## **Woodland Academy Trust Disciplinary Knowledge**

Subject area: Geography



| Skill               | Year 1                  | Year 2                   | Year 3                   | Year 4                   | Year 5                      | Year 6                   |
|---------------------|-------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|
| Geographical Skills | Use maps, atlases and   | Use world maps,          | Use maps, atlases,       | Use maps, atlases,       | Use maps, atlases, globes   | Use maps, atlases,       |
| and Fieldwork       | globes to identify the  | atlases and globes to    | globes and               | globes and               | and digital/computer        | globes and               |
|                     | continents and oceans   | identify the United      | digital/computer         | digital/computer         | mapping (Google Earth)      | digital/computer         |
|                     | studied at this key     | Kingdom and its          | mapping to locate        | mapping (Google          | to locate countries and     | mapping (Google          |
|                     | stage.                  | countries.               | countries and describe   | Earth) to locate         | describe features           | Earth) to locate         |
|                     |                         |                          | features studied.        | countries and describe   | studied.                    | countries and describe   |
|                     | Use locational and      | Use simple compass       |                          | features studied.        |                             | features studied.        |
|                     | directional language    | directions (North, East, | Learn the eight points   |                          | Use the eight points of a   |                          |
|                     | (eg, near and far, left | South and West), to      | of a compass, and        | Use the eight points of  | compass, begin to use       | Extend to 6 figure grid  |
|                     | and right), Describe    | describe the location    | four-figure grid         | a compass, four-figure   | six-figure grid references, | references with          |
|                     | the location of         | of features and routes   | references.              | grid references,         | symbols and key             | teaching of latitude     |
|                     | features and routes on  | on a map.                |                          | symbols and key          | (including the use of       | and longitude in depth.  |
|                     | maps.                   |                          |                          | (including the use of    | Ordnance Survey maps)       |                          |
|                     |                         | Use aerial               | Use fieldwork to         | Ordnance Survey          | to build their knowledge    | Expand map skills to     |
|                     | Use photographs to      | photographs and plan     | observe, measure and     | maps) to build their     | of the United Kingdom       | include non-UK           |
|                     | recognise landmarks     | perspectives to          | record the human and     | knowledge of the         | in the past and present.    | countries.               |
|                     | and basic human and     | recognise landmarks      | physical features in the | United Kingdom and       |                             |                          |
|                     | physical features;      | and basic human and      | local area using a       | the wider world.         | Use fieldwork to observe,   | Use fieldwork to         |
|                     | devise simple picture   | physical features:       | range of methods,        |                          | measure and record the      | observe, measure and     |
|                     | maps.                   | devise a simple map;     | including sketch maps,   |                          | human and physical          | record the human and     |
|                     |                         | and use and construct    | plans and graphs, and    | Use fieldwork to         | features in the local area  | physical features in the |
|                     | Use simple fieldwork    | basic symbols in a key.  | digital technologies.    | observe, measure and     | using a range of            | local area using a       |
|                     | and observational       |                          |                          | record the human and     | methods, including          | range of methods,        |
|                     | skills to study the     | Use fieldwork and        | Follow a route on a      | physical features in the | sketch maps, plans and      | including sketch maps,   |
|                     | geography of their      | observational skills to  | map with some            | local area using a       | graphs, and digital         | plans and graphs, and    |
|                     | school and its          | study the key human      | accuracy.                | range of methods,        | technologies.               | digital technologies.    |
|                     | grounds.                | and physical features    |                          | including sketch maps,   |                             |                          |
|                     |                         | of the schools           | Try to make a map of a   | plans and graphs, and    | Compare maps with           | Follow a short route on  |
|                     | Use a simple picture    | surrounding areas.       | short route experience.  | digital technologies.    | aerial photographs.         | a OS map.                |
|                     | map to move around      |                          |                          |                          |                             |                          |
|                     | the school.             |                          |                          |                          |                             |                          |

|                        | Follow a route on a | Follow a route on a | Begin to use atlases to   | Use atlases to find out |
|------------------------|---------------------|---------------------|---------------------------|-------------------------|
| Use relative           | map.                | large scale map.    | find out other            | data about other        |
| vocabulary such as     | ·                   | -                   | information.              | places.                 |
| bigger, smaller, like, |                     |                     |                           |                         |
| dislike.               |                     |                     | Identify the position and | Use lines of longitude  |
|                        |                     |                     | significance of lines of  | and latitude on maps.   |
| Draw basic maps,       |                     |                     | longitude and latitude.   | '                       |
| including appropriate  |                     |                     |                           |                         |
| symbols and pictures   |                     |                     |                           |                         |
| to represent places or |                     |                     |                           |                         |
| features.              |                     |                     |                           |                         |
|                        |                     |                     |                           |                         |