**Progression of disciplinary knowledge in Geography**

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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Geographical literacy**  *Foster a range of intellectual and communication skills (oral and written), including the formulation of arguments which include elements of synthesis and evaluation of material. The ability to read for geographical meaning in text of an increasingly complex nature (vocabulary, vocabulary and context).* | In Year 7, students begin to develop basic geographical literacy skills through written and oral communication. They read for geographical meaning in text.  In Year 7, students start developing basic geographical literacy skills, including the ability to use Tier 3 vocabulary, which includes subject-specific terminology. They learn to read for geographical meaning in text with Tier 3 words related to topics such as tectonics (e.g., plate boundaries, subduction), sense of place (e.g., topography, cultural heritage), climate change (e.g., greenhouse gases, mitigation), weather (e.g., atmospheric pressure, precipitation), flooding (e.g., inundation, river discharge), population (e.g., demography, urbanisation), and migration (e.g., push and pull factors, refugee).  Students tackle command words like Identify/State/Name/Give/Describe/Explain when dealing with basic concepts and definitions. | By Year 8, students improve their written and oral communication skills, including the formulation of arguments with elements of synthesis and evaluation. They read more complex geographical texts with greater vocabulary and context.  By Year 8, students enhance their written and oral communication skills further, using Tier 3 vocabulary effectively. They explore more complex geographical texts with Tier 3 terminology related to topics such as the economy (e.g., GDP, transnational corporation), sectors of industry (e.g., primary, secondary, tertiary), coasts (e.g., erosion, deposition), deserts (e.g., arid, oasis), and development (e.g., global disparities, sustainable development).  They also begin to develop skills in synthesis and evaluation, particularly when addressing command words like Describe, Compare, and Explain. | In Year 9, students continue to enhance their communication skills, becoming more competent in written and oral expression. They read and comprehend even more complex geographical texts. In Year 9, students continue to develop their communication skills, incorporating Tier 3 vocabulary. They explore topics like tectonics (e.g., seismic activity, volcanic eruptions), tsunamis (e.g., megathrust, tsunami warning systems), tropical rainforests (e.g., biodiversity, deforestation), rural-urban migration (e.g., urbanisation, urban sprawl), glaciers (e.g., moraine, glacial retreat), rivers (e.g., meanders, floodplains), and migration (e.g., refugee crisis, asylum seekers).  They expand their skills of synthesis and evaluation, particularly when dealing with command words like Suggest, Describe, and Explain. | Year 10 involves advanced geographical literacy, with students demonstrating competence in a range of intellectual and communication skills. They communicate their ideas effectively and develop extended written arguments. They draw well-evidenced and informed conclusions about geographical questions and issues.  Year 10 involves advanced geographical literacy, with students demonstrating competence in using Tier 3 vocabulary effectively. They communicate their ideas with complex subject-specific terminology related to topics such as tropical rainforests (e.g., canopy layer, biodiversity hotspot), deserts (e.g., desertification, oasis conservation), urbanisation (e.g., megacities, urban planning), natural hazards (e.g., seismic hazards, volcanic eruptions), earthquakes (e.g., seismic waves, Richter scale), tropical storms (e.g., cyclones, storm surge), and climate change (e.g., anthropogenic climate change, carbon footprint).  They further develop their skills of synthesis and evaluation, particularly when addressing command words like Compare, Explain, Assess, To what extent. | Year 11 focuses on mastering geographical literacy, with students proficiently communicating complex ideas and arguments. They excel in written and oral expression and can critically analyse and evaluate a wide range of geographical material.  Year 11 focuses on mastering geographical literacy, with students proficiently using Tier 3 vocabulary. They excel in written and oral expression, critically analysing and evaluating a wide range of geographical material with advanced terminology. Topics studied include the changing UK economy (e.g., post-industrial economy, deindustrialisation), Nigeria's changing economy (e.g., economic diversification, urbanisation challenges), rivers and flood management (e.g., flood defences, sustainable flood risk management), coasts (e.g., coastal erosion, coastal management strategies), resource management (e.g., resource depletion, sustainable resource use), and appropriate technology (e.g., sustainable technologies, technological innovation).  Students are expected to demonstrate advanced skills in synthesis and evaluation, particularly when addressing command words like Evaluate, Discuss, and Justify. This involves critically analysing, examining, and assessing geographical concepts, data, and arguments to form well-justified conclusions and opinions.  By incorporating Tier 3 vocabulary and developing synthesis and evaluation skills, students become more proficient in their ability to engage with complex geographical material and respond effectively to a variety of command words used in assessments. |
| **OS map skills**  *Develop a range of OS map skills and to be able to use these with confidence to infer information about a place and apply this in context in the classroom and in the field.* | In Year 7, students begin developing OS map skills and basic coordinates. They explore basic landscape features on maps. They use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000, and other maps appropriate to the topic. They learn to use and understand coordinates with four and six-figure grid references. They understand scale, distance, and direction and can measure straight line distances using various scales. They grasp gradient, contour, and spot height concepts. | By Year 8, students progress to interpreting OS maps at various scales and understanding grid references. They continue to practice skills relating to scale, distance, and direction, measuring straight and curved line distances. They understand gradient, contour, and spot height better. They interpret numerical and statistical information on maps and identify basic landscape features, describing their characteristics from map evidence. | In Year 9, students become proficient in using OS maps. They can identify major relief features on maps and relate cross-sectional drawings to relief features. They draw inferences about the physical and human landscape by interpreting map evidence, including patterns of relief, drainage, settlement, communication, and land-use. They interpret cross sections and transects of physical and human landscapes. | Year 10 involves advanced OS map skills, with students confidently using OS maps to infer information about places and analyse patterns of relief, drainage, settlement, and land-use. They identify human activity from map evidence, including tourism. | Year 11 focuses on mastering OS map skills, with students utilising OS maps extensively in both classroom and field contexts, applying their skills to investigate geographical questions and issues. They can interpret cross sections and transects of physical and human landscapes. They describe the physical features as shown on large scale maps of two of the following landscapes – coastlines, fluvial, and glacial landscapes. They become proficient in identifying and describing landscape features and activities from map evidence. |
