



Geography

Substantive and Disciplinary Knowledge

Substantive Knowledge

The Substantive Knowledge set out in the National Curriculum is:

- Locational knowledge
- Place knowledge
- Human and physical processes (including environmental)
- Geographical skills and fieldwork

Disciplinary Knowledge

The Disciplinary Knowledge considers how geographical knowledge originates and is revised.

The curriculum is designed to allow pupils to see that geography is a dynamic subject where thinking and viewpoints change.

It is through Disciplinary Knowledge that we teach our pupils the practices of geographers. In developing pupils' disciplinary knowledge, teachers' plans allow pupils to:

- Take a holistic view of the content studied
- Establish whether the geographical questions posed, the methods used, and the answers found are valid
- Recognise the interconnectedness of different geographical content
- Appreciate what it means to be a geographer by asking geographical questions such as:
 - 'Why is this place like this?'
 - 'How is this place changing?'
 - 'How are other places affected?'

Disciplinary knowledge helps pupils to appreciate context and the perspective from which substantive knowledge was created, different standpoints and how views have changed as time has moved on.

We also aim to allow our pupils to gain an understanding of the interconnectedness of Geography and give some insight into the ways of academic geographers.



