

Disciplinary Knowledge

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