



Geography at Ashton Gate Primary School



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

Intent

At Ashton Gate Primary School, our geography curriculum is designed to inspire curiosity about the world and its people, while equipping pupils with the skills to explore and investigate real-world questions. We aim to provide pupils with secure knowledge of diverse places, people, and environments, and an understanding of the interactions between them. Key geographical vocabulary is explicitly taught and carefully sequenced, enabling pupils to communicate their ideas accurately and confidently. This knowledge supports learning across the wider curriculum and helps pupils apply their understanding in meaningful contexts. By thinking geographically, children develop the ability to make sense of the world around them and their own place within it, fostering both global awareness and a sense of responsibility.

Our School Drivers

Geography learning at Ashton Gate primary school develops our school drivers in a range of ways.

Cultural diversity

- Exploring how a place is shaped by human ideas and beliefs, and how physical processes have formed the place over time.
- Developing an understanding and respect for ethnicity and diversity through knowing more about other cultures and people.
- The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth and connection.
- Beginning to understand that people around the world have different experiences and ways of life, but that we have an impact on each other.
- Exploring interconnections and their subsequent influences on people, places and characteristics.

Independence

- Using geographical skills to develop fieldwork and mapping, for example using maps, globes and compasses.
- Using the CEEAAC model (shown below), allowing for independent application of knowledge and skills.
- Developing an individual sense of place (locally and on a global scale).
- The geography curriculum builds a growing understanding of individual geography, helping children to build their own mental map of the world around them.

Equity

- Using a carefully-sequenced and knowledge-rich curriculum, where all children are given the access to the same information in ways that suit their needs and abilities.
- Using explicit vocabulary instruction to ensure all children have the knowledge they need to be successful in each lesson.
- Knowledge organisers and knowledge notes (shown below) used to support learning.
- Quality-first whole-class teaching in geography lessons.

Growth mindset

- All pupils are encouraged to 'Rise High Together' and use their Ashton Gater characteristics in geography lessons.
- The cumulative nature of the CUSP curriculum allows for revisiting of previous concepts, knowledge and vocabulary to ensure that it is embedded in long term memory.
- The CEEAAC model uses learning loops to check for understanding and learning is repeated throughout lessons and units.
- Scaffolding and retrieval practice help close gaps, giving all pupils the tools to succeed.

The CUSP Curriculum

Our geography curriculum is taught using CUSP, which is currently in the process of being rolled out to all year groups. This is an evidence-led curriculum, which goes beyond the expectations of the National Curriculum, where knowledge is built cumulatively and is retrieved regularly to increase the chance that it will be stored in long term memory. Substantive and disciplinary knowledge is mapped out over the curriculum and can be seen in the overviews below.

Substantive knowledge - this is the subject knowledge and explicit vocabulary used to learn about the content.

SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY			
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.

Disciplinary knowledge – this is the use of knowledge and how children become a little more expert

as a geographer by Thinking Geographically.

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>Key idea is that place is its location and what it means to people.</p> <p>Places are influenced and shaped by the people who live there (ideas, emotions and beliefs).</p> <p>Space</p> <p>Location on the Earth's surface defined by latitude and longitude.</p> <p>Space is more general and does not have meaning.</p>	<p>Scale</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>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>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>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>What is the environment like? Draws upon human and physical geography to help explain 'how did it get like that?'</p> <p>Makes us think about our ethical consumer habits and choices made about environmental impact.</p> <p>Sustainability</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>What it means to be a responsible citizen, embracing global dimensions within a local setting.</p>	<p>Culture</p> <p>The way people have done or do things around here.</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>An understanding and respect for ethnicity and diversity through knowing more about other cultures and people.</p> <p>Diversity</p> <p>The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth, connection.</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>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?		

This substantive and disciplinary knowledge is mapped out across the topics taught in each year group, ensuring children are building on their skills cumulatively.

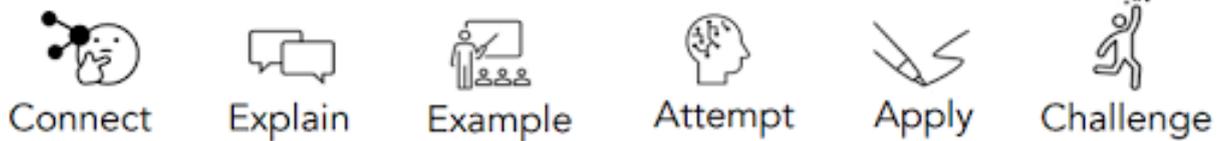
CUSP Geography Single Age Sequence Content Progression

