers to assess long-term retention and plan accordingly to address misconceptions and fill knowledge gaps.

Marking and Feedback

Feedback is given live wherever possible, enabling pupils to respond immediately, refine their thinking and strengthen their geographical understanding within the lesson. Whole-class discussions support pupils in exploring different viewpoints and interpretations of geographical data and processes, fostering the mindset of a reflective and enquiring geographer. High standards of handwriting, spelling and presentation are upheld consistently across all subjects, including geography.