

Geography - Disciplinary Knowledge

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Enquiry	<p>Know how to ask questions about aspects of their familiar world.</p>	<p>Know how to ask and respond with support to geographical questions.</p> <p>Know how to use books/ pictures/ aerial photos as sources of information</p> <p>Know how to investigate my surroundings</p> <p>Know how to make an observation about where things are</p>	<p>Know how to ask and respond to geographical questions</p> <p>Know how to use books, pictures, aerial photos, photos, and the internet as sources of information</p> <p>Know how to investigate different aspects of my surroundings</p> <p>Know how to make appropriate observations about why things happen</p> <p>Know how to make simple comparisons between features of different places.</p>	<p>Know how to ask and respond to geographical questions with support using evidence to support answers.</p> <p>Know how to use books, pictures, photos, internet and atlases as sources of information</p> <p>Know how to analyse evidence and draw a conclusion by comparison of 2 sets of information e.g temperature, features..</p>	<p>Know how to ask and respond to geographical questions using evidence to support answers.</p> <p>Know how to use books, pictures, photos, internet, satellite images and atlases as sources of information</p> <p>Know how to collect and record information more accurately</p> <p>Know how to analyse evidence and draw a conclusion by comparison (2 locations, pictures, maps)</p>	<p>Know how to ask and investigate geographical questions, suggesting enquiries to test them.</p> <p>Know how to use primary and secondary sources of evidence</p> <p>Know how to collect and record evidence independently</p> <p>Know how to analyse evidence and draw a conclusion by comparison (maps from different time periods, maps in different scales)</p>	<p>Know how to ask, investigate and test a hypothesis</p> <p>Know how to use primary and secondary sources of evidence</p> <p>Know how to collect and record evidence independently and with accuracy</p> <p>Know how to analyse evidence and draw a conclusion e.g. from fieldwork data and explain reasons for the conclusion reached</p>

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Mapping skills and direction	<p>Know up, down, forwards, backwards</p> <p>Know how to use comparative language to describe objects as near or far</p> <p>Know how to look at globes and simple maps to identify land and sea</p> <p>Know how to make a simple map using objects</p> <p>Know how to describe environments – real or imaginary (e.g. stories)</p> <p>Know how to build a ‘world’ in small world play</p> <p>Know how to add detail to a simple map of a familiar place</p>	<p>Know left and right</p> <p>Know how to follow a route using</p> <p>Know that a map and a globe are different</p> <p>Know how to use maps, atlases and globes to locate key places around the world</p> <p>Know why streets have names and postcodes</p> <p>Know how to follow a simple sketch map and recognise key landmarks in their locality</p> <p>Know how to make a simple map after visiting a locality</p> <p>Know how to observe and record information about the local area</p>	<p>Know the 4 points of the compass</p> <p>Know how to use Google Earth to investigate their locality</p> <p>Know that a globe represents the Earth as it is and that maps are a 2D representation of parts of the Earth.</p> <p>Know how to make a simple map and use simple symbols to add information to it</p> <p>Know how to use maps and atlases to find information e.g. capital cities and continents.</p> <p>Know how to begin to draw objects to scale</p> <p>Know that the orientation of a compass is North.</p>	<p>Know how to use the 4 points of the compass to describe a location on a map</p> <p>Know how to use 4 figure grid references to locate features on a map with support</p> <p>Know how to use letter number coordinates to locate features on a map</p> <p>Know how to use maps to locate cities and world countries</p> <p>Know that countries have defined borders and each country has its own system of leadership (government etc)</p> <p>Know how to plan a journey using a road map</p> <p>Know how to follow and make a more detailed map using a key</p> <p>Know how to find information on a map of different scales</p> <p>Know how to draw objects to scale</p> <p>Know that a scale bar is used to show distance</p> <p>Know how to use a scale bar on a map to begin to estimate distances</p>	<p>Know how to use 8 points on a compass to identify direction</p> <p>Know how to use 4 figure grid references to locate features on a map independently</p> <p>Know how to use maps to locate cities, counties and world countries</p> <p>Know how to follow and draw a map using a greater range of symbols, a key</p> <p>Know how to follow a route on a map with accuracy</p> <p>Know how to locate features on aerial photos and then on the OS map of the same location</p> <p>Know how to use a scale bar on a map to estimate distances</p>	<p>Know how to use the 8 points on a compass to identify features on an OS map accurately</p> <p>Know how to use OS symbols to locate features on a map</p> <p>Know that countries can change names, amalgamate or split to become smaller countries.</p> <p>Know how to use maps to explore human influences e.g trade routes</p> <p>Know how to use maps of a number of scales</p> <p>Know that a GIS is a geographic information system</p> <p>Know how to use a GIS to plot a data set</p> <p>Know that scale bars can show different distances on different maps – e.g. miles, kms , metres</p> <p>Know how to use a scale bar on a map to calculate distances with support</p>	<p>Know how to use 4 and 6 figure grid references to locate features on a map with accuracy</p> <p>Know how to use topographical maps and use contours lines to find out about a locality</p> <p>To know that when contours are close together the land height is increasing.</p> <p>Know that people choose to live in places where it is difficult to live due to its physical location/ features/ climate</p> <p>Know how to use Google Earth to locate a country and follow the journey of a river etc</p> <p>Know how to use maps of multiple scales confidently.</p> <p>Know how to use a GIS to plot and analyse a data set</p> <p>Know how to use a scale bar on a map to calculate distances</p>

