







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>LOCATION</p> <p> </p> <p>Where a place actually is found.</p> <p> </p> <p>It helps us describe and remember where places are.</p> <p> </p> <p>Name and locate locations. Use absolute positioning system.</p>	<p>PLACE</p> <p> </p> <p>What a location is like.</p> <p> </p> <p>Describes the physical and / or human geography as well as the personal and cultural experience related to that place.</p>	<p>HUMAN GEOGRAPHY</p> <p> </p> <p>The interactions between people, places and the environment.</p> <p> </p> <p>The built environment. Effect of migration and settlement. The effect on the landscape and environment.</p> <p>PHYSICAL GEOGRAPHY</p> <p> </p> <p>The natural shaping of the surface of the Earth as well as the physical process that create the environment.</p> <p> </p> <p>The natural environment. How a place is shaped naturally by physical processes. How the environment is impacted by human geography.</p>	<p>SKILLS AND FIELDWORK</p> <p> </p> <p>Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it.</p> <p> </p> <p>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>Place</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>Space</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>Scale</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>Connection</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>Relational perspectives</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>Physical and human geography</p> <p> </p> <p>An appreciation of how places evolve and are shaped by physical or human geography.</p> <p>PAST</p> <p>How have physical processes and people influenced this place?</p> <p>PRESENT</p> <p>How are physical processes and / or people influencing this place?</p> <p>FUTURE</p> <p>What could this place be like in the future, given the influences by physical processes or people?</p>	<p>Environment</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>Sustainability</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>Culture</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>Diversity</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>Regional inequality</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?		