



# Geography Long Term Planning

'Achieve Excellence'



## What does it mean to get better at Geography at William Stockton?

To develop an interest and an understanding and of the world around them: developing **Environmental** **Locational**, **Place** and knowledge using fieldwork, globes, maps and plans, map work skills and developing their Geographical vocabulary.

### Substantive knowledge - I know that

### Disciplinary Knowledge - I know how to

	Autumn	Spring	Summer
Nursery Cycle 1  END POINTS:	<b><u>My Home and Garden</u></b> <b>Environmental</b> <b>Locational</b>	<b><u>Transport and Settings</u></b> <b>Environmental</b> <b>Locational</b> <b>Place</b>	<b><u>Mapping</u></b> <b>Locational</b> <b>Place</b>
	Talk about their home and garden  Name areas of the classroom e.g. toilet, snack area, carpet, outdoors  Show interest in different occupations e.g. police, post delivery,  Talk and discuss the weather in Autumn/winter and the clothes needed in each season	Name different types of transport/vehicles  Using small world play explore different settings eg farm, train station, harbor, zoo  Talk about story settings from familiar stories.  Talk and discuss the weather in Spring and the clothes needed in each season	Talk about places they have visited locally and on holidays. Eg beach, zoo  Talk and discuss the weather in Summer and the clothes needed in each season  Talk about where children have been on holiday e.g. Poland, Romania,  Understand positional language eg in, on, under,

			forwards, backwards, over, under
Locality link / fieldwork	PCSO Visit School Autumn Walk		Big Toddle - School Grounds
Reception  END POINTS:	<p><b>Houses and homes</b> Environmental Locational Place</p> <p>Name areas in the classroom and the wider school E.g. hall, playground, office, field, classroom, corridor,</p> <p>I go to William Stockton Primary School</p> <p>My address is the place I live</p> <p>Talk about different jobs people have in the local community</p> <p>Show and understanding their are different types of home e.g. bungalow, detached, semi detached, flats</p> <p>Understand the role of a farmer at Harvest time</p>	<p><b>Off on an adventure- Local Area</b> Locational Place</p> <p>Name features in our local town- e.g. traffic lights, shops, church, police station, school, library.</p> <p>William Stockton School is on Heathfield Road, Ellesmere Port.</p> <p>Draw information from a simple photos and simple maps ( inc aerial photos)</p> <p>Draw a simple map of their journey to school</p> <p>Describe a story settings using photographs</p> <p>Draw simple maps of their immediate environment/ imaginary story settings</p> <p>Follow simple directions to complete a route.</p> <p>Understand the role of a librarian at the local library</p>	<p><b>Where our Feet Take Us -Contrasting</b> Locality Environmental Locational Place</p> <p>There are different countries in the world</p> <p>Explore globes and atlases.</p> <p>Use a large world map to identify different countries</p> <p>Some environments that are different to the one that we live eg farm, jungle, a hot environment , arctic, under the sea</p>
Locality link / fieldwork	School Environment Walk Post a Letter  Observe what is around them. Draw simple pictures and label them with support of what they see	Ellesmere Port Local Walk Local library visit *Fair Trade Fortnight*	Zookeeper Visitor

