

# GEOGRAPHY – DISCIPLINARY KNOWLEDGE:

## EYFS and Key Stage 1

YEAR GROUP	MAP WORK	FIELDWORK AND SKETCHING	COLLECTING DATA
Reception	<ul style="list-style-type: none"><li>Use a street map to create 3D models of the local area</li></ul>	<ul style="list-style-type: none"><li>Place key features within a place in the school accurately on a map</li></ul>	<ul style="list-style-type: none"><li>Answer simple questions by counting the number of objects</li></ul>
Year 1	<ul style="list-style-type: none"><li>Use a street map to describe features in the locality</li><li>Link local street maps to addresses and postcodes</li></ul>	<ul style="list-style-type: none"><li>Draw a basic map including appropriate use of pictures to represent key features.</li><li>Create a not-to-scale sketch map of a place studied</li></ul>	<ul style="list-style-type: none"><li>Answer simple questions by counting the number of objects and then order them from smallest to largest</li><li>Begin to understand the importance of data and what we learn from it</li></ul>
Year 2	<ul style="list-style-type: none"><li>Use world maps and a compass to determine the continents to the north, south, east, and west of the UK, etc.</li></ul>	<ul style="list-style-type: none"><li>Use their own basic symbols to create a key</li><li>Create a sketch map of a location studied using labels</li></ul>	<ul style="list-style-type: none"><li>Present geographical data using a tally chart, pictogram, block diagrams and simple tables</li><li>Know how important data collected is according to who collected it and when it was collected</li></ul>

# GEOGRAPHY – DISCIPLINARY KNOWLEDGE:

## Lower Key Stage 2

YEAR GROUP	MAP WORK	FIELDWORK AND SKETCHING	COLLECTING DATA
Year 3	<ul style="list-style-type: none"><li>Describe and follow a journey on a map between two places or features using 8 points of a compass. e.g. 'Move three steps north-east then 3 steps west'</li><li>Use 8 points of a compass to describe the locations of two places in relation to each other. e.g. 'The school is north-west of the shops.'</li><li>Find the same boundary of a country/county on different scale maps.</li></ul>	<ul style="list-style-type: none"><li>Draw a map of a local location and include human and physical features</li><li>From their sketches, use positional and directional language to locate key features</li></ul>	<ul style="list-style-type: none"><li>Solve one and two-step problems by looking at charts, pictograms and tables</li><li>Link data to conclusions, understanding that some sources are more reliable than others</li></ul>
Year 4	<ul style="list-style-type: none"><li>Compare two landscapes using maps and aerial photographs</li><li>Find and recognise places on maps of different scales</li><li>Describe and follow a journey between two places or features using coordinates as the start and finish</li></ul>	<ul style="list-style-type: none"><li>Draw a map, linked to fieldwork, with features shown accurately</li><li>Draw an annotated sketch that includes positional and directional language</li></ul>	<ul style="list-style-type: none"><li>Recognise how data may change over time according to the time of day and the time of year</li><li>Recognise that initial ideas may change as a result of observations</li></ul>

# GEOGRAPHY – DISCIPLINARY KNOWLEDGE:

## Upper Key Stage 2

YEAR GROUP	MAP WORK	FIELDWORK AND SKETCHING	COLLECTING DATA
Year 5	<ul style="list-style-type: none"><li>• Identify the locations of features using coordinates</li><li>• Locate places and features on a range of small-scale maps of the world</li><li>• Use four-figure grid references to identify features on a map, including the use of a key</li><li>• Use lines of latitude and longitude on a map of the world to locate a place (e.g. a country)</li></ul>	<ul style="list-style-type: none"><li>• Draw a map of a journey taken (to the Church etc.) that includes human and physical features (not to scale)</li><li>• Use sketches as evidence in an investigation</li></ul>	<ul style="list-style-type: none"><li>• Solve comparison, difference and sum questions using information presented in a line graph or other statistical tables</li><li>• Select evidence from the range that is most reliable considering validity and bias</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Use digital maps to follow and create routes across the world and to talk about changes in settlements over time</li><li>• Understand how time zones work and be able to relate the time at places compared with Greenwich meantime</li><li>• Use six-figure grid references to identify features on a map, including the use of a key</li></ul>	<ul style="list-style-type: none"><li>• Draw a map of a real location that emphasises human and physical features to scale. (e.g. Eyam) (Link to Ratio)</li><li>• Evaluate their own annotated sketches (against criteria)</li></ul>	<ul style="list-style-type: none"><li>• Construct line graphs and pie charts arising from your own line of enquiry</li><li>• As a result of their findings, know what the next set of questions are to ask</li></ul>