

Progression of Disciplinary Knowledge in Geography

Progression of DISCIPLINARY KNOWLEDGE - 'knowing how we know'								
	By the end of EYFS: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps		By the end of KS1: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.			By the end of KS2: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking and Answering Questions	Pupils should be taught to: <ul style="list-style-type: none"> Orally ask questions about their classroom and immediate outdoor area. 	Pupils should be taught to: <ul style="list-style-type: none"> Ask questions about aspects of their familiar world. 	Pupils should be taught to: <ul style="list-style-type: none"> Ask and respond to geographical questions e.g. what can you see in a woodland? 	Pupils should be taught to: <ul style="list-style-type: none"> Ask and respond to many geographical questions e.g. Why would you find a bay in a coastal location, but not in a city? 	Pupils should be taught to: <ul style="list-style-type: none"> Ask and respond to geographical questions using evidence to support answers. 	Pupils should be taught to: <ul style="list-style-type: none"> Ask and respond to geographical questions using multiple pieces of evidence to support answers. 	Pupils should be taught to: <ul style="list-style-type: none"> Ask and investigate geographical questions, suggesting enquiries to test them. 	Pupils should be taught to: <ul style="list-style-type: none"> Ask and investigate geographical questions, suggesting enquiries to test them; drawing appropriate conclusions.

Collecting and Interpreting	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
	<ul style="list-style-type: none"> Draw things they see around them in their immediate environment e.g. outdoor area. 	<ul style="list-style-type: none"> Draw things they see in their wider environment. 	<ul style="list-style-type: none"> Understand that geographers learn about the world by observing and collecting data and information. Observe and collect information and data from fieldwork, photos and aerial images, atlases and simple maps. 	<ul style="list-style-type: none"> Understand that geographers learn about the world by observing and collecting data and information. Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. 	<ul style="list-style-type: none"> Begin to understand that some knowledge about the world can be revised as we collect new data and information. Observe and collect information and data from fieldwork and a range of sources, choosing an appropriate method to record evidence. 	<ul style="list-style-type: none"> Understand and explain why some knowledge about the world can be revised as we collect new data and information. Observe and collect information and data from fieldwork and a range of sources, choosing an appropriate method to record evidence. 	<ul style="list-style-type: none"> Observe and collect information and data from fieldwork and a range of sources, choosing an appropriate methods to record evidence and provide reasons for this. 	<ul style="list-style-type: none"> Observe and collect information and data from fieldwork and a range of sources, choosing appropriate methods to record evidence and provide reasons for this.

Analysing and communicating	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
	<ul style="list-style-type: none"> Communicate simple geographical information orally. 	<ul style="list-style-type: none"> Communicate simple geographical information with support, using simple pictures, maps and captions. 	<ul style="list-style-type: none"> Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocabulary. 	<ul style="list-style-type: none"> Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. 	<ul style="list-style-type: none"> Analyse and communicate geographical information from a range of sources by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. 	<ul style="list-style-type: none"> Analyse and communicate geographical information from a range of sources by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. 	<ul style="list-style-type: none"> Analyse, communicate and explain geographical information from a range of sources by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.

- Communicate simple geographical information orally.

- Communicate simple geographical information with support, using simple pictures, maps and captions.

- Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocabulary.

- Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.

- Analyse and communicate geographical information from a range of sources by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.

- Analyse and communicate geographical information from a range of sources by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.

- Analyse, communicate and explain geographical information from a range of sources by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.

- Analyse, communicate and explain geographical information from a range of sources by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.
- Choose an appropriate method to communicate information and give reasons for this.

Evaluating and Debating	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
	<ul style="list-style-type: none"> Describe their immediate environment orally. 	<ul style="list-style-type: none"> Describe their immediate environment and express their view about it, with support. 	<ul style="list-style-type: none"> Express one view about the people, places and environments studied. 	<ul style="list-style-type: none"> Express multiple views about the people, places and environments studied. 	<ul style="list-style-type: none"> Express their own views about the people, places and environments studied, giving reasons. Reach geographical conclusions from given evidence. 	<ul style="list-style-type: none"> Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions from given evidence. 	<ul style="list-style-type: none"> Express their own views about the people, places and environments studied, giving reasons. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence. 	<ul style="list-style-type: none"> Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.