

## Progression of Disciplinary and Procedural Knowledge in Geography



### What do Geographers do when...

	Conducting Fieldwork	Thinking like a Geographer... (based on the 7 organising concepts)		Constructing Geographical Responses, and Communicating Learning, including Written Outcomes
<b>Reception</b>	<p><b>Novice Geographers have opportunities to:</b></p> <ul style="list-style-type: none"> <li>Explore the setting, noticing and naming features (e.g. flowerbed, playground)</li> <li>Use small world play or role play area to represent a visited place</li> <li>Make drawings</li> <li>Take digital photos</li> <li>Sequence photos to recall features seen on a visit or short walk</li> <li>Draw a map</li> <li>Count</li> <li>Express likes and dislikes about places visited and their features</li> </ul>	<p><b>Novice Geographers think about:</b></p> <ul style="list-style-type: none"> <li>Places pupils live in and belong to and why they are important (2)</li> <li>Location of a place in relation to other familiar places (1)</li> <li>How and why places should be looked after (6)</li> <li>The different types of people that live in each place (7)</li> </ul> <p><b>Sentence stems to support geographical thinking:</b></p> <ul style="list-style-type: none"> <li>Comment on...</li> <li>Describe...</li> </ul>	<p><i>Organising Concepts:</i></p> <ol style="list-style-type: none"> <li>Space</li> <li>Place</li> <li>Scale</li> <li>Interdependence</li> <li>Physical and Human Processes</li> <li>Environmental Impact and Sustainable Development</li> <li>Cultural Awareness and Diversity</li> </ol>	<p><b>Novice Geographers can:</b></p> <ul style="list-style-type: none"> <li>Present information orally</li> <li>Reflect on their learning</li> <li>Use geographical vocabulary to describe features</li> <li>Pose simple questions</li> <li>Make observations</li> <li>Record simple geographical data and information</li> </ul> <p><b>Novice Geographers use maps, data and sources to:</b></p> <ul style="list-style-type: none"> <li>Draw conclusions based on what they have observed</li> </ul> <p><b>Written outcomes may include:</b></p> <ul style="list-style-type: none"> <li>Labelled diagram/map/photo</li> <li>Sketch map</li> </ul>
<b>KS1</b>	<p><b>Novice Geographers have opportunities to:</b></p> <ul style="list-style-type: none"> <li>Use small world play or role play area to represent a visited place</li> <li>Add details to a teacher prepared drawing</li> <li>Make annotated drawings to show variations</li> <li>Draw a freehand map</li> <li>Relate a large scale plan (e.g. of the school grounds or local street) to the environment, identifying known features</li> <li>Mark information on a large scale plan using colour or symbols to record observations</li> <li>Use a simple compass and cardinal directions (north, south, east, west)</li> <li>Take digital photos</li> <li>Make digital audio recordings when interviewing someone about their job</li> <li>Collect quantitative data (e.g. to create a pictogram of how pupils travel to school.)</li> <li>Use a questionnaire</li> <li>Collect and sort natural objects to investigate their properties</li> <li>Use a simple recording technique (happy/sad faces worksheet) to express their feelings about a specific place and explain why they like/dislike some of its features</li> </ul>	<p><b>Novice Geographers think about:</b></p> <ul style="list-style-type: none"> <li>Location and features of local places and other places in the world (2)</li> <li>Natural and human features and characteristics of different places and their similarities and differences (2)</li> <li>How people's perceptions about places influence their responses and actions to protect them (2)</li> <li>Where activities are located and how spaces can be organised (1)</li> <li>Settlement patterns (1)</li> <li>Natural and human features of a place (5)</li> <li>Daily and seasonal weather patterns of places (5)</li> <li>How climate and environment influence settlement patterns (5)</li> <li>Differing ways people can use environments sustainably (6)</li> <li>Local and global links people have with places (4)</li> <li>Interconnections between people, places and environments (7)</li> <li>Influence of people's values on the management and protection of places and environments (4)</li> <li>Various scales by which places can be defined such as local area, towns and large cities (3)</li> <li>Types of settlement across a range of scales (3)</li> <li>The influence of climate across a range of scales (3)</li> <li>Ways in which people use and protect natural resources (6)</li> <li>Differing views about environmental sustainability (6)</li> <li>Sustainable management of waste (6)</li> </ul> <p><b>Sentence stems to support geographical thinking:</b></p> <p><b>As for EYFS plus:</b></p> <ul style="list-style-type: none"> <li>Annotate, Categorise, Compare, Define, Design, Explain, Explore, Identify, Observe, Predict, Recommend, Sketch, Suggest</li> </ul>		<p><b>Novice Geographers can:</b></p> <ul style="list-style-type: none"> <li>Reflect on their learning and suggest responses to their findings</li> <li>Pose geographical questions in response to their new knowledge</li> <li>Present data and information from fieldwork (interviews, observations or visual representations (<i>photos, illustrations, diagrams, stories, the internet</i>) in a range of communication forms (<i>spoken, written, ICT, charts, data etc</i>))</li> <li>Use geographical vocabulary to describe features accurately</li> </ul> <p><b>Novice Geographers use maps, data and sources to:</b></p> <ul style="list-style-type: none"> <li>Construct simple tables, graphs or maps, such as pictograms and sketch maps, to share their findings</li> <li>Sort information into categories and draw conclusions based on their interpretation</li> <li>Create large-scale maps (local street/school etc) to show information about a place</li> <li>Identify patterns and distribution and form conclusions from these</li> </ul> <p><b>Written outcomes may include:</b></p> <ul style="list-style-type: none"> <li>Recounts (<i>of journey to school etc</i>)</li> <li>Information texts such as posters, booklet, infographics (<i>about the local area</i>)</li> <li>Instructions (<i>how to use a compass etc</i>)</li> </ul>

