







# Geography is the study of where places are found, what they are like and the relationships between people and their environments.

- a) **Substantive knowledge** - this is the subject knowledge and explicit vocabulary used to learn about the content. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content as pupils become more expert in their understanding. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge. In CUSP Geography, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge.

We have defined substantive concepts that are the suggested vehicle to connect the substantive knowledge. These are defined at the start of every study in the Big Idea.







SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<p style="text-align: center;"><b>LOCATION</b></p> <p style="text-align: center;"> </p> <p style="text-align: center;">Where a place actually is found.</p> <p style="text-align: center;"> </p> <p style="text-align: center;">It helps us describe and remember where places are.</p> <p style="text-align: center;"> </p> <p style="text-align: center;">Name and locate locations. Use absolute positioning system.</p>	<p style="text-align: center;"><b>PLACE</b></p> <p style="text-align: center;"> </p> <p style="text-align: center;">What a location is like.</p> <p style="text-align: center;"> </p> <p style="text-align: center;">Describes the physical and / or human geography as well as the personal and cultural experience related to that place.</p>	<p style="text-align: center;"><b>HUMAN GEOGRAPHY</b></p> <p style="text-align: center;"> </p> <p style="text-align: center;">The interactions between people, places and the environment.</p> <p style="text-align: center;"> </p> <p style="text-align: center;">The built environment. Effect of migration and settlement. The effect on the landscape and environment.</p> <p style="text-align: center;"><b>PHYSICAL GEOGRAPHY</b></p> <p style="text-align: center;"> </p> <p style="text-align: center;">The natural shaping of the surface of the Earth as well as the physical process that create the environment.</p> <p style="text-align: center;"> </p> <p style="text-align: center;">The natural environment. How a place is shaped naturally by physical processes. How the environment is impacted by human geography.</p>	<p style="text-align: center;"><b>SKILLS AND FIELDWORK</b></p> <p style="text-align: center;"> </p> <p style="text-align: center;">Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it.</p> <p style="text-align: center;"> </p> <p style="text-align: center;">The collecting of information about people, places and the environment.</p>

b) **Disciplinary knowledge** – this is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically. I draw upon the work of Cresswell, Lambert and Massey to offer suggestions about the discipline of geography.

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
GEOGRAPHICAL ENQUIRY 				
Place and Space 	Scale and Connection (Relationship and Interdependence) 	Physical and human geography 	Environment and sustainability 	Culture and diversity (Uniqueness) 
<p><b>Place</b></p> <p> </p> <p>Key idea is that place is its location and what it means to people.</p> <p> </p> <p>Places are influenced and shaped by the people who live there (ideas, emotions and beliefs).</p> <p><b>Space</b></p> <p> </p> <p>Location on the Earth's surface defined by latitude and longitude.</p> <p> </p> <p>Space is more general and does not have meaning.</p>	<p><b>Scale</b></p> <p> </p> <p>To get a better understanding of locality compared to globality. Gives pupils a sense of Zooming in and zooming out.</p> <p><b>Connection</b></p> <p> </p> <p>How local places are connected when you Zoom in, and how they are connected to the wider locality when you Zoom out focusing on region / county / country / global.</p> <p><b>Relational perspectives</b></p> <p> </p> <p>There is more than one way of living – understanding the culture and 'the way people do things around here'. For example, how people in Nairobi live with animals, such as lions, making incursion into the city. How the Yanomami tribes take only what they need from the rainforest and live sustainably with little impact.</p>	<p><b>Physical and human geography</b></p> <p> </p> <p>An appreciation of how places evolve and are shaped by physical or human geography.</p> <p><b>PAST</b></p> <p>How have physical processes and people influenced this place?</p> <p><b>PRESENT</b></p> <p>How are physical processes and / or people influencing this place?</p> <p><b>FUTURE</b></p> <p>What could this place be like in the future, given the influences by physical processes or people?</p>	<p><b>Environment</b></p> <p> </p> <p>What is the environment like? Draws upon human and physical geography to help explain 'how did it get like that?'</p> <p> </p> <p>Makes us think about our ethical consumer habits and choices made about environmental impact.</p> <p><b>Sustainability</b></p> <p> </p> <p>An example of this could be considering the products we buy that have positively or negatively affected the rainforests or are causing increased pollution.</p> <p> </p> <p>What it means to be a responsible citizen, embracing global dimensions within a local setting.</p>	<p><b>Culture</b></p> <p> </p> <p>The way people have done or do things around here.</p> <p> </p> <p>The way a place is shaped by human ideas and beliefs, and how physical processes have formed the place, over time.</p> <p> </p> <p>An understanding and respect for ethnicity and diversity through knowing more about other cultures and people.</p> <p><b>Diversity</b></p> <p> </p> <p>The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth, connection.</p> <p> </p> <p>The difference between places from a physical perspective, such as climate, terrain, location (coastal or mountain), forest, desert, marine...</p> <p><b>Regional inequality</b></p> <p> </p> <p>For example, how Nairobi could appear to be a thriving city through publicity but by zooming in and looking more closely how poverty and slums are ever present within the setting of the city and wider communities.</p>
Where is this place? Why is it here and not there?		What is it like? How did it get like this? What could it be like in the future?		

