

Disciplinary Knowledge Progression Document – EYFS-Y6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary Knowledge – ‘Thinking like a geographer’							
Asking and Answering Questions	Ask questions about aspects of their familiar environment, e.g. school and home.	Ask simple geographical questions, e.g. ‘what it is like to live here?’, “where is this place?” (in comparison to).	Ask and answer simple geographical questions when investigating different places and environments, e.g. ? Select information from resources provided and use this information and their own observations to ask and respond to simple geographical questions.	Ask and respond to more searching geographical questions when investigating different places and environments, e.g. ?. Begin to offer reasons for some of their observations and judgements about places.	Ask and respond to more searching geographical questions, including “how?” and “why?” questions. Offer reasons for some of their observations and judgements about places.	Ask and respond to questions that are more causal e.g. “why is that happening in that place?”, “could it happen here?” Suggest suitable geographical questions for study. Reach conclusions to geographical questions.	Ask and investigate causal geographical questions, suggesting a range of enquires to test them. Reach plausible conclusions to geographical questions.
Collecting and Interpreting	Demonstrate and awareness of features around them by drawing things they see. Use a camera to take still and moving images.	Use simple observational skills to study the geography of the local area, collecting information from photos, aerial images and simple maps. Make simple maps and plans. Understand the difference between a map and a globe.	Use a range of sources, such as maps, globes, atlases, digital mapping, symbols and aerial photos to identify features and places and follow simple routes. Understand that geographers learn about the world by observing and collecting data and information.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.	Begin to understand that some knowledge about the world can be revised as we collect new data and information. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Use a range of maps and other sources of geographical information and select the most appropriate for a task, providing reasons for choice. Interpret a wider range of geographical information and maps including scale, and digital maps. Use a range of numerical and quantitative skills to interpret data collected from fieldwork observations, measurements and recordings.	Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.
Analysing and Communicating	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Construct simple maps and labelled diagrams, using appropriate geographical vocabulary, with some support. Draw, speak or write about simple geographical concepts such as what they can	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary, with support.	Begin to collect and record evidence, with support. Analyse this evidence and begin to draw conclusions e.g. make comparisons between two locations using aerial photos, pictures, maps etc.	Collect and record evidence with some aid. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.	Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.	Choose an appropriate method to communicate information and give reasons for this. Analyse evidence and draw conclusions e.g. from field work data on land use comparing

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		see where.					land use, looking at patterns and explaining the reasons behind it.
Evaluating and Debating	Describe their immediate environment and express their views about it, with support.	Begin to express their own views about the people, places and environments.	Express views about the environment and can recognise how people sometimes affect the environment. Suggest ideas for improving the local area.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Recognise that different people hold different views about an issue and begin to understand some of the reasons why.	Express their opinions on environmental issues and recognise that other people may think differently. Begin to compare their views with the views of others.	Understand that some geographical knowledge is open to debate, challenge and discussion, referencing evidence. Compare their views and the views of others and use this to reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	Understand that some geographical knowledge is open to debate, challenge and discussion and participate in debate themselves, using evidence to support their discussion. Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.