<p>Year 1</p> <p>END POINTS</p>	<p>What is it like here?  <b>Environmental</b>  <b>Locational</b>  <b>Place</b></p>	<p>How does the weather affect us?  <b>Environmental</b>  <b>Locational</b></p>	<p>How is life different in China?  <b>Environmental</b>  <b>Locational</b>  <b>Place</b></p>
	<p>I live in Ellesmere Port</p> <p>Locate the school, field and the playground on an aerial photograph and map of the school</p> <p>Create simple, freehand, maps using simple pictures or symbols</p> <p>Human features of Ellesmere Port are: it has houses, churches, a road, and shops and railway.</p> <p>Physical features of Ellesmere Port are trees; woods, and fields.</p>	<p>Locate England, Wales, Northern Ireland and Scotland on the map of a UK</p> <p>Name the capital cities of the UK and identify on a map.</p> <p>The four seasons are summer, autumn, winter and spring</p> <p>The weather is colder and wetter in winter and warmer and drier in summer.</p> <p>A weather forecast is when someone tries to predict what weather will be like.</p>	<p>Locate Europe and Asia on a world map</p> <p>I live in Europe</p> <p>The Atlantic and Pacific are two oceans</p> <p>China and the UK have some things different and some things the same</p> <p>Identify human and physical features of Beijing</p>
<p>Locality Link/ fieldwork</p>	<p>Walk around the school perimeter</p> <p>Draw some of the features they notice in relation to each other on a sketch map.</p> <p>Asking and answering simple questions about the features of their school and the school grounds.</p> <p>Use four points of the compass with support.</p>	<p>Delamere Visit - record weather</p> <ul style="list-style-type: none"> <li>- Use compass points</li> <li>- Navigate maps</li> </ul> <p>Collect data from weather stations</p> <p>Use simple recording technique to express their feelings about a place saying whether or not they liked it.</p>	<p>Local area walk - Comment on the features they see on a walk.</p> <p>Draw some of the features they notice in relation to each other on a sketch map.</p>
<p>Year 2</p> <p>END POINTS:</p>	<p>Would you prefer to live in a hot or cold place?  <b>Environmental</b>  <b>Locational</b></p>	<p>Why is our natural world wonderful?  <b>Locational</b>  <b>Place</b></p>	<p>What is it like to live by the coast?  <b>Environmental</b>  <b>Locational</b>  <b>Place</b></p>

	<b>Place</b>		
	<p>The equator is an imaginary line around the middle of the Earth</p> <p>The Equator is much closer to the sun than the North and South poles.</p> <p>Different parts of the world experience different weather conditions depending on where they are in the world.</p> <p>Hotter countries are nearest to the Equator. E.g Kenya</p> <p>The coldest countries are furthest away from the equator.</p> <p>Use an atlas to name and locate the seven continents</p>	<p>Identify the features and major characteristics of the UK</p> <p>Confidently name and talk about the capital cities of the UK and its surrounding seas.</p> <p>Use an atlas to name and locate the Five oceans.</p> <p>The sea is a body of water that is smaller than an ocean.</p> <p>Burwardsley has more physical features than Ellesmere port. Ellesmere port has more human features than Burawadsely.</p> <p>To locate Ellesmere Port and Burwardsley on a map.</p> <p>Use aerial photographs to identify different landmarks.</p>	<p>There are 4 bodies of water surrounding the UK, the North sea, The Irish sea, English channel and the Atlantic ocean.</p> <p>The Jurassic coast is physical feature of the UK.</p> <p>The Jurassic coast lies on the south coast of England.</p> <p>Confidently name and talk about the capital cities of the UK and its surrounding seas.</p> <p>Confidently identify and name the four countries of the UK on a variety of maps.</p> <p>Confidently identify the four capital cities of the UK.</p>
Locality/field work	<p>Observe the human and physical features of the area surrounding the school grounds.</p> <p>Classify the features into human and physical.</p>	<p style="text-align: center;"><b>Burwardsley</b></p> <p>Take digital photographs of geographical features in Burwardsley.</p> <p>Use 4 points of a compass confidently.</p>	<p><b>West Kirby Visit</b></p> <p>Collect quantitative data through a small survey to answer an enquiry question.</p> <p>Devise a simple map and use basic symbols in a key</p> <p><b>What is it like to live near the coast?</b></p> <p>Classifying the features they notice into human and physical</p> <p>Present data in simple tally charts or pictograms commenting on what they show.</p>
Year 3/4 Cycle 1	<p><b>Why do people live near volcanoes?</b></p> <p style="text-align: center;">Environmental Locational Place</p>	<p><b>Who lives in Antarctica?</b></p> <p style="text-align: center;">Environmental Locational Place</p>	<p><b>Are all settlements the same?</b></p> <p style="text-align: center;">Environmental Locational Place</p>
	Name some mountain ranges.	Lines of latitude are imaginary horizontal lines that circle the globe. Lines of longitude are	<p>There are different types of land use</p> <p>Urban areas are built up areas with many people living</p>

END POINTS:

The Earth is constructed from inner core, core, mantle and crust.

Tectonic plates are underneath the Earth's crust and cover the Earth like a jigsaw.

Mountains are formed on or near plate boundaries.

Volcanoes can be found on or near to tectonic plate boundaries.

Volcanoes and mountain ranges are caused as the tectonic plates rub together causing the Earth to crumple upward.

Some people choose to live near volcanoes as the land is fertile and crops can grow easily.

