**Geography Skills Progression Map**

**EYFS**

The Geography curriculum starts in EYFS. This is under the learning area ‘Understanding the World’. This works towards the Early Learning Goals listed as: **Understanding the World**

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| **Geographical concepts**   * Environment * Location * Distribution * Diversity * Interaction * Scale * Change * Processes * Interdependence * Sustainability | **Geographical skills**   * Identify * Recognise * Describe * Observe * Recall * Sequence * Compare and contrast * Speculate * Reason |

**Links to Development Matters (from September 2021)**

**Nursery aged children** will need opportunities to:

* Explore natural resources
* Talk about what they see using a wide vocabulary
* Begin to understand the need to respect and care for the natural environment
* Know that there are different countries in the world
* Talk about the differences (in countries) they have experienced or seen in photos
* Continue to develop positive attitudes about the differences between people

**Reception aged children** will need opportunities to:

* Draw information from a simple map
* Recognise some similarities and differences between life in this country and life in other countries
* Explore the natural world around them
* Recognise some environments are different to the one in which they live
* Talk about members of their immediate family and community
* Understand the effect of changing seasons on the natural world around them

**Reception**

**Gateways to Geography**

**Key content threads**

Environments – experienced and virtual

* Physical (natural) features
* Human (built) features
* Homes
* Weather
* Maps

**A Place Called Home**

**Key content threads**

* The wider world
* Children’s lives
* Homes
* Families
* Environments
* Maps

**Out and About**

**Key content threads**

* The school grounds
* Local area
* Environments – experienced and virtual
* Physical (natural) features
* Human (built) features
* Maps

**Year One**

**Key Question: What is the Geography like where I live?**

Pupils will:

* explore the local area
* explore What is Geography?
* identify physical and human geography within the local area.

Purpose of the enquiry

The primary aim of this enquiry is to introduce pupils to what geography is all about – a paradigm that underpins all of the investigations throughout this primary programme. Geography is the study of the interrelationship of people with the environments with which they interact at a variety of scales and locations. This sets geography apart from any other discipline and arguably, geography lies at the heart of all major challenges and opportunities that the human race faces today, be it population migration, climate change or realising the potential of new energy sources. Pupils have the opportunity here to explore this paradigm in very simple and basic terms. Firstly, pupils are encouraged to distinguish between geographical features that are essentially ‘human’ in origin and those physical features that are natural or at least semi-natural. Reflecting on whether anything on Earth today can be considered truly ‘natural’ is something that will crop up in later enquiries.

Pupils are able to use GIS (Geographical Information System) data on *Google Earth* and *Digi-Map* together with their own local fieldwork recording and interpretation to consolidate their understanding of key concepts such as **location**, **distribution** and **change**. Above all it is hoped that pupils will gain an awareness of what geographers do, i.e. study the interactions or connections of people with environments and begin the process of becoming ‘good geographers’ as well as being ‘good at geography’.

Context

This investigation focuses on the immediate vicinity of the school and the pupils’ homes and then extends to encompass the local area. In order to establish key concepts and understanding, it is important with young geographers to begin with the known and familiar and then to extend to less well-known contexts. The enquiry combines the application of the digital content of two GIS programmes with fieldwork in the local area. This enables pupils to identify, describe and offer reasons for the location of human and physical geographical features of the environment and to begin to explain any changes in land use that have occurred.

Locational knowledge

* Name and locate the world’s seven continents and five oceans.
* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

* Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography

* Use basic geographical vocabulary to refer to key physical and human features.

Geographical skills and fieldwork

* Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
* Use simple observational skills to study key human and physical features of environments.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Curriculum content:

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| **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** |
| 1 | **Identify** and **describe** physical and human geographical features of a range of environments and **understand** that geography is the study of how people are connected with these environments | Annotated photographs to show human and physical features  Oral |
| 2 | Use a number of GIS layers of *Google Earth* to **identify** and **observe** familiar physical and human geographical features of the immediate vicinity of their school | Screen grab prints from ‘street view’ layer of *Google Earth* with labels  Oral |
| 2 | **Identify** and **locate** where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe | Map |
| 3 | Using a range of layers in *Google Earth* GIS imagery, **identify, describe** and offer **reasons** for changes in land use they can **observe** and **record** in the local area of the school | Oral  Annotated map |
| 4 | **Understand** that the many different uses of land **observed** in the local area can be grouped into a small number of categories | Simple land use map of local area |
| 5 | Through fieldwork **observe** and **record** in a variety of ways, significant examples of physical and human geographical features of the local area | Annotated display of photographs  Graphs and charts |
| 5 | Use interactive online mapping to plot, **describe** and **explain** a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features | Geographical walk  Oral |

**Key Question: Why don’t penguins need to fly?**

Purpose of the enquiry

This enquiry introduces young geographers to the concept of biomes and natural regions which they will study in greater depth at a later stage. It enables them to understand the importance of location in relation to the Equator and poles in determining weather and climate, which in turn have such an influence on shaping the natural geographical features of environments. Pupils will come to understand the distribution of hot and cold places in the world and how living things have to adapt to survive in such places – the more extreme the environment, the more specialised the adaptation. By comparing a number of environments, pupils are able to identify and describe similarities and differences between places in the world and offer reasons for why such differences exist. The fundamental geographical concepts of place, space, location, distribution, scale and environmental interaction underpin the enquiry.

