



## **Geography curriculum**

### **Progression of Substantive & Disciplinary Knowledge**

## Substantive and Disciplinary knowledge

**Substantive knowledge** refers to the **factual content and concepts** that pupils learn in geography. This includes the subject-specific content that is to be learnt i.e. set out by the geography National Curriculum. It is the **'know what'** and **'know how'** of geography.

The **'know what'** enables pupils to 'know like a geographer', and includes:

- Place knowledge
- Locational knowledge
- Physical and human geographical processes
- Vocabulary that underpin geographical understanding.

The **'knowing how'** to do geography' includes geographical skills and fieldwork. For example:

- Knowing how to draw a map
- Knowing how to conduct a survey
- Knowing how to measure rainfall).

Substantive knowledge is **accumulative** — pupils build on what they already know to develop broader and deeper geographical understanding.

**Disciplinary knowledge** considers how substantive knowledge originates, is debated and is revised - i.e. how we create, contest and evaluate substantive knowledge over time. Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn the practices of geographers; understanding how to think about and found out about the world geographically. It gives an insight into the ways that geographers think - how they question, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of geography are established and revised.

Examples of disciplinary knowledge include:

- We know there is global warming *by measuring temperatures, plotting graphs and analysing them.*
- We know about settlement patterns *by observing them in the field, drawing maps and analysing them.*
- We know about the water cycle *by observing elements of it in the natural world, applying scientific knowledge, and creating geographical diagrams to explain*

## Substantive knowledge

|                 | F2                                                                                                                                                                                                                                    | Year 1                                                                                                                                                                                                                                                                                                                                                | Year 2                                                                                                                                                                                 | Year 3                                                                                                                                                                                                         | Year 4                                                                                                                                                                                                                                                                                                                                               | Year 5                                                                                                                                                                                                                                                                                                                                                    | Year 6                                                                                                                                                                                                                                                                                                                          |
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| Place knowledge | <ul style="list-style-type: none"> <li>Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul> | <ul style="list-style-type: none"> <li>Know and name the characteristics of the local area</li> <li>Know features of hot and cold places in the world</li> <li>Know where the equator, North Pole and South Pole are on a globe</li> <li>Know some of the characteristics associated with a coastal place in comparison to where they live</li> </ul> | <ul style="list-style-type: none"> <li>Know the main differences between the climate and features of a place in England and that of a small place in a non-European country</li> </ul> | <ul style="list-style-type: none"> <li>Explain clearly the main differences between a village, town and city</li> <li>Know the main differences between a rural and an urban location within the UK</li> </ul> | <ul style="list-style-type: none"> <li>Know at least five differences between living in the UK and a Mediterranean country</li> <li>Know that climate and physical features has an important part to play when considering where and how people live</li> <li>Know the physical conditions necessary for the creation of different biomes</li> </ul> | <ul style="list-style-type: none"> <li>Know and recognise many of Europe's key landmarks</li> <li>Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly</li> <li>Know how a continent's climate can vary and impact on people's lives</li> </ul> | <ul style="list-style-type: none"> <li>Know key differences between living in the UK and in a country in South America</li> <li>Know and recognise the physical conditions necessary for the creation of different biomes</li> <li>Contrast the main features found in two different biomes, e.g., tundra and desert</li> </ul> |