Some people choose to not live near a volcano to stay away from the dangers of a potential eruption.

Y3 - Use a labelled map of the world to identify where mountains, volcanoes and earthquakes are distributed.

Y4 - Use an unlabelled map of the world to identify where mountains, volcanoes and earthquakes are distributed across the world.

Y3 - Identify the 'Ring of Fire' on a map.

Y4 - Identify the Ring of Fire on a map and explain the physical features that mean that it is called that.

Y3 - Record information digitally  
Y4 - Record information digitally and provide an explanation about what they are recording.

Y3 - Draw a sketch map and design own key showing where features are.

Y4 - Draw a sketch map attempting scale and using a key to identify features.

imaginary vertical lines that circle the globe. The latitude and longitude are used to help locate places.

The Earth is tilted on its axis which means some areas are further away from the sun than others. This makes them colder.

Polar regions are the coldest regions on Earth.

Humans have adapted to live there.

Y3 - Begin to use maps at more than one scale  
Y4 - Use maps at different scales and compare them.

Y3 - Be introduced to 4 figure grid references to locate features on a map.

Y4 - Use 4 figure grid references to locate features on a map.

Y3 - Begin to give instructions using the 8 points of a compass.

Y4 - Use the 8 points of the compass to give instructions confidently

Y3 - Follow a route on a map that clearly names areas.

Y4 - Follow a route on a map using a key.

Y3 - Make and use a simple route on a map with support.

Y4 - Make a use a simple route on a map

there.

Rural areas are sparsely populated areas with fewer people living there.

Population means the number of people living in a certain area.

Humans can impact the environment both positively and negatively.

Y3 - Identify similarities and differences on the land use between the UK and India looking at photographs, aerial sources and digital technology.

Y4 - Make comparisons on the use of land between the UK and India looking at photographs, aerial sources and digital technology and explaining why there may be differences.

Y3 - Zoom in and out of a digital map.

Y4 - Zoom in and out of a digital map and explain how the scale changes.

Y3 - Begin to identify the scale bar on a map and explain why it is there.

Y4 - Begin to use the scale bar on a map to estimate distances.

Y3 - Use the 8 points of a compass.

Y4 - Confidently use the 8 points of a compass on maps and in their language describing the location of different areas.

<p>Locality Link/field work</p>	<p><b>Identify rocks in the local area.</b></p> <p>Y3 - Drawing simple maps and begin to plan to scale. Y4 - Draw simple maps and plan to scale</p> <p>Y3 - Map land use in a small area using sketch maps and plans Y4 - Map land use in a area using sketch maps, plans and attempting to draw this to scale.</p> <p>Y3 - Observe , record and name geographical features in their local environment. Y4 - Observe, record and name geographical features in their environment and presenting this information</p>	<p>Children plan their own expedition(Residential)</p> <p>Y3 -Follow a route on a map with some accuracy with areas named. Y4 - Follow a route on a map with some accuracy where the map uses a key.</p> <p>Y3 - Make and use a simple route on a map with support. Y4 - Make and use a simple route on a map</p>	<p>Conduct a survey of land use in the local area Y3 -Zoom in and out of a digital map. Y4 - Zoom in and out of a digital map and explain how the scale changes.</p> <p>Y3 - Label a limited number of features on an aerial photograph then locating these on an OS map of the same locality. Y4 - Label a number of features on an aerial photograph and then locate these on an OS map of the same locality.</p>
<p>Year 3/4 Cycle 2</p> <p>END POINTS:</p>	<p><b>Why are rainforests important to us?</b></p> <p>Environmental Locational Place</p> <p>Identify North and South America on a map</p> <p>A biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>Lines of latitude are imaginary horizontal lines that circle the globe. Lines of longitude are imaginary vertical lines that circle the globe. The latitude and longitude are used to help locate places.</p> <p>The Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</p> <p>The Tropics of Cancer and Capricorn are lines of latitude near the equator and the countries with the hottest climates, and biomes are there.</p> <p>The rainforest is made up of 4 layers.</p> <p>There are threats to the rainforest both on a local</p>	<p><b>Where does our food come from?</b></p> <p>Environmental Locational Place</p> <p>Y3 - Identify different climate zones on a World map. Y4 - Identify different climate zones and develop explanations about why there are different climate zones linking to position on the Earth</p> <p>Y3 - Map imports of food from around the world. Y4 - Map imports of food and link to climate from around the world.</p> <p>Y3 - Identify climate links to goods grown.</p> <p><u>Collect data to answer an enquiry based question: where does our food come from?</u> Y3 - Explore where their food comes from. Identifying this on a World map. Y4 - Explore where their food comes from identifying this on a world map and producing a bar chart to show which continents their food comes from.</p> <p>Y3 - Present data on a map with drawings and</p>	<p><b>What are rivers and how are they formed?</b></p> <p>Environmental Locational Place</p> <p>Y3 - Identify major rivers on a map of the UK. Y4 - Identify major rivers on different scale maps of the UK.</p> <p>Y3 - Be introduced to 4 figure grid references to locate features on a map. Y4 - Use 4 figure grid references to locate features on a map.</p> <p>The water cycle is the never ending process of water evaporating from the sea and condensing into rain.</p> <p>Humans use rivers for different purposes in different countries.</p> <p>The place where a river begins is called its source.</p> <p>A tributary is a freshwater stream that feeds into a larger stream or river.</p>

