



Geography Disciplinary Knowledge

Disciplinary Knowledge - the knowledge taught in geography that is about how geographers do their work.

| | EYFS | Year 1 | Year 2 |
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| Location and Place Knowledge | <ul style="list-style-type: none"> Look at simple maps and globes identifying land types and the sea Use comparative language to describe objects as near or far away Describe from photographs different environments around the world Describe where they live and the surrounding area – shops, roads, parks etc. | <ul style="list-style-type: none"> Understand that maps and the globe are used to locate key places around the world. Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people. | <ul style="list-style-type: none"> Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons |
| Human and Physical Geography | <ul style="list-style-type: none"> Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches) Describe vegetation in a variety of different photographs from around the world and comment on sizes, shapes and weather | <ul style="list-style-type: none"> Begin to appreciate the different weather patterns in the UK Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles | <ul style="list-style-type: none"> Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people |
| Geographical Skills and Fieldwork | <ul style="list-style-type: none"> Make simple pictorial representations or chart of observations or information gathered Label simple diagrams and pictures Discuss elements in photographs – weather, hot, cold, etc. Describe and experiment with direction of movement Use a magnifying glass Use a camera to take still and moving images Add detail to a map of a familiar place – bedroom, classroom Use simple positional cues – gives directions around the room or a space | <ul style="list-style-type: none"> Understand why it is important for all streets to have a name, including post code Be able to follow a simple road map and recognise key landmarks, such as a church Talk about the features in their local environment Observe and record information about the local area, i.e. types of shops, bus stops etc. Take photographs of locally interesting geographical features Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. Talk about the main differences between a world map and a globe | <ul style="list-style-type: none"> Locate the nearest town or city on map of the UK Locate a number of cities on a map of the UK Make a model, using road strips and toy buildings that shows features in an area Study aerial photographs and use locational and directional language when doing so Use Google Earth to find features in their locality |



| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Location and Place Knowledge | <ul style="list-style-type: none">• Understand that countries have defined borders and that each country has its own government or equivalent• Compare and contrast two regions within the UK that are very different• Begin to appreciate why physical and human features will be different in these places | <ul style="list-style-type: none">• Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate• Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months | <ul style="list-style-type: none">• Appreciate that most countries have capital cities from where their government operates but these can sometime change.• Appreciate that most countries have capital cities from where their government operates but these can sometime change. | <ul style="list-style-type: none">• Appreciate how historically there have been changes to many countries across the world, including changes in names.• 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 |
| Human and Physical Geography | <ul style="list-style-type: none">• Recognise how human geographical features change over time• Understand what is meant by being environmentally friendly | <ul style="list-style-type: none">• Understand how ideal settlements may have changed over time• Understand some of the arguments put forward in relation to green energy | <ul style="list-style-type: none">• Understand why their village/ town or city exists and what brought people to live there• Understand the issues associated with Fair Trade | <ul style="list-style-type: none">• Reflect on the key changes that have occurred in buildings, trade and population• Understand the consequence of ignoring climate change |
| Geographical Skills and Fieldwork | <ul style="list-style-type: none">• Use maps to locate world countries and capitals• Use a globe to gain a better understanding about countries' location (USA and Russia, for example)• Talk about the features in their local environment and compare it with another they know• Create a report after a fieldwork activity that focuses on geographical features observed• Use systematic sampling and data collecting as part of fieldwork activity | <ul style="list-style-type: none">• Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian• Distinguish between the Northern and Southern hemisphere on both a world map and a globe• Plan a journey within the UK, using a road map• Make a model to show part of the local area, e.g. parks, shopping precinct, etc.• Understand how to use four-figure grid references• Explain what a place is like and why | <ul style="list-style-type: none">• Use graphs to record features such as temperature or rainfall across the world• Use appropriate special language when giving directions• Recognise most of the symbols used on a UK road map, including status of roads• Understand some of the main features of a satnav• Recognise ordnance survey (OS) symbols and know what they stand for• Carry out tests over time, evaluate changes and consolidate their understanding | <ul style="list-style-type: none">• Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.• Understand how to use digimaps• Be familiar with topographical maps and know about contours, etc• Understand how to use six-figure grid references• Set up a geographical fieldwork enquiry, starting with a hypothesis• To review, apply and consider next steps as a result of their geographical enquiry• Create journey booklets, to include maps, sketches and samples to capture what a place is like |