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LKS2	<p><b>Novice Geographers have opportunities to:</b></p> <ul style="list-style-type: none"> <li>• Make models, annotated drawings and field sketches to record observations</li> <li>• Draw freehand maps of routes (e.g. of a walk to a site in the local area)</li> <li>• Relate a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry</li> <li>• Record selected geographical information on a map or large-scale plan, using colour or symbols, and a key</li> <li>• Take digital photos and annotate them with labels or captions</li> <li>• Make digital audio recordings for a specific purpose (e.g. traffic noise)</li> <li>• Collect, analyse and present quantitative data in charts and graphs</li> <li>• Design and use a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)</li> <li>• Design and conduct interviews (e.g. to investigate which spaces/places local people value)</li> <li>• Use simple sampling techniques accurately (e.g. time sampling when conducting a traffic survey)</li> <li>• Use a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school)</li> <li>• Develop a simple method of recording their feelings about a place or site</li> </ul>	<p><b>Novice Geographers think about:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of places on a global level (2)</li> <li>• Factors influencing people's perceptions of places (2)</li> <li>• The special significance place has to some people (2)</li> <li>• The effect of global trade, transport, information and communication technologies on places across the world (2)</li> <li>• How people organise and manage spaces in their local environment (1)</li> <li>• How the environment influences people and places (5)</li> <li>• How people influence the environment (5)</li> <li>• The effect of natural disasters on the environment (5)</li> <li>• Processes that form and transform landscapes and landforms across the world (5)</li> <li>• How environments influence where people live (4)</li> <li>• Diversity of cultures and peoples around the world (4)</li> <li>• Environmental and human characteristics of places on local, regional and global scales (3)</li> <li>• The effect of global events on people and places locally, regionally and globally (3)</li> <li>• Extent of environmental change (6)</li> <li>• Sustainability initiatives (6)</li> <li>• Pressures on the Earth's water resources (6)</li> <li>• The need to manage environments for a long-term future (6)</li> <li>• Changes to environmental and human characteristics of places (6)</li> </ul> <p><b>Sentence stems to support geographical thinking:</b></p> <p><b>As for KS1 plus:</b></p> <ul style="list-style-type: none"> <li>• Calculate, Classify, Consider, Contrast, Demonstrate, Discuss, Illustrate, Outline, Reflect on, To what extent do you agree/disagree...</li> </ul>	<p><b>Novice Geographers can:</b></p> <ul style="list-style-type: none"> <li>• Plan a simple inquiry and take steps to find an answer</li> <li>• Present findings and ideas in a range of communication forms as appropriate</li> <li>• Discuss how they used primary and secondary sources and their reliability</li> <li>• Present data and information from fieldwork (interviews, surveys, observations, maps, visual representations, statistics etc)</li> <li>• Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal</li> <li>• Reflect on their learning to propose collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people</li> <li>• Use geographical vocabulary to compare and contrast features and places, as well as explain simple geographical concepts (such as travel, weather)</li> </ul> <p><b>Novice Geographers use maps, data and sources to:</b></p> <ul style="list-style-type: none"> <li>• Evaluate information for its usefulness</li> <li>• Share their findings in different forms, for example, plans, graphs, tables, sketches and diagrams</li> <li>• Interpret geographical information, using GPS and satellite images as appropriate to form conclusions/arguments</li> <li>• Identify spatial distributions, patterns and trends, and infer relationships to form conclusions from these about the area of study</li> </ul> <p><b>Written outcomes may include:</b></p> <ul style="list-style-type: none"> <li>• Recounts (<i>of journey to school etc</i>)</li> <li>• Information texts such as posters, booklet, infographics (<i>about the local area</i>)</li> <li>• Instructions (<i>how to use a compass etc</i>)</li> <li>• Explanations (<i>how the Water Cycle works etc</i>)</li> <li>• Persuasive Letters (<i>asking the council to protect local woodland etc</i>)</li> </ul>