	Autumn	Spring	Summer
Year 1	Continents Oceans Countries of UK	Capital cities of UK Seas around UK Hot and cold places	Hot and cold places Mapping and fieldwork
Year 2	Human and Physical features – Local Area Study Compare a small part of the UK to a non-European location – London and Nairobi	Compare a small part of the UK to a non-European location – London and Nairobi Fieldwork and map skills	Fieldwork and map skills Compare a different non-European location to our locality - Amazon Rainforest
Year 3	Fieldwork – human and physical features	UK Study	Revisit human and physical features <i>(only if your class need to)</i> OS Maps and Scale
Year 4	Rivers Latitude and longitude	Latitude and longitude Water cycle	Rivers revisited <i>(only if your class need to)</i> Map skills – environmental regions
Year 5	World countries – biomes and environmental regions	4 and 6 figure grid references	OS Maps and fieldwork
Year 6	Physical processes – earthquakes, mountains and volcanoes	Settlements UK, Europe and North America comparison study	UK, Europe and North America comparison study OS Maps and fieldwork (orienteering)

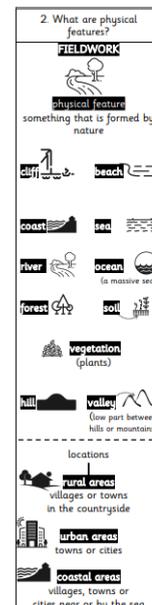
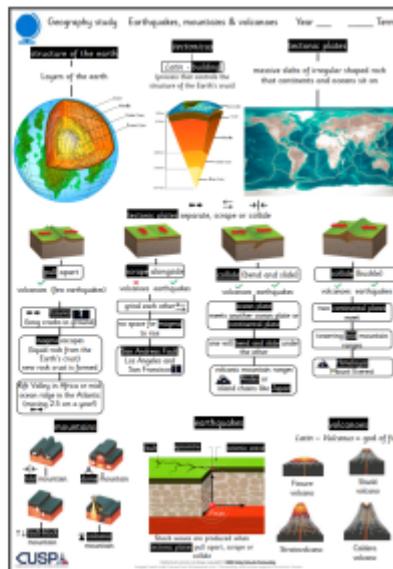
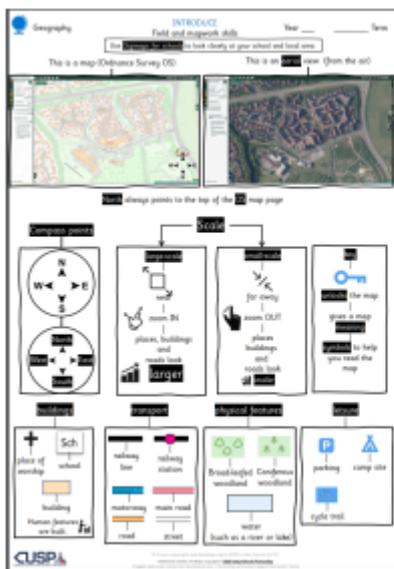
Implementation

The CUSP geography curriculum has carefully-mapped vocabulary combined with a clear progression of both knowledge and skills. This cumulative curriculum design allows opportunities for children to think hard and apply their learning in different contexts. Geography is taught on a carefully-devised timetable, ensuring spaced retrieval to enhance learning.

Teachers will deliver the curriculum using the CEEAAC model of learning. This allows opportunities to retrieve prior knowledge at regular intervals and ensures pupils have the background knowledge that they need for each lesson. Vocabulary is explicitly taught and concepts are explained clearly using examples. Teachers are able to check for understanding when pupils attempt learning, building in learning loops to ensure that pupils are ready to then apply their knowledge independently. All children have the opportunity to be challenged in their geography lessons.



To support vocabulary teaching, dual coding of images and words are used. As well as this, knowledge notes and knowledge organisers are used in lessons to aid understanding and support retrieval of prior learning. Teachers are able to use CUSP resources to support their subject knowledge and lesson design, tailoring their lessons to be inclusive for their individual classes.



Subject leaders will ensure there is regular monitoring of geography teaching and learning and will have ongoing opportunities to collaborate with other subject specialists across Cathedral Schools Trust to share best practice and support professional development. During lessons, children will be assessed through learning loops, retrieval practice, and formative assessment strategies such as

quizzing, with outcomes used to guide teaching through whole-class feedback. Pupil book studies will be carried out regularly to track learning, progress, and application of knowledge. In addition, subject leaders will monitor the teaching of key geographical skills, vocabulary acquisition, and the use of enquiry-based learning, ensuring that pupils are developing both knowledge and the ability to think and work like geographers. Fieldwork, practical tasks, and cross-curricular links will be reviewed to ensure lessons are engaging, relevant, and provide opportunities for pupils to apply their learning in real-world contexts.

Impact

Pupils will develop a rich understanding of their local area and the wider world through investigation, exploration, and discussion. Fieldwork opportunities allow them to apply their geographical skills in real-life contexts, strengthening their ability to make connections and transfer learning to new situations. Over time, pupils will deepen their locational and place knowledge through carefully chosen comparisons and case studies, gaining a broad perspective on global and local geography. They will confidently identify and explain key human and physical processes, using precise geographical vocabulary to describe their impacts and changes over time. Through enquiry and fieldwork, pupils will become competent geographers who can ask thoughtful questions, interpret evidence, and present their findings in a variety of ways. Pupils will develop independence as learners, making informed decisions and drawing conclusions from their own investigations. They will also develop awareness of global issues, sustainability, and the interconnections between people and the environment, fostering responsible and informed global citizens.