Geography: Substantive and Disciplinary Knowledge

EYFS

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Substantive: Understanding the World: People, Culture and Communities.	**Early Learning Goal** Children will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain 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.	**Skills** **Comments** and **asks questions** about aspects of their familiar world such as the place where they live. **Talk about** some of the things they have observed where they live. **Discuss** with peers and adults about the local environment by examining **photographs, simple maps** and by **visiting local places.** Children will **compare** life in their country to life in other countries. Children to **record** findings by **drawing, writing, photographing** or **making simple models.** Children to create **simple plans** and **maps** using carefully provided stimuli. Children to **create** their own environments using play maps and world equipment.	**Adult Support** Use appropriate **geographical vocabulary**. e.g. **town, village, road, path, house, flat, church, temple** and **synagogue**. **Encourage** the **use** and **understanding** of words to express opinion. e.g. **quiet, busy** and **pollution**. Pose carefully framed, open-ended questions such as: **'How can we…'** or **'What could happen if… ?'**

Geography: Substantive and Disciplinary Knowledge

KS1

	Year 1	Year 2
Substantive: Location and place knowledge	**Use maps** to **locate** the UK. Be able to **identify** the 4 countries and **label** the capital cities. **Express own views about** people, place and environment in relation to capital cities. **Locate X** on a map. **Study** pictures/videos of a locality and **ask geographical questions.** E.g. What is it like to live in this place? How is it different to where I live now? **Draw and label pictures** to show how places are different.	**Use maps and a globe** to identify the continents and oceans. **Understand** that both a map and a globe show the same thing. **Locate** the continents on a paper map. **Use simple compass directions** (North, South, East and West) to describe the location of features on a map. **Study** pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country, and **ask geographical questions.** E.g. What is it like to live in this place? How is the weather different to where I live? How are lifestyles different? **Study** pictures of their locality in the past and present and **ask** 'How has it changed?' **Draw pictures** to show how places are different and write comparatively to show the difference. **Express own views** about a place, its people and environment. **Give detailed reasons** to support own likes, dislikes and preferences.

Substantive: Human and Physical Geography	**Use basic geographical vocabulary to refer to key physical features including:** beach, coast, forest, mountain, sea, river, season and weather. **Use basic geographical vocabulary to refer to key human features including:** city, town, village, factory, farm house and shop. Be able to **verbalise and write about** similarities and differences between the features of the two localities. **Ask questions** about the weather and seasons. **Observe and record.** E.g. draw pictures of the weather at different times of the year. Keep record of how the weather changes in a week in the winter, compared to the summer. **Express opinions** about the seasons and **relate these physical changes** to changes in clothing and activities. E.g. winter = coat, summer = t-shirt.	**Use basic geographical vocabulary to refer to key physical features, including:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Use basic geographical vocabulary to refer to key human features, including:** city, town, village, factory, farm, house, office, port, harbour and shop. **Using both maps and globes, identify** the coldest places in the world- The North and South poles. **Make Predictions** about where the hottest places in the world are. Children to **identify** the equator and **locate** the places on the Equator that are the hottest.
Substantive: Fieldwork	**Observe and record information** about the local area. E.g. How many churches are there near the school? How do children travel to school? Children to **take photographs** of interesting things/places in the local area and **explain** what the photos show. On a walk in the local area, children to pick things up e.g. sticks, stones, leaves etc and use them to **create simple memory maps** of their journey. **Study aerial photographs** of the school and label it with key features e.g. Classrooms, field, playground etc. Look at a simple map of the local area and **identify** the things they know and have seen. **Make a simple map.** **Create a simple map** of the local area as a class. Using blocks and other objects to represent places.	**Study maps and aerial photographs** and **use simple compass directions.** Use **locational and directional language** to **describe** the location of features and routes on a map. **Draw own maps** of the local area; use and **construct basic symbols in a key.** **Observe and record the features** around the local area. E.g. The different types of animals and plants found by the pond compared to the park. The different amounts of traffic around the school/ along the main village road. Children to **make suggestions** for the cause of these differences. **Communicate findings in different ways.** E.g. reports, simple graphs, sketches, diagrams, PowerPoint etc. Children to **make sketches/notes** of their trip to a local landmark/ area then **create a simple map** to direct others which uses a key and includes the main physical and human features.