Context

This enquiry focuses very much on the natural environment and places where there is little or no human presence. Through a number of engaging stories, pupils are first introduced to the continent of Antarctica and are able to locate it in relation to all the continents and oceans of the world. Antarctica is the coldest, windiest and driest place on Earth and as such provides a real comparison to the environment of the pupils’ local area. Through the study of hot and cold areas of the world (and the reasons why these places are located where they are) pupils are able to understand why Antarctica is so cold and dry. The concept of a desert is developed through a comparative study of the Sahara Desert and pupils are able to consolidate their understanding of adaptation by comparing the life of Emperor Penguins with that of Camels. Further progression occurs through looking at the country of Zambia (the home of Marco the Monkey) and the physical features of rivers including waterfalls such as Victoria Falls.

Locational knowledge

* Name and locate the world’s seven continents and five oceans.

Human and physical geography

* Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.
* Use basic geographical vocabulary to refer to key physical and human features.

Geographical skills and fieldwork

* Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
* Use simple observational skills to study key human and physical features of environments.

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| **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** |
| 1 | **Identify**, **recognise** and **describe** the key geographical features of the Antarctic environment | Oral  Simple sketch with labels  Labelled photograph |
| 2 | **Identify** ways in which penguins are adapted to the Antarctic environment | Annotated outline diagram |
| 3 | **Identify** countries in Africa which lie within the Sahara Desert | Labelled outline map of Africa  Oral |
| 3 | **Identify**, **recognise** and **describe** the key geographical features of the Sahara Desert | Oral  Simple sketch with labels  Labelled photograph |
| 3 | **Explain** why Antarctica is a desert despite being the coldest place on Earth | Oral |
| 4 | **Describe** ways that the Arctic region and North Pole is similar to and different from (**compare and contrast**) Antarctica and the South Pole and offer **reasons** for such differences | Oral |
| 5 | **Describe** and **explain** the components of the food chain of an Emperor Penguin | Food chain diagram |
| 5 | **Identify** and **describe** 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica | Postcard |
| 6 | **Compare and contrast** the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco) | Oral  Poster |
| 6 | **Explain** the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica | Oral |
| 6 | Design and construct a simple model of a waterfall and use it to **identify** and **describe** some of its geographical features | Model with labelled parts e.g. *river, cliff, rapids, boulders* etc. |

**Key Question: Why do we love to be beside the Seaside?**

Purpose of the enquiry

The primary objective of this enquiry is to enable pupils, as young geographers, to identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of ‘coasts’. Through the investigation they become able to distinguish between common coastal land uses and those that frequently occur in rural or urban environments. Pupils can come to understand that the seaside is only one example of the many different places around the world, where the land meets the sea.

Geography is distinguished from all other subject disciplines by its unique focus on understanding the inter-relationship of people with their environments at both local and global levels. Since many young people will share direct experience of the seaside (or this can be arranged by schools through fieldwork visits), such an environment is an ideal place to exemplify the very essence of geography and establish a range of key concepts that will run throughout the Year 1 – 6 *Connected Geography* programme. Every aspect of the world is connected, interrelated and interdependent so establishing and illustrating this idea with young people, is easily achieved through the study of the seaside. As a consequence, meaningful links are made with Science, History, Art and Design and Music and the conventions of English and Mathematics are applied regularly throughout as a means of consolidating understanding.

Context

At the outset of the enquiry pupils are encouraged to investigate the small seaside location of Wembury in south Devon. Wembury exemplifies the key physical and human features of the coast in the United Kingdom as well as being the setting of the very well-known children’s book, *Sally and the Limpet*. Reflecting upon the key messages in this book provides the impetus in the investigation for pupils to think more broadly about seaside environments. In particular, potential human impact can be considered and how this might be managed more sustainably. Throughout the *Connected Geography* programme, links will be made in many of the enquiries with southwest England to enable the pupils to build up a picture of the distinctive human and physical geography features of this region of the United Kingdom.

Locational knowledge

* Name and locate the world’s seven continents and five oceans.
* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Human and physical geography

* Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.
* Use basic geographical vocabulary to refer to key physical and human features.

Geographical skills and fieldwork

* Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
* Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
* Use simple fieldwork and observational skills to study key human and physical features of environments.