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| Locational Knowledge | <ul style="list-style-type: none"> <li>• Know where the local shops are</li> <li>• Know why there is a need for shops, schools, churches, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Know the names of the four countries that make up the UK</li> <li>• Know the names of the three main seas that surround the UK</li> <li>• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> <li>• Know the name of the nearest town or city • Know which is N, E, S and W on a compass</li> <li>• Know their address, including postcode</li> </ul> | <ul style="list-style-type: none"> <li>• Know the names of and locate the seven continents of the world</li> <li>• Know the names of and locate the five oceans of the world</li> <li>• Know why so many important buildings are located in London</li> </ul> | <ul style="list-style-type: none"> <li>• Know the difference between Great Britain, The British Isles and the United Kingdom</li> <li>• Know the names of and locate at least eight counties and at least six cities in England</li> <li>• Know the names of four countries from the southern and four from the northern hemisphere</li> <li>• Know and name the eight points of a compass</li> </ul> | <ul style="list-style-type: none"> <li>• Know the names of and locate at least eight European countries</li> <li>• Know the names of and locate at least eight major capital cities across the world</li> <li>• Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</li> </ul> | <ul style="list-style-type: none"> <li>• Know what is meant by the term 'tropics'</li> <li>• Know the names of a number of European capitals</li> <li>• Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean Sea and Suez Canal</li> <li>• Know where the main mountain regions are in the UK</li> <li>• Know, name and locate the main rivers in the UK</li> </ul> | <ul style="list-style-type: none"> <li>• Know the names of, and locate, a number of South or North American countries</li> <li>• Know about time zones and work out differences</li> <li>• Know where countries in the British commonwealth are situated</li> <li>• Know what is meant by latitude and longitude</li> </ul> |
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| Human and Physical Geography | <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class</li> </ul> | <ul style="list-style-type: none"> <li>• Know which is the hottest and coldest season in the UK</li> <li>• Know and recognise main weather symbols</li> <li>• Know the main differences between city, town and village</li> <li>• Know the key physical and human features of a coastal place</li> <li>• Know why do we have different coloured bins</li> </ul> | <ul style="list-style-type: none"> <li>• Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>• Know some of the advantages and disadvantages of living in a city or village</li> <li>• Know why is it important to recycle</li> </ul> | <ul style="list-style-type: none"> <li>• Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc.</li> <li>• Know and explain the features of a water cycle</li> <li>• Know what causes an earthquake and tsunami</li> <li>• Label the different parts of a volcano</li> </ul> | <ul style="list-style-type: none"> <li>• Know that people's jobs are determined by where they live</li> <li>• Know the names of a number of the world's highest mountains</li> <li>• Know why recycling is important</li> </ul> | <ul style="list-style-type: none"> <li>• Know about the key human and physical differences between living in the UK and a different European country</li> <li>• Know about the positive and negative features of plastic</li> <li>• Know and label the main features of a river</li> <li>• Know the name of and locate a number of the world's longest rivers</li> <li>• Know why most cities are situated close to a river</li> </ul> | <ul style="list-style-type: none"> <li>• Know about climate change and its potential impact on our lives</li> <li>• Know why industry is important to the world</li> <li>• Know how the lives of children vary across the world</li> <li>• Know what is meant by biomes and what are the features of a specific biome</li> <li>• Label layers of a rainforest and know what deforestation is</li> <li>• Know why ports are important for world trade</li> <li>• Know the term 'fair trade' and its implications on the lives of so many people</li> </ul> |
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## Disciplinary knowledge

|                                   | F2                                                                                                                                                                                                                                                                                                                                          | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 2                                                                                                                                                                                                                                                                                                               | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 4                                                                                                                                                                                                                                                          | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                | Year 6                                                                                                                                                                                                                                                                                                                                                                      |
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| Geographical skills and fieldwork | <ul style="list-style-type: none"> <li>• Draw their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Represent land and sea through small world play.</li> <li>• Draw information from a simple map.</li> <li>• Begin to identify features of the local area.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand why it is important for all streets to have a name, including a post code.</li> <li>• Observe features in the local environment e.g. types of shops, bus stops, street signs.</li> <li>• Take photographs of locally interesting geographical features.</li> <li>• Make a simple map after visiting a specific area i.e. to include shops, a church, the school</li> <li>• Locate the nearest town or city on a map of the UK.</li> <li>• Locate the 4 countries and their capital cities on a map of the UK.</li> </ul> | <ul style="list-style-type: none"> <li>• Use teacher-based drawn maps, OS maps and infant atlases.</li> <li>• Follow a route on a map to navigate an area.</li> <li>• Know and understand how symbols are used on a map</li> <li>• Use aerial photographs and Google Earth to find geographical features.</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to identify features on aerial photographs.</li> <li>• Use maps to locate world countries and capitals.</li> <li>• Use a globe to gain a better understanding about a country's location.</li> <li>• Know the features in their local environment and compare it with another they know.</li> <li>• Use systematic sampling and data collecting as part of fieldwork activity.</li> <li>• Produce a freehand map of a known place, e.g. a journey between home and school.</li> </ul> | <ul style="list-style-type: none"> <li>• Use large and medium scaled OS maps and atlases.</li> <li>• Follow a route on a large-scale map.</li> <li>• Identify features on aerial photographs.</li> <li>• Use a globe to locate the worlds countries.</li> </ul> | <ul style="list-style-type: none"> <li>• Use index and contents pages within atlases, medium scale OS maps</li> <li>• Use maps, atlases and globes to locate countries</li> <li>• Compare maps with aerial photographs.</li> <li>• Select a map for a specific purpose (Atlas, OS map for Clarborough).</li> <li>• Begin to use an atlas to find other features of places; e.g. wettest spot in the world.</li> </ul> | <ul style="list-style-type: none"> <li>• Use OS maps and confidently use atlases.</li> <li>• Recognise a world map as a flattened globe.</li> <li>• Follow a short OS route and describe the features shown.</li> <li>• Locate places on a world map.</li> <li>• Use atlases to find out about other features of places; e.g. mountain ranges, weather patterns.</li> </ul> |