LKS2

	Year 3	Year 4
Substantive: Location and place knowledge	Build on prior knowledge of UK regions by **using maps to locate the countries of Europe.** **Study maps and make assumptions** about the different areas of Europe. E.g. using map keys to identify mountainous areas or urban areas. **Identify flatter areas and hillier areas** as well as **decide** which rivers are the largest (with reasons why). **Study some pictures** of different parts of Europe (e.g. top of a mountain, on the banks of a river, next to a cliff) **Make reasoned judgements** about where these might have been taken. E.g. the mountain might be in France because the Alps are located there. **Match key landmarks to the country** and **make suggestions** as to how landmarks affect a country (tourism, economy etc) E.g. The Eiffel Tower generates Paris a lot of revenue through tourism. Relate to UK landmarks. E.g. Big Ben. **Use compass directions** (North, South, East and West) to relate countries to each other. **Using digital mapping** (Google Earth) locate the Equator, the Tropics of Cancer and Capricorn. **Consider** the countries and climates that surround these lines and **discuss** the relationships between these and the countries. **Critically study photographs-** Where these taken on the Equator, close to the Equator or further away? **Justify answers.** **Study maps, pictures or other sources to identify** similarities and differences between a UK region and a volcanic region. **Compare physical and human features, draw conclusions, ask questions using prior knowledge.** **Identify** the main trade and economy in the volcanic region and **compare** this to the region of the UK. Look at settlements, particularly in relation to volcanoes. What conclusions can be drawn? **Analyse evidence and draw conclusions.** E.g. make comparisons between locations using photos/pictures, temperature in different locations and population numbers.	**Identify** the different hemispheres on a map. **Use the compass points** (N, NE, E, SE, S, SW, W, NW) to direct and locate using a **compass.** **Locate and label** different countries/continents in the Northern and Southern hemispheres. **Ask questions** about the different hemispheres and **make predictions** about how life might be different in each. **Use and explain** the term 'climate zone'. **Identify** the different climate zones. **Ask questions** about what affects the climate. **Use maps** to identify different climate zones. **Discuss and compare** the climate zones of the UK and **relate this knowledge to the climate in the local area.** **Ask questions** about global warming. **Discover** the causes of global warming and **research** the implications. **Understand** the term 'biome'. **Use knowledge of this term** to suggest places in the world which may be biomes (The Amazon rainforest, Sahara desert etc). **Use digital mapping (Google Earth)** to locate these areas. Use simple assumptions (Very green areas could be rainforests, flat pale areas could be deserts etc). **Explain** choices using prior knowledge of maps and the world. **Example** **Identify** the climate, the habitats, the plant and animal types and how people live in and use the rainforest. **Study** life in the rainforest through primary sources- **recounts, photographs, videos** and make **comparisons** to life in the UK. **Discuss** how the rainforest might be linked to us. E.g. Trade links. **Locate** other rainforests using maps/globes and **identify** patterns in their location.

Substantive: Human and Physical Geography	**Locate places in the world** where volcanoes occur. Understand and be able to **communicate** the cause of volcanoes and the process that occurs before a volcano erupts. **Draw diagrams, produce writing and use the correct vocabulary** for each stage of the process of volcanic eruptions. **Ask and answer questions** about the effects of volcanoes. **Discuss** how volcanoes effect human life. E.g. Settlements. **Ask, research and explain the following question:** Why did the _____ choose to settle where they did? What were their settlements like? What is the settlement used as today? – Link to topic.	**Use maps, globes and Google Earth** to identify the continent of South America. Looking at a map of climate zones, children to use **prior knowledge** of the world to identify the climate they think exists in different parts of South America. **Identify** and **map** the different countries of South America. **Identify** the major cities and use photographs to **compare and contrast** two differing regions. E.g. rich/poor Sao Paulo, Brazil. **Locate** the mountain ranges, rivers and oceans. **Make connections** between South America and the UK. **Consider** how these features have shaped life. E.g. Capital cities being near major rivers for water, or oceans for trade etc. **Understand** how these geographical features are marked on a map.
Substantive: Fieldwork	**Use the 8 compass points** to locate areas of a part of the school (Hall or field). Play the compass game where children run to the point called by the teacher. **Example** Tell children are coming to visit the school. They will need a tour of the school and its grounds (maybe the children could give their parents a tour?) **Plan a tour** that includes a **map** that identifies the **main geographical features** with a detailed **key.** **Take digital photographs** of the school and plot these on a map of the school. **Use 2 figure grid references** to describe where key features are located. **Undertake environmental surveys** of the school grounds. E.g. litter, noise (datalogger) cars etc. **Undertake weather surveys** of the school grounds. E.g. number of sunny days/ hours, wind direction etc. **Create an aerial plan/ map of the school,** sticking in different shapes (progress from year 1 where children created a collective aerial plan using blocks).	**Design questions and studies** to conduct in the local area. **Identify** local features on a map and begin to understand 4 figure grid references. Categorise buildings using the following classifications: -**Residential:** houses, flats, hotels -**Retail:** food, clothing, sports, toys, furniture etc -**Commercial:** Solicitors, banks, offices etc -**Industrial:** Factories, warehouses -**Leisure:** Theatres, Cinemas, Public houses, restaurants and cafes. -**Public services:** Police, libraries, town halls, churches, mosques, schools. Compare historic **mapping** of the area and **describe** changes to land use. Use **tables or graphs** to collate information into a report. **Draw conclusions** about the area based on the data collected.