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| **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** |
| 1 | **Identify** and **describe** the main physical and human features of seaside environments | Oral through discussion which can be recorded if appropriate via a digital dictaphone and uploaded |
| 2 | Provide **reasons** as to why it is important to protect living things at the seaside | As above or through a combination of the above and simple labelled sketches and diagrams |
| 2 | **Describe** popular activities undertaken at the seaside | Postcard |
| 3 | **Understand** the interdependence of living things in seaside environments | Food chain diagram |
| 3 | **Identify**, **describe** and **categorise** living things within a rock pool habitat | Fieldwork exercise |
| 3 | **Identify**, **categorise** and begin to **explain** the distribution of sea shells on a beach | Fieldwork exercise |
| 4 | **Identify**, **describe** and offer **reasons** for the presence of pollution on a beach | Fieldwork exercise |
| 4 | **Describe** and **explain** how people can take greater care of the seaside environment | Seaside code guide |
| 6 | **Describe** and **explain** **reasons** why seaside holidays have changed in living memory | Oral through discussion |
| 6 | **Identify**, **describe** and offer **reasons** for European flight destinations from their nearest regional airport | Annotated outline map of Europe with labelled locations |

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**Year 2**

**Key Question: How does the weather affect our lives?**

Purpose of the enquiry

This enquiry provides an opportunity for pupils to understand the concept of **weather**(the very changeable conditions of the atmosphere at any given moment of time) and to form a solid foundation for studying **climate**(the average weather conditions of a place over an extended period of time – usually at least 30 years) in different contexts later in the programme.

Because geography is the study of the interactions of people with their environments, pupils are encouraged from the outset to investigate how weather affects them as individuals on a daily and seasonal basis. They should also explore how weather affects people in other locations around the world.

From local weather recordings, presentation and interpretation the pupils can expand their investigations of weather to identify and explain the distribution of hot and cold places in the world. In addition, they are able to consider the concept of **seasonality**in weather and to connect this to how both artists and composers endeavour to convey how the elements of weather change during a typical year. This investigation also provides an opportunity to study in detail the weather conditions in two specific places (Sahara Desert and Antarctica). Consequently, this enables the pupils to understand the concept of **desert** and the nature of extreme environments and what might drive humans, such as Captain Scott to conquer them.

Context

With young geographers it is very important to begin enquiries and investigations with familiar elements and then progress, learning gradually, to encompass the unknown thus developing key geographical concepts on the way. This enquiry illustrates this approach very well. Plenty of time needs to be spent exploring the concept of weather at a personal and local level e.g. through observations in the school grounds. This can be followed by discussing recent weather events such as a thunderstorm or very warm period as well as the weather pupils experienced during recent holidays or on their birthdays etc.

With the concept well established this enquiry moves from the familiar to the unfamiliar – hot and cold places in the world. Weather in a selection of different countries is studied with a focus on the Sahara Desert and Antarctica during which the emphasis, all the time, is on how weather impacts human beings and creates different environments.

Locational knowledge

* Name and locate the world’s seven continents and five oceans.

Human and physical geography

* Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.
* Use basic geographical vocabulary to refer to key physical and human features.

Geographical skills and fieldwork

* Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.
* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
* Use simple fieldwork and observational skills to study key human and physical features of environments.

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| * Ancillary  Question | **Learning Activity** | **Possible source of evidence of achievement** |
| 1 | **Identify** and **describe** the basic atmospheric elements of the weather | Oral |
| 1 | **Observe**, **measure** and **record** the elements of daily weather by using a variety of simple instruments and devices | Completed data record sheets and Excel spreadsheet |
| 1 | **Present**, **describe** and offer **reasons** for some of the ways in which the weather has changed during the period of measurement | Graphs  Oral and written |
| 2 | **Identify**, **describe** and begin to **explain** ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings | Painting of a weather scene in the style of a selected artist from Ancillary Question 2 and accompanying oral description |
| 3 | **Observe** how weather conditions change during the four seasons of the year and offer **reasons** for changes which occur | Simple PowerPoint using one image of each season accompanied by a relevant description |
| 3 | **Recognise** and **describe** how Vivaldi in his concerto *The Four Seasons* is able to create an evocative picture of changes in the weather from one season to another | Simple composition using a range of instruments to evoke the weather conditions of one season |
| 4 | **Observe** and offer **reasons** for the distribution of hot and cold places in the world | Map of hot and cold places of the world with accompanying simple annotated notes e.g. ‘it gets colder towards the North Pole’ |
| 4 | **Explain** in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles | Map of hot and cold places of the world with accompanying notes e.g. ‘it get colder towards the North Pole because there is less energy from the Sun there’ |
| 5 | **Compare and contrast** the environments of Antarctica and the Sahara Desert and begin to **explain** through **reasoning** the similarities and differences | Drawing of each environment with oral description and comparison |
| 6 | **Understand** why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and **empathise** with the emotions they would have felt as a result | 140 character tweet  Diary entry |

