



# Substantive and Disciplinary Knowledge In Geography



Disciplinary knowledge is used when pupils consider where geographical knowledge originates, and how they can learn the practices of geographers. Substantive knowledge sets out the content that pupils will learn. In geography, this has followed the split seen in the national curriculum:

- locational knowledge
- place knowledge
- environmental, physical and human geography
- geography skills and fieldwork

Throughout the school we teach geography to help pupils acquire and develop a better understanding about, "... the complexity of our world, appreciating the diversity of cultures that exist across continents." [Barack Obama]

It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting **substantive** and **disciplinary** geographical knowledge.

- **Substantive knowledge**- this is the subject knowledge and explicit vocabulary used to learn about the content
- **Disciplinary knowledge**- this considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by *thinking like a geographer*.

This ensures that pupils develop the knowledge, skills and understanding of the key geographical concepts of **contextual knowledge**, **processes** (both physical and human) and **geographical skills** ensuring that they achieve/exceed the aims of the National Curriculum for Geography - Key Stages 1 and 2 (DfE, 2013)