UKS2

	Year 5	Year 6
Substantive: Location and place knowledge	**Confidently use maps, globes and Google Earth** to locate the continent of Africa and discuss the key countries lying within it. **Use atlases/maps** to describe and locate places **using 4 figure grid references.** **Locate** the equator on a map, atlas and globe and **draw conclusions** about the climates of countries on the Equator and on the tropics. **Locate** the largest urban areas on a map and **use geographical symbols** E.g. contours to identify the flattest and hilliest areas of the continent. **Ask questions.** E.g. What is this continent like? What is life like there? **Study photographs/ pictures/ maps** to **make comparisons** between urban and rural locations. **Use maps** to locate features of the UK including: rivers, mountains, large cities, landmarks. **Explain** which are physical and which are human features. **Label** some counties, cities, mountains and rivers. **Study** photographs and maps of 3 different locations of the UK. **Ask geographical questions.** E.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?	**Use 6 figure grid references** to identify the states and significant cities in North America. **Locate the key physical and human characteristics. Relate** these features to the locality. E.g. population sizes near rivers/ landmarks/ transport links. **Locate** the main historically significant landmarks in the USA. E.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite NP, The White House. **Select** the most appropriate **map** for different purposes. E.g. globe/atlas to find a country, digital mapping to find a village. **Use maps** to identify lines of longitude and latitude and **discuss** their significance. **Describe** the climates of different countries and **relate this to prior knowledge** of the Equator and the tropics, and recently acquired knowledge of longitude and latitude. **Locate** major cities of the world and **discuss** their similarities and differences, drawing on evidence. **Identify** the world's time zones and why we have them- relate to night and day- look at a world where we all have the same time.

Substantive: Human and Physical Geography	**Use the language of rivers.** E.g. meander, erosion, deposition, transportation. **Explain** and present the process of rivers. (Powerpoint, drama/dance) **Compare** how river use has changed over time and the impact on trade in history. **Identify** trade links around the world based on a few chosen items. E.g. coffee, chocolate, bananas. **Discover** where food comes from by looking at packaging. **Discuss and debate** Fairtrade and the Fairtrade mark.	**Describe and explain** the processes that cause natural disasters. **Draw conclusions** about the impact of natural disasters through the study of photographs, population numbers and other primary sources. Look at **maps** of different scales and **observe** the differences in detail (Works really well on Google Earth) **Create their own scaled map** of the school by measuring and making it 100x smaller (created as a class).
Substantive: Fieldwork	**Look for evidence** of prior river use by visiting the location. **Make observational notes** about the land features. Visit a river, **locate and explain the features.** **Take photographs to support findings.** E.g. show river uses, and land uses around the area. **Compare and contrast** the river use over time. **Record/measure** the river. E.g. depth, width, erosion, speed etc.	**Undertake a traffic survey** of the local main road- **Tally counting** and producing graphs to show the types of vehicles used. **Compare** traffic flows at different times of the day. **Identify** parking problems (at school at peak times). **Ask geographical questions:** How is traffic controlled? What are the main problems? **Undertake a noise survey** on the main village road. **Form and develop opinions-** Do you agree with the level of traffic? What changes could you make to improve the traffic environment? Use **knowledge** of the local area to suggest improvements to parking/ traffic issues. **Report** on the impact of the traffic on the local and global environment. Link to global warming.