**Key Question: How does the geography of Africa compare with where I live?**

Purpose of the enquiry

The core aim of this investigation is to support children, through a range of learning activities, to make comparisons between their lives and those of people in Uganda. This unit has been tailored to develop the pupil’s knowledge of the links that we have in Kampala, Uganda. As they do so the children develop core knowledge and understanding of the fundamental geographical concepts of *place; location; space; distribution; resources; settlement; natural and human environments* and *environmental interaction and interdependence* through the application of a wide range of skills. Children are supported to consider the similarities and differences that exist between their own local area and Uganda*,* both in ways of life and of the geographic processes that have given rise to the physical and human patterns that characterise these places.

The study of an overseas locality at Key Stage 1 should always look initially to identify similarities rather than differences. It is important for children to understand that their lives and the lives of children overseas, do in fact, have more similarities than differences. For example, all children wherever they are in the world, have the same basic needs of food and water; homes; families; clothes; education and leisure. These needs may not always be fully met but they are nevertheless important pillars upon which to build an overseas locality enquiry. Pupils focus on the gorillas who live in Bwindi Impenetrable National Park and are an endangered species.

Context

In this enquiry children begin by establishing their own location in the world in relation to their immediate local area, region, the United Kingdom and the continent of Europe. Although not essential, it will be advantageous for them to have completed the enquiry: *What is the physical and human geography of my local area like?* prior to this investigation. Progression then occurs by extending the enquiry to the location of Kampala, Uganda in Africa with the children thinking through both the implications of distance and time zones for places elsewhere in the world. The children will be able to identify many similarities in Uganda with where they live, both in terms of physical and human geography. It will quickly become clear that there are also significant differences in terms of the infrastructure of the settlement together with its weather and climate and surrounding natural environment – the tropical rainforest biome.

Locational knowledge

* Name and locate the world’s seven continents and five oceans.
* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

* Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography

* Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.
* Use basic geographical vocabulary to refer to key physical and human geographical features.

Geographical skills and fieldwork

* Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Use simple observational skills to study key human and physical features of environments

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| **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** |
| 1 | **Identify** and **describe** the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles | Map  Oral |
| 1 | **Compare** their own location with the location of Kampala, Uganda in Africa also both locations in relation to the Equator and the north and south poles | Map  Oral |
| 1 | Using maps at various scales and online websites, **identify** time differences and **estimate** distances between the UK, Brunei and other locations in the world | Calculations  Oral  Maps with distance labels |
| 2 | **Identify, describe** and **observe** the types of traditional homes that are found in Uganda and **compare and contrast** these with their own homes and through fieldwork **record** and **categorise** types of homes found in the locality of their school | ‘Drawing from memory’ with labels  Oral  Simple graphs and charts  Photographs |
| 2 | **Identify** the key features of a traditional home in Uganda on a simple scale plan and construct a similar scale plan of their own home, offering **reasons** for any similarities or differences **observed** | Scale plan with labels  Oral |
| 3 | **Identify** and **describe** the main elements which make up the weather and **understand** that weather conditions change from one moment to the next | Recording temperature, rainfall, cloud cover, wind strength and direction in school grounds. |
| 3 | **Observe** how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest **reasons** for this pattern | Map of world showing hot and cold areas with directional arrow labels |
| 3 | **Describe** the weather conditions using online BBC weather forecast webpages | Weather forecast presented to group using data from BBC weather forecast webpages |
| 4 | **Identify** and **describe** appropriate forms of transport for particular journeys made and **explain** why boats and water taxis are used by almost everyone in rural Uganda | Labelled poster |
| 4 | **Understand** in very basic termswhy boat building by people such as Syarikat is an economic activity | Calculating the cost of buying three types of boat from Syarikat |
| 5 | **Recognise, describe** and suggest **reasons** for the similarities between a school/school life in a school in Uganda and their own school | Presentation – a day in the life of our school |

**Key Question: Why does it matter where my food comes from?**

Purpose of the enquiry

Nearly three-quarters of the land area of the United Kingdom is classified as farmland and this enquiry aims to introduce farming and farms for younger geographers. This is built upon and extended in enquiries at Key Stage 2. The central paradigm of geography is the investigation of how people interact and are interdependent with the environments that surround them (be they rural or urban). Investigating farming is an important way of illustrating this with younger pupils.

This investigation enables pupils to explore a number of key geographical concepts such as location and distribution as well as establishing a clear grasp, in simple terms, of fundamental geographical processes including economic activity and trade. The enquiry therefore is not just about pupils knowing ‘where’ their food comes from but also – and equally importantly – it’s about enabling pupils to understand ‘why’ it’s important to know. To this end pupils have opportunities to begin to understand and reflect upon, in basic terms, why locally sourced food and free-range production regimes are considered environmentally friendly and sustainable.