| **Geographical fieldwork**  *Plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions.* | In Year 7, students begin understanding the factors to consider when selecting suitable questions/hypotheses for geographical enquiry. They explore geographical theory/concepts underpinning the enquiry and appropriate sources of primary and secondary evidence. They are introduced to the potential risks of fieldwork and risk reduction. | By Year 8, students conduct local fieldwork investigations, applying basic research methods. They explore the difference between primary and secondary data, identify and select appropriate physical and human data, and learn about measuring and recording data using different sampling methods. They develop skills to identify questions and sequences of enquiry. | In Year 9, students plan and execute independent projects locally, focusing on primary and secondary evidence sources. They continue to develop their understanding of data collection methods and learn to describe and justify these methods. They write descriptively and begin writing analytically. They can reach a conclusion using data collected. | Year 10 students design data collection sheets and collect data with an understanding of accuracy, sample size, and procedures, control groups and reliability and write more critical analyses. They understand the link between methods, results and conclusions. | Year 11 students draw well-evidenced and informed conclusions about geographical questions and issues, identifying problems in data collection methods and limitations, suggesting other useful data, and evaluating the reliability of their conclusions. |
| **Globes, maps, photos and atlases**  *Ability to use a range of geographical information sources to help to develop an extensive knowledge of a wide range of places, environments and features at a range of scales.* | In Year 7, students begin developing the ability to utilise various geographical information sources. They explore maps and begin understanding coordinates, distributions, and patterns. They learn to use and understand coordinates, including latitude and longitude. They recognise and describe distributions and patterns of both human and physical features on maps. They start using maps based on global and regional scales and identify and describe significant features of the physical and human landscape on them. They analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. | By Year 8, students progress to interpreting maps at different scales, including OS maps. They continue to refine their map skills, analyse physical and human factors, and compare maps. They become more proficient in using and understanding coordinates, recognising and describing distributions and patterns, and analysing the inter-relationship between physical and human factors on maps. Students use aerial and satellite photos to analyse features. | In Year 9, students delve deeper into map interpretation. They become adept at analysing physical and human landscapes through maps and photographs. They further enhance their skills in using and understanding coordinates, recognising and describing distributions and patterns, and analysing the inter-relationship between physical and human factors on maps. | Year 10 involves advanced map skills, with students confidently using maps to infer information about places. They analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps with greater expertise. | Year 11 focuses on mastering map skills, with students utilising maps and atlases extensively to develop an extensive knowledge of various places, environments, and features at different scales. They can describe, interpret, and analyse complex geographical information sources. They become highly proficient in using and understanding coordinates, recognising and describing distributions and patterns, and analysing the inter-relationship between physical and human factors on maps. |
| **Geographical numeracy**  *The ways in which numerical information is gathered by counting and measuring, and how it is presented in graphs, charts and tables.* | In Year 7, students begin with basic numeracy skills and simple graph interpretation. They start to understand the geographical theory/concept underpinning the enquiry. They demonstrate an understanding of number, area, and scales, and the quantitative relationships between units. | By Year 8, students progress to more advanced numeracy skills, including statistical analysis and graph construction. They appreciate various graphical and cartographic methods for data presentation. They select and construct appropriate graphs and charts to present data, using appropriate scales. | In Year 9, students develop proficiency in handling complex numerical data, interpreting graphs, and conducting statistical tests. They draw informed conclusions from numerical data. They understand proportion and ratio, magnitude, and frequency. | Year 10 involves advanced numeracy skills, with students confidently using numerical data to support geographical arguments and calculating percentage changes. They use appropriate measures of central tendency, spread, and cumulative frequency. They can describe relationships in bivariate data (relationship between two variables). They suggest appropriate forms of graphical representation for the data provided. They can reach a conclusion using data collected. | Year 11 focuses on mastering geographical numeracy, with students demonstrating expertise in all aspects of numeracy skills, including constructing various graphs and maps, using and understanding gradient, contour, and value on isoline maps, and interpreting and extracting information from different types of maps, graphs, and charts, including population pyramids, choropleth maps, flow-line maps, and dispersion graphs. They can identify weaknesses in selective statistical presentation of data. |