	<p>and global scale.</p> <p>Y3 - Locate some countries in South America using maps, an atlas, globe and a computer mapping system. Y4 - Locate some countries in South America using maps, an atlas, globe and a computer mapping system and describe its position in relation to other countries.</p> <p>Y3 - Begin to draw simple maps and plans to scale (1m:1 square) Y4 - Draw simple maps and plans to scale (1m:1 square)</p> <p>Y3 - Collect data through sketching, questioning and recording information on a tally chart. Y4 - Collect data through sketching, questioning and recording information on a tally chart and draw a conclusion from the data</p> <p>Y3 - Design and use a questionnaire with support to collect fieldwork. Y4 - Design and use a questionnaire to collect fieldwork.</p> <p>Y3 - With axis already clear, present results on a bar chart to summarise the information Y4 - Draw a bar chart to summarise the information.</p> <p>Y3 - Make suggestions for different ways the locality could be improved. Y4 - Present findings to suggest different ways the locality could be improved.</p>	<p>annotations. Y4 - Present data on a map with drawings and annotations that clearly indicate the climate has an effect on this.</p> <p>The food we eat comes from all over the world.</p> <p>Different foods grow in different climates.</p> <p>Food is imported and exported between countries.</p> <p>Fair Trade products ensure food is grown fairly and that the growers get a fair price for their produce.</p>	<p>Rivers can collect water from tributaries, or smaller streams, that join together.</p> <p>Y3 - Use aerial photographs and OS maps to identify features of an area. Y4 - Use aerial photographs and OS maps to identify features and explain the impact of physical features on human use of an area.</p> <p>Y3 and 4 - Collect quantitative data in charts and graphs.</p> <p>Y3 - Take digital photos of a local river and label and caption them Y4 - Take digital photos of a local river: label, caption and explain how the rivers are used.</p> <p>Y3 - Observe, record and name geographical features in their local environment. Y4 - Observe, record and name geographical features in their local environment giving reasons about how human features are determined by physical features.</p>
<p>Locality/field work</p>	<p>How is our local woodland used?</p> <p>Visit Stanney Woods <i>N.B. Using Year groups skills identified above.</i></p> <p>Conduct a questionnaire about use and how the area could be improved. Develop sketch maps Measure an area and sketch this; draw this to scale when return to the classroom.</p>	<p>Where does our food come from?</p> <p>Visit Bridge Community Farm - Ellesmere Port Identify crops that are grown within seasons. Plant own crops. <i>NB. using year group disciplinary knowledge above</i></p> <p>Y3 - Present data on a map with drawings and annotations. Y4 - Y4 - Present data on a map with drawings and annotations that clearly indicate the seasons that food is available.</p>	<p>Visit Eastham to identify the River Mersey and its features.</p> <p>Visit River Dee to identify features <i>NB. using year group disciplinary knowledge above</i></p> <p>Conduct a survey regarding the use of the rivers Y3 and 4 - Collect quantitative data in charts and graphs.</p> <p>Y4 - to compare the two rivers and draw clear conclusions regarding the information they have found.</p>

