GEOGRAPHY – DISCIPLINARY KNOWLEDGE:

Year 1

Unit	MAP WORK	FIELDWORK AND SKETCHING	COLLECTING DATA
What do I know about the UK and where I live?	• Use local street map to describe features in the locality • Link local street maps to addresses and postcodes	• Draw a basic map including the appropriate use of pictures to represent key features • Create a 'not to scale' sketch map of a place studied	• Answer simple questions by counting the number of objects and then order them from smallest to largest • Begin to understand the importance of data and what we learn from it
Why are some places in the world always hot and others always cold?	• Use a world map to identify the Equator, North Pole and South Pole • Use a globe to identify the Equator, North Pole and South Pole,	• Use freehand sketches of a map of Antarctica and compare it with the UK's map • Use freehand sketches of a map of Antarctica and input the animals associated with those regions	• Set out the temperature in either the South or North Pole each month and compare it to the temperature in the UK • Begin to understand the importance of collecting data and what we learn from it. For example, rainfall, temperature, etc.
Why do we recycle?	• Use a map of the school grounds and locate where there are bins • Find the nearest landfill site on a local map	• Draw sketches for different coloured bins that are seen outside houses on collection days • Use a map of the locality and colour in the day bins are collected for each area	• Create a block graph to show how many bins are seen in each street in the locality • Measure the amount of rubbish for each aspect, e.g., plastic, household rubbish, paper, garden

GEOGRAPHY – DISCIPLINARY KNOWLEDGE:

Year 2

Unit	MAP WORK	FIELDWORK AND SKETCHING	COLLECTING DATA
Why do we like to be beside the seaside?	• Use a map of the UK and identify seaside resorts on this map • Use a map of the UK and identify seaside resorts and which roads they would use to get to the nearest one	• Sketch an aspect of a seaside resort and label it • Create a sketch map of a seaside resort using labels.	• Present geographical data using a tally chart, pictogram, block diagrams and simple tables. • Use tally charts and block graphs to collect information related to a seaside resort
How different would my life be if I lived in Kenya?	• Use a world map to identify where they live and a place in Kenya • Use a world map to identify where they live and Kenya's main cities	• Use freehand sketches of a map of Kenya and one of the UK, identify where they live and Nairobi • Sketch a landmark associated with Kenya, using a photograph to support them	• Set out the temperature in Kenya each month and compare it to the temperature in the UK • Begin to understand the importance of collecting data and what we learn from it. For example, rainfall, temperature, etc.
What goes on at an airport and a train station?	• Identify the main train stations and airports nearest to the school • Identify the main route taken by a train from the nearest station to you to London	• Use their own basic symbols to create a key. • Create a sketch map of a location studied using labels	• Present geographical data using a tally chart, pictogram, block diagrams and simple tables • Consider what a timetable for a train looks like recording times at up to four stations on route

GEOGRAPHY – DISCIPLINARY KNOWLEDGE:

Year 3

Unit	MAP WORK	FIELDWORK AND SKETCHING	COLLECTING DATA
Why is London the capital city of the United Kingdom?	• Use a map to work out which counties surround London • Use the London Underground map to plan a journey around London ensuring that at least two major lines are used, e.g., Circle and District	• Create a sketch of a familiar London landmark and add positional and directional language to explain where it is in the capital • Create sketches of two London landmarks and use positional and directional language to show how to get from one to the other	• Solve one and two-step problems by looking at charts, pictograms and tables • Link data to conclusions, understanding that some sources are more reliable than others
How do we energise out homes and country?	• Use maps to show the location of wind farms and explain why they may be placed where they are	• Use a sketch to show how wind farms have been added to a landscape, explaining why that is • Annotate sketches of wind farms or solar panels to show how they support renewable energy	• Solve one and two-step problems by looking at charts, pictograms and tables • Link data to conclusions, understanding that some sources are more reliable than others.
How are rivers formed?	• Use a map to locate the source and mouth of a river and note places of interest along a river's journey. • In addition to locating the source and the mouth of a river recognise different features such as waterfalls, lakes, etc.	• During fieldwork, sketch the part of the river being studied • In addition to sketching the part of the river, annotate their sketches to include key features of the river	• Collect data related to the river being studied and present them in a graph or table format • Use the data collected to draw conclusions about the river being studied.