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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Fieldwork	Know how to explore my environment using all my senses	Know how to gather basic information about my local area through observation	Know how to gather more detailed information about my local area through observation	Know that some things in my locality are manmade and some occur naturally.	Know that land can be classified by use as residential, farmland recreational Know that land use changes over time	Know that information about a locality can be gathered through observation, sources of evidence including people. Know how to evaluate evidence I have collected	Know that fieldwork through observation provides a snapshot of evidence. Know that some digital technology can collect information over time.
Collecting and Interpreting	Know how to draw things they see around them. Know how to label simple diagrams and pictures	Know how to observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.	Know that geographers learn about the world by observing and collecting data and information.	Know how to observe and collect information, data from fieldwork, photos, 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.	Know that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.	Know how to observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.	Know that knowledge about the world can be revised as we collect new data and information.
Analysing and Communicating	Know how to communicate simple geographical information with support, orally, using simple pictures, maps and through writing	Know how to communicate geographical information by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocabulary.	Know how to communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary	Know how to analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.	Know how to analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.	Know how to analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary.	Know how to choose an appropriate method to communicate information and give reasons for this.

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Evaluating and Debating	Know how to describe their immediate environment and express their views about it, with support.	Know how to express their own views about the people, places and environments studied.	Know how to express their own views about the people, places and environments studied, giving reasons	Know how to express their own views about the people, places and environments studied, giving reasons, comparing their views with others.	Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.	Reach geographical conclusions, give reasons, critically evaluate, and debate the impact of geographical processes and human effects on the world, from given evidence.

Kapow Units		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Cycle A	Autumn 2	What is it like here?			Are all settlements the same?		What is life like in Madagascar? *	
	Spring 2	Why is our world wonderful?			Why are the rainforests important to us?		Settlements and Populations Why does population change?	
	Summer 2	Would you like to live in a hot or cold place?			Mountains and Volcanoes Why do people live near a volcano?		Why do oceans matter?	
Cycle B	Autumn 2	The UK and Weather What is the weather like across the UK?			Where does our food come from?		Would you like to live in the desert?	
	Spring 2	Contrasting Locality What is it like to live in Shanghai?			What are rivers and how are they used?		Where does our energy come from?	
	Summer 2	What is it like to live in Skegness?			Who lives in Antarctica?		Can I carry out an independent fieldwork enquiry?	

- Kapow Unit is What is life like in the Alps – but by substituting Madagascar you have opportunities to draw comparisons between England and Madagascar as islands .