		Using School Dinner information Recording where our food comes from, presenting data and finding answers to geographical questions using data.	
Year 5/6 Cycle 1  END POINTS	<p><b>What is life like in the Alps?</b> Environmental Locational Place</p>	<p><b>Why do oceans matter?</b> Environmental Locational Place</p>	<p><b>Would you like to live in the desert?</b> Environmental Locational Place</p>
	<p>France, Switzerland, Monaco, Italy, Liechtenstein, Austria, Germany and Slovenia are countries that border the Alps.</p> <p>A climate zone is an area that has its own distinct climate, vegetation and wildlife.</p> <p>There are areas of the world with similar climate zones to the Alps.</p> <p>Know three similarities and three differences between the UK and the Alps.</p> <p>People visit mountain regions such as the Alps for recreational purposes and for physical land features e.g. glaciers, waterfalls.</p> <p>Y5 - Locate the Alps on a world map and identify and label the eight countries they spread through. Y6 - Locate the Alps on a variety of different world map and identify and label the eight countries they spread through.</p> <p>Y5 - Locate three physical and three human characteristics in the Alps. Y6 - Locate three physical and three human characteristics in the Alps and explain how these interact with one another.</p> <p>Y5 - Research and describe the physical and human features of Innsbruck. Y6 - Research and describe the physical and human features of Innsbruck, using maps and images to support their research.</p>	<p>An ocean is the water that surrounds the continents of the Earth.</p> <p>The world ocean has four distinct regions - Pacific, Atlantic, Indian, and Arctic.</p> <p>In the world's distinct regions there are seven seas - Arctic, North Atlantic, South Atlantic, North Pacific, South Pacific, Indian, Southern Oceans.</p> <p>Oceans feed us, regulate our climate and generate 50% of the oxygen we breathe.</p> <p>The Great Barrier Reef is located in the Coral Sea off the coast of Queensland, Australia.</p> <p>Humans are impacting our oceans by polluting it, overfishing.</p> <p>Marine pollution is a combination of chemicals and waste, most of which comes from land sources and is washed or blown into the ocean.</p> <p>Human impact has damaged marine environments in the Great Barrier Reef</p> <p>Y5 - Locate the oceans of the world using a variety of maps - google Earth, OS, digital. Y6 - Confidently name and locate the oceans of the world using a variety of maps (looking at different centered maps), Google Earth, OS and Digimaps</p> <p>Y5 - Identify plastic and pollution which damages marine environments in the Great Barrier Reef.</p>	<p>A biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>A desert is an area of land that receive very little precipitation a year.</p> <p>Deserts can be hot or cold.</p> <p>Deserts are located on every continent.</p> <p>The main deserts in North America are the Great Basin, Mohave, Chihuahuan and Sonoran.</p> <p>Humans impact deserts in negative ways - climate change.</p> <p>Humans have adapted to live in deserts by</p> <p>Y5 - Research deserts in North America and map these on a world map. Y6 - Research deserts in North America and map these on a variety of world maps.</p> <p>Y5 - Compare and contrast two deserts in North America from looking at aerial images; plans and digital technologies</p> <p>Y6 - Compare and contrast two deserts in North America from looking at aerial images; plans and digital technologies.</p>



	<p>Y5 - Use a variety of data collection methods with support including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</p> <p>Y6 - Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs with more independence</p> <p>Y5 - Compare the human and physical geography of their local area and Innsbruck using maps, atlases and digital/computer mapping using annotations.</p> <p>Y6 - Compare the human and physical geography of their local area and Innsbruck using maps, atlases and digital/computer mapping. Present these differences.</p>	<p>Y6 - Research how the plastic and pollution which damages marine environments in the Great Barrier Reef.</p> <p>Y5 - Gather data regarding litter in the local area and present this in a line graph.</p> <p>Y6 - Gather data regarding litter in the local area and chose an appropriate presentation method.</p> <p>Y5 - Use a sample area to collect data from. Measure this area and draw it to scale (1m = 1cm). Use a key to identify where/how much litter was found.</p> <p>Y6 - Use a sample area to collect data from. Measure this area and draw it to scale (2m = 1cm). Use a key to identify where/how much litter was found.</p>	
<p>Locality Link/fieldwork</p>	<p><u>Investigate tourism in our local area.</u></p> <p>Y5 - Design an interview/questionnaire to collect qualitative data with support</p> <p>Y6 - Design an interview/questionnaire to collect qualitative data</p> <p>Y5 - Begin to draw conclusions about an enquiry using evidence from fieldwork</p> <p>Y6 - Begin to draw conclusions about an enquiry using evidence from fieldwork</p>	<p><b><u>Complete a litter survey around local waterways</u></b></p> <p><i>NB. use year group disciplinary knowledge above to conduct fieldwork.</i></p> <p>Investigate pollution in the local area</p>	
<p>Year 5/6 Cycle 2</p> <p>END POINTS</p>	<p><b>Why does population change?</b></p> <p>Environmental Place</p>	<p><b>Why do natural resources matter?</b></p> <p>Environmental Locational Place</p>	<p><b>How can we make our local area more environmentally friendly?</b></p> <p>Environmental Locational Place</p>
	<p>Migration is the movement of people from one country to another.</p> <p>Global population has grown significantly since the 1950s.</p>	<p>Time zones are sectioned horizontally on the world map. The time in each zone varies. The distance from the Prime Meridian tells us how much the time changes.</p> <p>Renewable energy comes from natural</p>	<p>Environmentally friendly means not being harmful to the environment.</p> <p>Local environmentally friendly actions - charity shops, recycling, composting.</p>