GEOGRAPHY – DISCIPLINARY KNOWLEDGE:

Year 4

Unit	MAP WORK	FIELDWORK AND SKETCHING	COLLECTING DATA
Why do so many people go to the Mediterranean for their holidays?	• Use a map of the Mediterranean and locate countries as well as key holiday destinations • Use world maps and the globe to locate the Mediterranean before focusing on a specific map of the Mediterranean to enable children to show countries and favourite holiday destinations	• Use sketches to compare a typical Mediterranean destination with a UK destination • Use annotated sketches of a Mediterranean destination compared to a UK holiday destination	• Compare climatic data related to the Mediterranean against the same information about a UK holiday destination • Draw conclusions from the data that shows temperature, rainfall and sunlight for a Mediterranean resort and a UK holiday resort
What are biomes and how are they created?	• Outline major biomes on a world map and label them appropriately • Locate main biomes of the same type on a world map and describe their position.	• Use sketches to show what two different biomes look like • Create an annotated sketch of a biome and describe their location using positional and directional language	• Recognise how data may change over time according to the time of day and the time of year • Recognise that initial ideas may change as a result of information collected about climate
How are mountains formed and what causes an earthquake, tsunami or volcano?	• Compare two mountain landscapes using maps and aerial photographs • Describe and follow a journey between two mountains using coordinates as the start and finish	• Draw a map, linked to fieldwork, with features included accurately • Draw an annotated sketch that includes positional and directional language	• Recognise how data may change over time according to the time of day and the time of year • Recognise that initial ideas may change as a result of our observations

GEOGRAPHY – DISCIPLINARY KNOWLEDGE:

Year 5

Unit	MAP WORK	FIELDWORK AND SKETCHING	COLLECTING DATA
What are the main features of South America?	• Use a map of South America to locate different countries and to understand how time zones impact on them • Understand how time zones work and be able to relate time of places compared with Greenwich meantime	• Draw a map of a South American country and add key features linked to that country • Use Digimaps to show how different settlements in some countries may have changed over the years	• Use data collected about South America to construct line graphs and pie charts based on a line of enquiry • As a result of their findings, know what the next set of questions are to ask
What is 'Fairtrade' and why should it matter to us?	• Locate countries on a world map to show how Fairtrade has impacted their economy • Use a world map and a key to show which countries are most affected by exploitation when it comes to growing raw products	• Create a sketch that could be used to make a case for Fairtrade to be central to any country's import and export policy	• Create graphs and tables from the data collected about goods that are exported and imported from and into the UK • Select evidence from the range that is most reliable considering validity and bias
What creates a rainforest and why are they found where they are?	• Identify the locations of rainforests across the world • Use four-figure grid references to identify features on a map, including using a key. • Use lines of latitude and longitude on a map of the world to locate a place (e.g., rainforests)	• Sketch out features found at different layers of a rainforest • Use sketches as evidence in an investigation	• Consider different features of a rainforest, for example, rainfall, temperature, etc. • Solve comparison, difference and sum questions using information presented in a line graph or other statistical tables • Select evidence from the range that is most reliable, considering validity and bias

GEOGRAPHY – DISCIPLINARY KNOWLEDGE:

Year 6

Unit	MAP WORK	FIELDWORK AND SKETCHING	COLLECTING DATA
How and why have settlements changed?	• Use Digimaps and photographs to see how a place may have changed over the years • Use the information gained from considering the Digimaps and photographs to work out why the changes have happened and to evaluate the advantages and disadvantages of such changes	• Create sketches of a village and annotate them by showing the services that are available even to a small settlement, e.g., electricity and sanitation • After sketching the village, consider the main advantages and disadvantages of living in a small or large settlement	• Carry out a traffic survey and present findings in both graphic and tabular forms (these need to be more than just a tally of cars seen) • Use census information to see how the population of a given settlement will have changed over time. (contrast that of a growing city like Manchester and a village)
Why is climate change such an important topic?	• Use a world map to locate different areas in the world that have been most affected by climate change • Understand how time zones work and be able to relate the time at places compared with Greenwich meantime	• Use a sketch to explain what the ozone layer is and describe the impact of greenhouse gases • Use Digimaps to show how different settlements in some countries may have changed over the years	• Use data collected about climate change to construct line graphs and pie charts and discuss findings • As a result of their findings, know what the next set of questions are to ask
How do maps help us to find our way around?	• Use digital maps to understand how places have changed over the years and to begin to question why the changes have occurred • Use six-figure grid references to identify features on a map, including the use of a key	• Use relief maps to create a sketch of a given area and annotate the sketch to give an impression of what a place on a map might look like in reality • Create a model of the area studied on a relief map and try to make it look as realistic as possible	• Use information gathered from a map to make a collection of accurate information about a location studied • Provide reasons why the data collected about a given place may be as it is