Context

With younger geographers it is important to begin with the known and familiar and then, with confidence established, begin to explore the unknown and less familiar. At the beginning of the enquiry pupils investigate just one farm with the aim of establishing the key fact that everything they eat comes either from a plant or animal – in this case animals in the context of a dairy farm producing milk. This milk is either consumed fresh or used as a raw material in the production of a wide range of dairy products.

Pupils then look more closely at the county of Devon in South West England and enquire as to why there are so many dairy farms to be found here compared with the rest of the United Kingdom. The investigation then introduces pupils to fruits that we are unable to grow in the United Kingdom for climatic reasons.

A global perspective to the investigation through the study of banana growing, harvesting, packing and export in Costa Rica is then explored, which develops key understanding of trade and economic activity. Throughout the enquiry there are opportunities to enrich the pupils’ experience and consolidate their understanding by undertaking local fieldwork investigations, perhaps at a local farm or greengrocers, bakery or supermarket as well as working at home on relevant tasks linked to commonly-eaten meals.

Locational knowledge

* Name and locate the world’s seven continents and five oceans.
* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Human and physical geography

* Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.
* Use basic geographical vocabulary to refer to key physical and human features.

Geographical skills and fieldwork

* Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
* Use simple observational skills to study key human and physical features of environments.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

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| | **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** | | --- | --- | --- | | 1 | **Recognise** that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced | Oral  Drawing with labels | | 1 | **Identify, describe** and offer **reasons** for the main features of a dairy farm and **observe** how milk is used as a raw material in a wide range of dairy products | Oral  Research one dairy product and make a short PowerPoint presentation | | 2 | **Identify** and **describe** the main geographical features of the physical landscape of Devon and **compare and contrast** these with some of the human features of its towns and cities | Annotated outline of photographs | | 2 | Offer **reasons** and begin to **explain** why the weather in Devon makes it a good place for dairy farming | Graphs and charts  Oral | | 2 | **Compare and contrast** the average annual weather conditions in Devon with those of the United Kingdom as a whole | Graphs and charts  Short summary paragraph | | 3 | **Describe** how cheese is manufactured on one Devon farm and how it is exported | Outline world map plotting route of ship | | 4 | **Identify** the top 10 most popular fruits in the United Kingdom and **understand** why half of these are imported | Oral  Labelled fruits | | 4 | **Identify** and **describe** the main stages in the harvesting, packaging and export of bananas from Costa Rica to the United Kingdom | Flow diagram | | 4 | **Explain** why Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom | Annotated map of world with Costa Rica highlighted | | 5 | **Identify** and **describe** how sugar is refined from sugar beet on British farms | Oral | | 5 | **Understand** why being careful about how much added sugar we eat each day is important for maintaining a healthy lifestyle | Short piece of persuasive writing and poster | | 6 | **Identify** and **categorise** fruit and vegetables sold at a high street greengrocer, their cost and whether they are locally produced, UK grown or imported | Completed table | | 6 | **Describe** and **explain** some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers | Oral  Short piece of explanatory writing | |
| Year 3  Key Question: How is my local area changing?  Purpose of the enquiry  The concept of change underpins the study of geography with its central paradigm of investigating the interaction of people and their environments. Pupils at Key Stage 1 can be introduced to the importance of change through their own personal geographies – of themselves and the people and places with which they engage at home, at school and within the immediate vicinity of where they live.  At Lower Key Stage 2 the concept of change can be developed and illustrated through the familiar surroundings of the pupil’s school and grounds and its immediate local area. It is important to establish and build an understanding amongst the pupils of changes that occur in environments as a consequence of natural events (quite often natural disasters of one kind or another) over which people have little or no control, and changes that people choose to make as a means of improving the quality of life. In most schools there will be changes that can be charted over the years by using a wide range of digital and hardcopy resources, as well as by engaging with members of the community who may have witnessed those changes first-hand.  Similarly, spatial changes over time to the settlement in which the school is situated can be investigated through digital mapping programmes, fieldwork observation and recording using baseline maps at a variety of scales. Fieldwork in the local area provides an ideal context to introduce the idea of hypothesis generation and testing through data collection and interpretation – which is central to what geographers do. An example is given here of how teachers can engage young geographers in a carefully structured fieldwork investigation focusing on identifying and explaining variations in the quality of the environments pupils observe in the local area. This follows the enquiry process of identifying relevant data to collect, employing techniques to capture and present it and interpreting the results.  Finally this enquiry enables pupils to reflect upon the contribution that remote sensing technology used by satellites can make to understanding larger scale environmental change at a global level.  