Geography DISCIPLINARY knowledge progression overview

Disciplinary knowledge enables our geographers to embed their substantive knowledge by comparing and contrasting, mapping, observing and recording.

The children know how to…

Discipline	EYFS	KS1	Lower KS2 (Y3 and 4)	Upper KS2 (Y5 and 6)
Compare and Contrast 	• Say what is the same about their home and others. • Find simple similarities and differences about places through stories.	• Find similarities and differences using geographical knowledge (physical and human features, locality, houses)	• Discuss the simple benefits and disadvantages of living in different cities/regions of the UK. • To make more detailed comparisons between two countries, e.g. trade, climate, settlement and land use, physical and human features.	• Make detailed comparisons between two or more locations, e.g. trade, climate, settlement and land use, physical and human features. • Discussing the benefits and disadvantages of living in different countries/locations and appreciating the uniqueness of certain areas.
Mapping 	• Look at simple maps of their local environment and maps in stories.	• Use and follow the simple compass points of North, South, East, West and directional language such as near, far, left, and right and use this to describe the countries of the UK and their capital cities.	• Use aerial images and maps to recognise landmarks and basic physical features. • Draw/sketch maps with a key and standard symbols.	• Draw maps, detailed sketches and plans with accurate symbols, keys and scale or using OS symbols. • Use maps and digital/computer mapping to locate and describe the physical and human features North or South

		• Construct a simple key. • Use a simple key. • Use a simple map/aerial photograph to move around the school grounds and the local areas. • Use an atlas, globe or map to locate the continents, oceans and locations of the world. • Use a map, atlas or aerial photographs to locate geographical features of another non-European country.	• Use and interpret maps and atlases of the United Kingdom to identify cities, regions, counties and coasts. • Use maps and digital/computer mapping to locate and describe the physical and human features of places studied. • Use 6 figure grid references to locate landmarks on an OS map. • Begin to use the 8 compass points to describe position and longitude and latitude.	America, including volcanoes, rivers and mountains. • Use lines of longitude and latitude to describe locations in North or South America, in Africa or Asia. • Use the 8 compass points to describe position and six figure grid references. • Describe the position of countries relative to the equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle to locate countries on a map.
Observe (Including Fieldwork) 	• Observe in their immediate environment. • Talk about what they see.	• Observe the geography of the school grounds using simple equipment e.g. binoculars magnifying glass and use aerial maps, photographs or fieldwork. • Use Google Earth to find features in their locality and other places.	• Use suggested observation opportunities (including fieldwork) to find out about physical and human features in the different areas of the world including locally. • Use sketch maps, aerial photographs, plans, graphs and digital technologies including google maps.	• Use a range of observation opportunities (including fieldwork) to find out about physical and human features in the different areas of the world including locally. Use sketch maps, ariel photographs, plans, graphs and digital technologies including google maps.

Record 	• Draw pictures of what they see and begin to label.	• Draw, take photographs, record simple data and make charts/graphs about the geography of their local area.	• Using sketch maps, plans, graphs and digital technologies. • With guidance, carry out tests over time and use graphs to record features such as temperature or rainfall, using simple equipment.	• Take measurements with increasing accuracy and precision. • Carry out tests over time and use graphs to record data such as temperature or rainfall. • Present your findings using evidence.