| Place knowledge      | <ul style="list-style-type: none"> <li>• Notice features of objects in the environment e.g. colours, sizes.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>• Know what life is like in a place they are not familiar with and begin to make some comparisons between that and where they live (using videos and images).</li> </ul>                                                      | <ul style="list-style-type: none"> <li>• Contrast a place they know well with another they are not familiar with.</li> <li>• Use maps and photographs to make comparisons.</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Compare and contrast two regions with the UK that are very different.</li> <li>• Begin to understand why physical and human features will be different in these places.</li> </ul> | <ul style="list-style-type: none"> <li>• Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>• Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with</li> </ul>             |
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| Locational Knowledge | <ul style="list-style-type: none"> <li>• Draw information from a simple map e.g. road, building, field.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that maps and globes are used to locate key places around the world.</li> <li>• Know and use the terminology: left, right, near, far.</li> <li>• Know and being to use the terminologies: N, S, E, W.</li> </ul> | <ul style="list-style-type: none"> <li>• Know that the globe represents the Earth and that maps represent parts of the Earth.</li> <li>• Know and confidently use: N, S, E, W.</li> <li>• Begin to use the terminologies NE, NW, SE, SW</li> </ul> | <ul style="list-style-type: none"> <li>• Know that countries have definite borders and that each country has its own government or equivalent.</li> <li>• Know how to locate the Equator.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Begin to identify significant places and environments.</li> <li>• Begin to name and locate countries and major cities of Europe.</li> <li>• Recognise similarities and differences in Europe.</li> <li>• Begin to locate the tropics on a globe.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify significant places and environments.</li> <li>• Name and locate the world's countries, major cities</li> <li>• Name and locate the world's Seas and Oceans on a larger scale map.</li> </ul> | <ul style="list-style-type: none"> <li>• Confidently identify significant places and environments.</li> <li>• Identify; Equator, Northern and Southern Hemisphere, Tropics and Circles on a map and make links to locations.</li> </ul> |

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| Human and Physical Geography | <ul style="list-style-type: none"> <li>• Identify seasonal patterns – focusing on plants and animals.</li> <li>• Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li> <li>• Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns.</li> <li>• Know that there are extremes of weather close to the equator and also at both North and South Poles.</li> </ul> | <ul style="list-style-type: none"> <li>• Location of hot and cold countries in the world, the Equator and North and South Poles.</li> <li>• Study of these regions in their basic form; Rainforest, Polar Regions, Oceans and seas, Changing weather.</li> <li>• Know that weather patterns are in different parts of the world and understands how that impacts on the way of life of different people.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe and understand key physical aspects of climate, rivers, earthquakes and volcanoes and know how these can change over time.</li> <li>• Describe and understand key human aspects of settlements and know how these can change over time.</li> <li>• Know what is meant by being environmentally friendly.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe and understand key physical aspects of climate zones and mountains.</li> <li>• Describe and understand key human aspects of settlements, land use and trade links.</li> <li>• Study and locate the world's Oceans</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise and describe key physical aspects of Rivers, Mountains and the water cycle.</li> <li>• Recognise and describe the key human aspects of the distribution of natural resources including energy and pollution.</li> <li>• Study and locate the world's Seas and Oceans including location</li> </ul> | <ul style="list-style-type: none"> <li>• Describe and understand key physical aspects of climate zones, biomes, vegetation belts.</li> <li>• Describe and understand key human aspects of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> |
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| Year group Overviews |                                 |                       |                               |
|----------------------|---------------------------------|-----------------------|-------------------------------|
|                      | Autumn                          | Spring                | Summer                        |
| <b>Y1</b>            | The UK                          | The local area        | Seasonal patterns and Weather |
| <b>Y2</b>            | Hot and Cold areas of the world | Continents and Oceans | Australia                     |
| <b>Y3</b>            | Settlements and land use        | South Africa          | The water cycle and Coasts    |
| <b>Y4</b>            | North America                   | Topography            | Trade links                   |
| <b>Y5</b>            | Volcanoes and Earthquakes       | Rivers                | Locational knowledge          |

|    |                                   |                                            |                              |
|----|-----------------------------------|--------------------------------------------|------------------------------|
| Y6 | Comparative study (UK and Europe) | Climate zones, Biomes and Vegetation belts | South America and Rainforest |
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