Inspiring Primaries Academy Trust
Inspiring all to flourish and succeed

GEOGRAPHY

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.

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

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.

GEOGRAPHICAL ENQUIRY				
Place and Space	**Scale and Connection** (Relationship and Interdependence)	**Physical and human geography**	**Environment and sustainability**	**Culture and diversity** (Uniqueness)
Place | Key idea is that place is its location and what it means to people. | Places are influenced and shaped by the people who live there (ideas, emotions and beliefs). Space | Location on the Earth's surface defined by latitude and longitude. | Space is more general and does not have meaning.	Scale | To get a better understanding of locality compared to globality. Gives pupils a sense of Zooming in and zooming out. Connection | 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. Relational perspectives | 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.	Physical and human geography | An appreciation of how places evolve and are shaped by physical or human geography. PAST How have physical processes and people influenced this place? PRESENT How are physical processes and / or people influencing this place? FUTURE What could this place be like in the future, given the influences by physical processes or people?	Environment | What is the environment like? Draws upon human and physical geography to help explain ' how did it get like that?' | Makes us think about our ethical consumer habits and choices made about environmental impact. Sustainability | An example of this could be considering the products we buy that have positively or negatively affected the rainforests or are causing increased pollution. | What it means to be a responsible citizen, embracing global dimensions within a local setting.	Culture | The way people have done or do things around here. | The way a place is shaped by human ideas and beliefs, and how physical processes have formed the place, over time. | An understanding and respect for ethnicity and diversity through knowing more about other cultures and people. Diversity | The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth, connection. | The difference between places from a physical perspective, such as climate, terrain, location (coastal or mountain), forest, desert, marine… Regional inequality | 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.
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.

PRINCIPLES

A guiding principle of 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.