	Disciplinary Knowledge areas covered
EYFS	Place
KS1	Place, Space and Environment
LKS2	Place, Space, Environment, Scale and Change
UKS2	Place, Space, Environment, Scale, Change, Interconnections and Sustainability

sciplinary: Place	**Place** • Understanding the physical and human characteristics of real places. • Developing 'geographical imaginations' of places. Every place has unique physical and human characteristics, which can be interpreted and represented in different ways. Pupils have mental images of places – the world, the country in which they live, their neighbourhood – which form their 'geographical imaginations'. They should recognise that there are many different perceptions of places, some of which may conflict with their own. When investigating a place, pupils should consider where it is, what it is like, how it became like this and how it might change. Their enquiries should be based on real places. **An understanding of the concept of place may be developed in the following ways:** • Places are parts of the Earth's surface that are identified and given meaning by people. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room or garden to a major world region. They can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, for example, landforms and people, while others are intangible, for example, scenic quality and culture. • Places are important to our security, identity and sense of belonging, and they provide us with the services and facilities needed to support and enhance our lives. Where people live can influence their wellbeing and opportunities. • The environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods. • The human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales. • The places in which we live are created, changed and managed by people. • Each place is unique in its characteristics. As a consequence, the outcomes of similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places. • The sustainability of places may be threatened by a range of factors, for example, natural hazards; climate change; economic, social and technological change; government decisions; conflict; exhaustion of a resource and environmental degradation.

Disciplinary: Space

Space

- Understanding the interactions between places and the networks created by flows of information, people and goods.
- Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

Pupils should develop spatial understanding, including how the locations of human and physical features are influenced by each other and often interact across space. Spatial patterns, distributions and networks can be described, analysed and often explained by reference to social, economic, environmental and political processes. As part of their geographical enquiries, pupils should identify these processes and assess their impact.

An understanding of the concept of space may be developed in the following ways:

- The environmental and human characteristics of places are influenced by their location, but the effects of location and distance from other places on people are being reduced, though unequally, by improvements in transport and communication technologies.
- The individual characteristics of places form spatial distributions, and the analysis of these distributions contributes to geographical understanding. The distributions also have environmental, economic, social and political consequences.
- Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes.

Disciplinary: Environment

Environment

- Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
- Exploring sustainable development and its impact on environmental interaction and climate change.

This considers how we use the natural world and how people have the ability to change it. The environment is the product of physical and human processes. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.

An understanding of the concept of environment may be developed in the following ways:

- The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes.
- The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation.
- Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.
- Management of human-induced environmental change requires an understanding of the causes and consequences of change, and involves the application of geographical concepts and techniques to identify appropriate strategies.
- Each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors, and can be managed but not eliminated by prevention, mitigation and preparedness.

Disciplinary: Scale	**Scale** • Appreciating different scales – from personal and local to national, international and global. • Making links between scales to develop understanding of geographical ideas. Scale influences the way we think about what we see or experience. Any geographical enquiry benefits from being viewed from a range of scales to develop an understanding of how these scales are interconnected. **An understanding of the concept of scale may be developed in the following ways:** • Generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in studies of vegetation, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale. • Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate.

Disciplinary: Processes	**Change** • Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies. These physical and human processes cause change and development in places and can be used to explain patterns and distributions. Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them. **An understanding of the concept of change may be developed in the following ways:** • Environmental change can occur over both short and long-term time frames, and both time scales have interrelationships with human activities. • Environmental, economic, social and technological change is spatially uneven, and affects places differently. • An understanding of the current processes of change can be used to predict change in the future and to identify what would be needed to achieve preferred and more sustainable futures.

Disciplinary: Interconnections	**Interconnections** • Exploring the social, economic, environmental and political connections between places, people and processes. • Understanding the significance of interdependence in change, at all scales. Pupils should understand that people, places and processes are connected in a range of ways. People around the world have diverse experiences and ways of life but we also have an impact on each other. These interconnections have significant influences on the characteristics of places and on changes in these characteristics. It also considers environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. **An understanding of the concept of interconnection may be developed in the following ways:** • People and organisations in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics. • Environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.

Disciplinary: Sustainability	**Sustainability** • Understanding the human impact on the environment and how decisions we make affect global climates. • Understand how changes we make could have positive or negative impacts on further climate shifts. This considers the the capacity of the environment to continue to support our lives and the lives of other living creatures into the future. **An understanding of the concept of sustainability may be developed in the following ways:** • Sustainability is both a goal and a way of thinking about how to progress towards that goal. • Progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social). • An understanding of the causes of unsustainability requires a study of the environmental processes producing the degradation of an environmental function; the human actions that have initiated these processes; and the attitudinal, demographic, social, economic and political causes of these human actions. • There are a variety of contested views on how progress towards sustainability should be achieved and these are often informed by worldviews such as stewardship.