	<p>Push and pull factors influence migration such as climate, transport, employment, resources, quality of life and education.</p> <p>Birth and death rates change.</p> <p>The environment impacts on population - traffic, houses and litter.</p> <p>Y5 - Collection data using questionnaires in our school. Y6 - Devise questions to collect data and complete a questionnaire to staff and parents regarding migration.</p> <p>Y5 -Locate major cities of the countries studied, using an atlas. Y6 - Locate major cities of the countries studied, using an atlas and digital technology.</p> <p>Y5 - Follow a selected route of the local area on a OS map. Y6 - Follow a selected route of the local area on a OS map and use the 8 points of a compass to describe the direction they are travelling.</p> <p>Y5 - Analyse findings and make suggestions to improve a situation: traffic. Y6 - Analyse findings and make suggestions to improve a situation: traffic and present this information clearly. Y5 - Create a Likert scale to gain people's opinion with support. Y6 - Create a Likert scale to gain people's opinion.</p>	<p>resources such as sunlight, wind, and the movement of water.</p> <p>Non-renewable energy is energy that does not replenish and will run out this century.</p> <p>There are four major types of non-renewable sources: oil, natural gas, coal, and nuclear energy.</p> <p>Sustainability is using natural resources responsibly.</p> <p>Y5 - Map different sources of natural resources using a key. Y6 - Use an OS map and aerial photographs of wind farms in the UK and identify these on a map.</p> <p>Y5 and Y6 -Make observations of sources of renewable energy in the local area.</p> <p>Y5 - Use tally charts to identify different sources of renewable energy and comment on the impact of this on the environment. Y6 - Gather data in a table of their choice to identify different sources of renewable energy. Look at the advantages and disadvantages and report on the impact of this on the environment.</p>	<p>Local councils have environmentally friendly schemes such as walk to work.</p> <p>Y5 - Create a questionnaire to investigate how the local area is environmentally friendly with support. Y6 - Independently create a questionnaire to investigate how the local area is environmentally friendly.</p> <p>Y5 - Take photographs and analyse local issues for the environment. Y6 - Take photographs and collect quantitative data about local issues for the environment.</p> <p>Y5 - Create a map to scale (1m:1cm) in a sample area to identify these local issues. Y6 - Create a map to scale (2M:1cm) in a sample area to identify these issues.</p> <p>Y5 and Y6 - Make suggestions about how to improve the local area.</p> <p>Y5 and Y6 - Communicate their evidence base to the local MP with the geographical work that has been completed to suggest changes and improvements.</p>
<p>Locality Link/field work</p>	<p><u>To investigate traffic in the local area</u></p> <p><i>NB. Using Year Group Disciplinary Knowledge from above.</i></p> <p>Make an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</p> <p>Seek appropriate methods for data collection. Collect quantitative data into a line graph. Draw a conclusion about an enquiry using</p>	<p><u>Carry out a fieldwork study regarding sustainability in the local area - identifying the number of properties with solar panels.</u></p> <p><i>NB. Using Year Group Disciplinary Knowledge from above.</i></p>	<p>Sample study regarding an aspect of the environment that the children want to look into in a sample area.</p> <p><i>NB. Using Year Group Disciplinary Knowledge from above.</i></p>

	findings from fieldwork.		
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