Context  This enquiry follows the established pattern of continuity and progression built in to other enquiries in the programme by beginning with the familiar and known (the pupil’s school and its grounds). It then extends outwards in scale to consider the less familiar (local area) and finally a range of unknown locations at a global scale. In all three contexts pupils apply their enquiry skills to investigate a range of questions which, as they unfold, illustrate the concept of change and the different ways in which it manifests itself. Throughout the enquiries, pupils are also encouraged to reflect on some of the consequences of environmental change and to consider who or what might benefit from such changes and who in turn might be affected negatively by them.  Locational knowledge   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).   Human and physical geography  Describe and understand key aspects of:  Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.   * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.   Geographical skills and fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  |  |  |  | | --- | --- | --- | | **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** | | 1 | **Identify**, **describe** and give **reasons** for why environments change | Oral  Annotated poster comparing events at Glenridding with the construction of the London Olympic Park | | 1 | **Explain** with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life | Short piece of explanatory writing | | 2 | **Observe**, **record** and **explain** changes that have occurred in the past to the school and its grounds and its immediate environment | Land use map of local area;  Map of local area shaded with key to show age and type of housing distribution  Oral | | 3 | **Identify**, **describe** and **explain** how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual | PowerPoint  Report | | 4 | Demonstrate **understanding** of how the quality of the environment may change within the local area and make **judgements** to **explain observations** | Fieldwork  Scatter graph  Enquiry write up | | 5 | **Recognise** how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and **identify** and **explain** specific examples of change from NASA images of locations around the world | Annotated notes and bullet points |   Key Question: Beyond the Magic Kingdom – What is the Sunshine State really like?  Purpose of the enquiry  This enquiry is designed to enable pupils to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It begins by focusing on aspects of leisure and tourism with which pupils may be familiar both in the United Kingdom and overseas. Some may even have direct experience of visiting Florida and the *Magic Kingdom*. The objective of the investigation is to take the pupils beyond that with which they may be familiar and introduce them to different aspects of Florida’s physical and human geography.  Through all of the enquiries the centrality of exploring people-environment interaction is maintained as pupils gain an understanding of the significance of climate, natural hazards, aerospace technology and the conservation of the environment and living things in the lives of residents. As is appropriate at Lower Key Stage 2 the anticipated outcomes involve greater degrees of progression and challenge than at Key Stage 1 as pupils are supported to demonstrate understanding through explanation and to begin to make judgements.  Context  The enquiry extends the study that pupils made at Key Stage 1 of continents and oceans, the distribution of hot and cold areas of the world and a contrasting locality outside of Europe. It enables them to study in depth the main geographical features of North America before focusing in on one region – the state of Florida in the United States of America (USA). For many pupils this will be the location in North America with which they are most likely to be familiar and therefore have some background knowledge (maybe even direct experience) of the place at the outset of the investigation. This being the case, the enquiry models the approach of beginning with the known and familiar and then extending out to the unknown and less familiar. Because of its huge physical and human diversity, the state of Florida provides an excellent location and context for pupils to explore and apply key concepts such as climate, economic activity, environmental management and sustainability.  Locational knowledge   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).   Place knowledge   * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.   Human and physical geography  Describe and understand key aspects of:   * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water.   Geographical skills   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  |  |  |  | | --- | --- | --- | | **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** | | 1 | **Identify**, **describe** and **explain** the function and attraction of theme parks around the world and in particular the *Magic Kingdom* in Florida | Annotated plan of a route around the Magic Kingdom for a day visit | | 2 | **Identify**, **locate**, **compare and contrast** the constituent states of the United States of America and **recognise** and **describe** key geographical features of one state other than Florida | Short PowerPoint presentation | | 3 | **Describe** and **explain** the historical significance of the Maya civilisation and suggest **reasons** for its catastrophic end | Piece of discursive writing | | 4 | **Observe**, **describe**, **explain** and begin to draw **conclusions** aboutthe geographical pattern of the origin of visitors to the *Magic Kingdom* from countries around the world | Choropleth map  Oral | | 5 | **Recognise** and **describe** the key geographical features of a peninsula and **compare and contrast** the Floridian peninsula with a number of peninsulas at different locations around the world | Annotated world map | | 6 | **Recognise** the key human and physical features and achievements of the Kennedy Space Centre in Florida and **explain** the geographical reasons for its location | Piece of explanatory writing | | 7 | **Describe** and **explain** why sea turtles which live in the waters around Florida are endangered and reach a **judgement** as to how they might be conserved for the future | Bumper sticker (both sides) | | 8 | **Compare and contrast** the climate of the United Kingdom and Florida and **identify** and **explain** the main differences particularly in relation to temperature and sunshine hours | Climate graphs  Oral | | 8 | Reach a **conclusion** and make a **judgement** as to the best time climatically for British tourists to holiday in Florida | Magazine advertisement | | 9 | **Identify**, **describe** and **explain** how hurricanes form and why they present such a threat to the people of Florida and **understand** the range of ways in which residents take measures to protect themselves and property from potential damage | Instruction leaflet |   Key Question: Why do people choose to live in Mega Cities?  