

# Disciplinary Knowledge



	Enquiry & Fieldwork	Making Comparisons	Interconnections	Forming Judgements
EYFS	<ul style="list-style-type: none"> <li>Show care and concern for living things in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between my local area and another place at the same scale (southwest Kenya).</li> </ul>	<ul style="list-style-type: none"> <li>Identify patterns in the world around us.</li> <li>Humans can affect and may be influenced by different places and physical processes.</li> </ul>	
Y1	<ul style="list-style-type: none"> <li>Recognise simple hazards and steps we can take to avoid them.</li> <li>Draw a basic field sketch of one area.</li> <li>Observe and name features in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between capital cities and our local area.</li> <li>Compare features of urban, rural and coastal areas.</li> <li>Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru).</li> </ul>	<ul style="list-style-type: none"> <li>Settlements are influenced by both human and physical features.</li> <li>Humans are affected by physical features everyday (e.g. weather).</li> <li>Land use varies due to changes in human and physical features.</li> </ul>	
Y2	<ul style="list-style-type: none"> <li>Measuring a route around our school site.</li> <li>Use an enquiry question to conduct fieldwork on the school site.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert).</li> </ul>	<ul style="list-style-type: none"> <li>Human features are often shaped by physical features.</li> <li>The climate comprises long-term weather patterns; it is a physical process that can be influenced by human activity.</li> </ul>	
Y3	<ul style="list-style-type: none"> <li>[As appropriate; fieldwork in local area]</li> </ul>	<ul style="list-style-type: none"> <li>Explain similarities and differences (between human settlements around Etna and La Soufriere), using geographical knowledge.</li> <li>Compare the impacts of tourism on three different locations.</li> </ul>	<ul style="list-style-type: none"> <li>Overfishing is damaging biodiversity in the oceans. Sustainable management of fishing is needed to protect species.</li> <li>Physical features can affect human development, e.g. living near volcanoes</li> <li>There are similarities and differences between places, even if they have similar physical and/or human features.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the positives and negatives associated with living near volcanoes.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>[As appropriate; fieldwork in local area]</li> </ul>	<ul style="list-style-type: none"> <li>Compare the responses to earthquakes in Haiti and Japan.</li> </ul>	<ul style="list-style-type: none"> <li>Human activity can affect physical features (e.g. deforestation of the Amazon).</li> <li>Scale is used to identify the different impacts of change (small-scale vs. large-scale logging).</li> <li>Similarities and differences between LICs, MICs and HICs.</li> <li>Humans adapt to living in earthquake-prone areas.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people have differing opinions about environmental issues (the issue of deforestation in the Amazon Rainforest).</li> </ul>
Y5	<ul style="list-style-type: none"> <li>Interpret and construct climate graphs.</li> </ul>		<ul style="list-style-type: none"> <li>Many places at the local, national and global scales rely on trading with other places across the world.</li> <li>Climate change and global warming happen due to both naturally-occurring events and human activity.</li> </ul>	<ul style="list-style-type: none"> <li>Express opinions about fairtrade (benefits and drawbacks).</li> <li>Express opinions about environmental issues (fairtrade) with reasons.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>Create questionnaires and surveys.</li> <li>Produce a detailed risk assessment.</li> </ul>		<ul style="list-style-type: none"> <li>Both human and physical processes can affect the climate, creating changes that need to be sustainably managed.</li> <li>Migration is usually the result of a related set of push and pull factors; these can be both physical and human factors.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate responses to environmental issues (UK's response to plastic waste).</li> <li>Explain how actions can reduce the impacts of climate change.</li> </ul>
KS3	<ul style="list-style-type: none"> <li>Applying a deeper understanding of geographical concepts to fieldwork of increasing complexity.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between places using increasingly complex set of factors.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between an increasingly large and complex set of factors (e.g. development; population; physical features).</li> </ul>	<ul style="list-style-type: none"> <li>Form judgements and make decisions about the best course of action.</li> </ul>