- c) **Geographical analysis** is developed through selecting, organising and integrating knowledge through reasoning and making sense of the content in response to structured questions and well-designed tasks that cause children to think hard as geographers.
- d) **Substantive concepts** are the big ideas, and the golden threads, that run through a coherent and cohesive geography curriculum. They can include place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity. Concepts such as change through erosion are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

	Autumn	Spring	Summer
EYFS			
Year 1	<ul style="list-style-type: none"> <li>• Continents</li> <li>• Oceans</li> <li>• Countries of UK</li> </ul>	<ul style="list-style-type: none"> <li>• Capital cities of UK</li> <li>• Seas around UK</li> <li>• Hot and cold locations</li> </ul>	<ul style="list-style-type: none"> <li>• Hot and cold places (Continued)</li> <li>• Mapping and fieldwork</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Human and Physical features</li> <li>• Compare a small part of the UK to a non-European location – London and Nairobi</li> </ul>	<ul style="list-style-type: none"> <li>• Compare a small part of the UK to a non-European location – London and Nairobi (Continued)</li> <li>• Fieldwork and map skills</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldwork and map skills (Continued)</li> <li>• Compare a different non-European location to our locality - Amazon Rainforest</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• KS2 fieldwork and map skills – physical and human geography</li> <li>• OS map skills and fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>• UK Study</li> </ul>	<ul style="list-style-type: none"> <li>• UK Study (Continued)</li> <li>• Revisit countries, counties and regions of the UK</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>• Latitude and longitude (Continued)</li> <li>• Water cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Water cycle (Continued)</li> <li>• Map skills &amp; Environmental regions</li> </ul>

<b>Year 1</b> <b>Working as a geographer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Continents, Oceans, UK countries, capital cities and surrounding areas	Hot & Cold Locations	Mapping & Fieldwork
Place and space <b>Strong Start Cycle 1 Autumn</b>	 L1 L4	L2 L4	
Scale and connection (relationship and interdependence) <b>Strong Start Cycle 2 Autumn</b>	 L2 L6		L3 L4
Physical and human geography	 L5	L5	
Environment and sustainability	 	L6	
Culture and diversity (uniqueness)	 	L6	
Geographical enquiry	 	L3	L1
Generating curiosity			L2

## Year 1 Geography

Continents and oceans/ countries  
and capital cities of the UK



Early Foundations (4-5) - Martha Maps It  
Out



Lit spine - Here We Are

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







Mapping and fieldwork skills



Early Foundations (4-5) - Martha Maps It  
Out



Lit spine - The Storm Whale

Year 2 Working as a geographer	Autumn	Spring	Spring	Summer
	Local Area Study Human and Physical Features	Compare a small part of the UK and a contrasting non- European country	Fieldwork & Map skills	Y2 Study a small area of a contrasting non-European country
Place and space <b>Strong Start Cycle 1 Autumn</b> 			L1 L5	
Scale and connection (relationship and interdependence),  <b>Strong Start Cycle 2 Autumn</b>		L2	L6	
Physical and human geography 	L1 L2	L5	L2 L4	
Environment and sustainability 			L3	L1
Culture and diversity (uniqueness) 	L3	L1 L4		L2 L3
Geographical enquiry 		L3		