Purpose of the enquiry  This investigation supports pupils to develop their understanding of the important geographical concepts of *settlement* and *urbanisation* through the study of the world’s *megacities* (cities with a population of over 10 million). This is very important because globally over half of the world’s population now live in towns and cities – in the United Kingdom this figure has reached 80 per cent.  During the lifetime of the pupil’s urban populations will continue to grow very rapidly around the world and particularly amongst the poorest countries as they develop economically. Through the ancillary enquiries pupils are able to explore some of the economic and social reasons why the population of cities increase. They also compare and contrast the benefits and problems that can arise in urban areas as a result of housing people at such high densities. Through their enquiries pupils are able to apply, in relevant contexts, a wide range of geographical skills; and as is appropriate to Lower Key Stage 2, the emphasis is on supporting them to explain things through the synthesis of information from different sources.  Context  At Key Stage 1 pupils are introduced to the concept of *settlement* through an investigation of the geography of the local area in which they live and compare and contrast this location with a similarly small area of a settlement in a non-European country. At Lower Key Stage 2 the scale of study is extended and pupils are now able to work in a national and global context as they investigate *megacities.* Within the United Kingdom pupils not only identify the largest cities in the country but also the most rapidly expanding settlements. They explore some of the reasons for this growth through a focus on one city – Milton Keynes.  Historically, pupils also have the opportunity to investigate the historic city of Baghdad (the first city in the world with one million inhabitants in AD 900) and to compare the reasons for its growth with the causes of urbanisation today. Pupils also spend time studying the very modern city of Brasília in Brazil and come to understand that some cities grow because governments around the world decide that they should – in this case constructing a brand-new capital city towards the centre of the country.  Locational knowledge   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).   Human and physical geography  Describe and understand key aspects of:   * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.   Geographical skills and fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.   Year 4  Key Question: Why do some earthquakes cause more damage than others?  Purpose of the enquiry  This enquiry introduces pupils to some key aspects of physical geography, in particular one of the major outcomes of tectonic activity in the world – earthquakes. Some work is also focused on volcanic activity, which is developed at greater depth at Upper Key Stage 2.  As they progress through the ancillary questions pupils come to understand why it is that earthquakes only tend to occur in particular areas of the world as a consequence of the pattern and movement of the tectonic plates of the Earth’s crust. The pupils initially investigate the causes and impact of one specific recent earthquake in one particular location in the world, where earthquakes occur frequently, before looking more widely at global patterns. At all points the people–environment relationship, which is the subject paradigm of geography, is maintained through the enquiries as pupils seek to understand the interaction of people and earthquakes.  The pupils are supported to develop and apply high-order thinking to a consideration of why some earthquakes of the largest magnitudes do not always cause as much death and destruction as earthquakes of lesser magnitude. Here, the centrality of the human condition in terms of quality of life in particular and also technological development is an important area for the pupils to begin to understand.  Context  The enquiry begins with the personal account of two people who experienced first-hand the Christchurch earthquake in New Zealand in 2011, together with a range of additional resources which captured the event. From the first two ancillary questions pupils are able to understand the impact of a single discrete earthquake event in one specific location before broadening their focus and being encouraged to think more conceptually – moving from the known to the unknown. Once the pupils have gained a solid awareness of why New Zealand is so regularly impacted by earthquakes, they are able to identify and explain global patterns of tectonic activity associated with the plates of the Earth’s crust. It is at this point that volcanic activity is introduced and the similarity in distribution explored. In order to answer the main enquiry question the pupils recognise that the level of technological development and overall quality of life of people in different countries of the world has an important influence of how well they can prepare for and cope with the occurrence of earthquakes.  National Curriculum coverage Geography  Pupils should be taught to:  Locational knowledge  Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.   * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).   Human and physical geography  Describe and understand key aspects of:   * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.   Geographical skills   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.   Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.   |  |  |  | | --- | --- | --- | | **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** | | 1 | **Locate** and **describe** the effects of the Christchurch earthquake of 2011 from a range of sources | Labelled map  Oral  Bullet point list | | 2 | **Observe** and **record** the distribution of earthquakes in New Zealand over the past two hundred years | Map with colour key | | 3 | **Identify**, **describe** and **explain** the causes of earthquakes | Annotated cross-sectional diagram | | 3 | **Describe** and **explain** why New Zealand experiences earthquakes when they don’t occur at all in many other areas of the world | Short PowerPoint presentation | | 4 | **Understand** through **explanation** and **reaching conclusions** why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction | Poster | | 5 | **Identify**, **describe** and **explain** the causes of volcanoes | Storyboard | | 5 | **Explain** why volcanoes often occur at the same location as earthquakes in places such as New Zealand | Piece of explanatory writing | |