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UKS2	<p><b>Novice Geographers have opportunities to:</b></p> <ul style="list-style-type: none"> <li>• Make models, annotated drawings and field sketches to record observations</li> <li>• Draw freehand maps (e.g. of a site they have visited)</li> <li>• Relate large-scale plans to fieldwork sites, identifying relevant features</li> <li>• Record selected geographical data on a map or large-scale plan, using colour or symbols, and a key</li> <li>• Take digital photos and annotate them with labels or captions</li> <li>• Make digital audio recordings (e.g. to create soundscapes)</li> <li>• Collect, analyse and present quantitative data in charts and graphs</li> <li>• Design and use a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste)</li> <li>• Design and conduct fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)</li> <li>• Use standard field sampling techniques appropriately (e.g. taking water samples from a stream)</li> <li>• Design and use a tool to record their feelings about the advantages and disadvantages of something</li> <li>• Conduct a transect to observe changes in buildings and land use</li> </ul>	<p><b>Novice Geographers think about:</b></p> <ul style="list-style-type: none"> <li>• The effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community (2)</li> <li>• conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses (1)</li> <li>• Spatial distribution of landscapes, global water resources and natural hazards (4)</li> <li>• How people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places (4)</li> <li>• How people affect the environment such as people's use of water on its quality and availability as a resource (4)</li> <li>• Responses and actions undertaken by governments, organisations and individuals (3)</li> <li>• Significant environmental challenges (5)</li> <li>• Approaches to environmental management (5)</li> <li>• Consequences of migration patterns on the location of origin and destination (4)</li> <li>• The economic, social and environmental factors influencing spatial variations in global human wellbeing (4)</li> <li>• Interactions between geographical processes at different scales (3)</li> <li>• Changes at a global level can affect local environments (3)</li> <li>• Management and protection of places and environments at local, regional, national and global scales (3)</li> <li>• Short and long term implications of environmental change on environments (6)</li> <li>• The importance of sustainable practices to ensure the wellbeing of people (6)</li> <li>• The consequences of urbanisation (5)</li> <li>• The protection of places and environments as a result of sustainable management practices (6)</li> </ul> <p><b>Sentence stems to support geographical thinking:</b></p> <p><b>As for LKS2 plus:</b></p> <ul style="list-style-type: none"> <li>• Analyse, Apply, Assess, Construct, Distinguish, Evaluate, Interpret, Justify, Quantify, Rank, Summarise</li> </ul>	<p><b>Novice Geographers can:</b></p> <ul style="list-style-type: none"> <li>• Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict/explain the expected outcomes of their proposal</li> <li>• Present findings from fieldwork, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose, using digital technologies as appropriate</li> <li>• Use subject specific vocabulary to explain and describe geographical concepts, both verbally and in writing</li> <li>• Plan an inquiry to answer a geographically significant question, using appropriate geographical methodologies and concepts</li> <li>• Select relevant data and information from a variety of primary and secondary information sources to answer geographical questions</li> </ul> <p><b>Novice Geographers use maps, data and sources to:</b></p> <ul style="list-style-type: none"> <li>• Evaluate information for its usefulness, bias and reliability before using it in their work</li> <li>• Share their findings in different forms, for example, plans, graphs, tables, sketches and diagrams, including using digital technologies</li> <li>• Represent the distribution of different geographical phenomena such as volcanoes</li> <li>• Make generalisations and inferences about places or phenomena</li> <li>• Propose explanations for patterns seen in their work</li> <li>• Recognise trends, relationships and anomalies about places or phenomena</li> <li>• Predict outcomes</li> <li>• Consider alternative perspectives</li> </ul> <p><b>Written outcomes may include:</b></p> <ul style="list-style-type: none"> <li>• Recounts (<i>of journey to school etc</i>)</li> <li>• Information texts such as posters, booklet, infographics (<i>about the local area</i>)</li> <li>• Instructions (<i>how to use a compass etc</i>)</li> <li>• Explanations (<i>how the Water Cycle works etc</i>)</li> <li>• Persuasive Letters (<i>asking the council to protect local woodland etc</i>)</li> <li>• Discursive texts (<i>debating the varied viewpoints on climate change</i>)</li> <li>• Essays (<i>summarising knowledge of an issue</i>)</li> </ul>