## Year 2 Geography

### Human and physical geography in the local area



Y1 Continents and oceans/ UK countries,  
capital cities and seas  
Y1 Hot and cold climates, including the  
equator



Writing - Recount from personal experience  
Block B  
Writing - Stories from other cultures Block B

### Comparison study London / Nairobi / Yanomami



Y1 Continents and oceans/ UK countries,  
capital cities and seas  
Y1 Hot and cold climates, including the  
equator  
Y1 Mapping and fieldwork









Lit spine - Grandad's Island Block 1  
Lit spine - Paddington Block 4 - Supporting  
text 1  
Lit spine - Coming to England Block 8  
Lit spine - Rhythm of the Rain Block 11 -  
Supporting text 1  
Writing - Stories from other cultures Block A

### Mapping and fieldwork skills



Y1 Continents and oceans/ UK countries,  
capital cities and seas  
Y1 Hot and cold climates, including the  
equator  
Y2 Comparison study

<b>Year 3</b> <b>Working as a geographer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Mapping & Fieldwork skills	Study Counties and Regions of the UK	OS Maps & Fieldwork
Place and space <b>Strong Start Cycle 1 Autumn</b>		L2	
Scale and connection (relationship and interdependence) <b>Strong Start Cycle 2 Autumn</b>	L2 	L1	L2
Physical and human geography		L3	L4
Environment and sustainability			
Culture and diversity (uniqueness)			L3
Geographical enquiry		L1	L1

## Year 3 Geography

### KS2 Fieldwork and Map Skills



Y1 Name and locate continents and oceans, UK countries, capital cities and seas  
Y2 Comparison UK and non-European Study  
Y2 Local area fieldwork study

### OS Map skills and Fieldwork



Y2 Fieldwork skills (compass)  
Y3 Fieldwork and map skills  
Y3 Countries and regions of the UK

### Counties and regions of the UK



Y1 Name and locate continents and oceans, UK countries, capital cities and seas  
Y1 Hot and cold climates, including the equator  
Y2 Comparison UK and non-European Study  
Y2 Fieldwork skills (compass)



Writing - Non-chronological reports (Block B)  
Writing - First person narrative descriptions (Block B)

## Year 4 Geography

### Rivers



Y2 Comparison UK and non-European Study  
Y2 Fieldwork skills (human and physical features)  
Y3 UK Study



Y4 History - Ancient Egypt (the River Nile) and other river civilisations (Sumer, Indus, Shang)  
Writing - News reports (Block A)

### Study of the Water Cycle



Y3 Plants  
Y4 Rivers  
Y4 Latitude and Longitude



Y2 Lit spine - The Rhythm of the Rain  
Y3 Lit spine - Greta and the Giants (effect of global warming)  
Y4 Lit spine - What a Waste! (Agile unit)

### 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







### Map skills - Environmental regions of Europe, Russia, N and S America



Y3 UK Study  
Y4 Rivers  
Y4 Latitude and Longitude  
Y4 Water cycle



Writing - Stories from other cultures Block B

Year 4 Working as a geographer	Autumn	Autumn	Spring	Summer
	Introduce Rivers	Latitude and Longitude	The Water Cycle	Map Skills
Place and space <b>Strong Start Cycle 1 Autumn</b> 		L4 L5		L2 L4
Scale and connection (relationship and interdependence) <b>Strong Start Cycle 2 Autumn</b> 		L2		
Physical and human geography 	L1		L2	L3
Environment and sustainability 		L3	L3	L1
Culture and diversity (uniqueness) 	L3	L6		L5
Geographical enquiry 	L2	L1	L1	