| Key Question: How can we live more sustainably?  Purpose of the enquiry  The concepts of sustainability and sustainable development lie at the heart of a geographical world view that sees the subject as the study of the interrelationship of people with the environments in which they live and upon which they depend. Many of those beginning school this year will live to see the next century. The greatest global challenge during their lifetimes will be how to marry economic and personal development with the principles of sustainability. That is, ensuring that everyone can enjoy a comfortable and fulfilling life without undermining the integrity of the lives of others or the environment that sustains them. Because of this it is essential that children and young people have an opportunity to explore the concept of sustainability from a young age.  The main objective of this enquiry, therefore, is for the pupils to understand through the use of a number of examples what sustainability entails and how they might approach applying those principles to their own lives. It is important for young geographers to grasp that sustainability is not just confined to how we interact with the environment. It also has equal relevance to many aspects of their life, especially in the context of personal and social wellbeing.  This groundwork is also important from the perspective of establishing continuity and progression through the curriculum – in Upper Key Stage 2 the concept of sustainability will be central to the pupil’s investigation of the causes and implications of climate change.  Context  Pupils are introduced to the concepts of sustainability and sustainable development through a number of examples that will be familiar to them in their everyday lives, such as recycling and ‘bags for life’ at supermarkets. From these familiar examples, the pupils progress gradually to reflect upon the concept of a *resource* and how these can be renewable and infinite or non-renewable and finite. From this foundation the pupils are encouraged to consider their own lives and what they currently do as individuals and at home as a family to be more sustainable.  The school community is the next focus of the investigation. The pupils are given the opportunity to survey the school’s level of sustainability against a number of categories and to identify priorities for development in an Action Plan. The scale and context of the enquiry then moves to a national level with the pupils considering why the UK Government is looking to massively increase the contribution of renewable energy, such as solar and wind, to the generation of electricity.  The final two ancillary questions enable the pupils to understand the concept of sustainable development. The first focuses on the work of a UK conservation charity. The second turns its attention to the application of appropriate technology to improve the quality of people’s lives in one of the poorest countries in the world.  National Curriculum coverage Geography  Pupils should be taught to:  Locational knowledge   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).   Human and physical geography  Describe and understand key aspects of:   * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.   Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. |
| Key Question: Why are jungles so wet and deserts so dry?  Purpose of the enquiry  In terms of continuity and progression this enquiry builds on and extends the pupils’ understanding of the concept of weather, which was introduced and investigated at  Key Stage 1. It lays a firm foundation of understanding to enable them to consider the challenges of climate change later through the Upper Key Stage 2 programme. Throughout the enquiry, pupils are encouraged to reflect upon how climate has such an important influence upon landscapes, plants, animals and human activity on Earth – they investigate this relationship at a number of scales. Pupils apply a wide range of geographical and computer skills throughout the enquiry to enable them to better understand the relationship between climate and living things and also to introduce them to the concept of biomes. Towards the end of the enquiry the pupils are able to develop their understanding of how climate is the main factor determining the distribution of biomes on Earth through the study of two biomes in depth.  Context  Initially pupils revisit their work on weather carried out in the school grounds and local area at Key Stage 1. Following this they are introduced to the concept of climate in the context of the United Kingdom. The focus here is on enabling pupils to see how climate varies, even across a relatively small country in terms of land area as the UK, and to understand some of the reasons for this. From the UK the pupils then begin to look at climate on a global scale and are able to apply a range of geographical skills to identifying the characteristics and distribution of different climate zones across the world. The remainder of the enquiry then focuses on enabling pupils to understand what a biome is and how the landscapes, plants and animals within the different biomes of the world are determined largely by climate. This is achieved by looking in depth at two biomes within the continent of South America – the tropical rainforest biome of the Amazon Basin and the hot desert biome of the Atacama Desert.  National Curriculum coverage Geography  Pupils should be taught to:  Locational knowledge   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).   Human and physical geography  Describe and understand key aspects of:   * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.   Geographical skills   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.   Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.   |  |  |  | | --- | --- | --- | | **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** | | 1 | **Observe**, **describe** and **explain** in basic terms the pattern of climate in the United Kingdom | Oral  Annotated maps  Completed table of data | | 2 | **Identify**, **describe** and begin to offer **reasons** for the distribution of different types of climate around the world | Oral  Map interpretation  Completed tables of data | | 3 | **Compare and contrast** the temperature and rainfall data in different climate graphs to **reach conclusions** about the climate in different locations in the world | Comparison tables  Oral  Short explanatory piece of writing | | 3 | **Construct** a climate graph from temperature and rainfall data for their home location and **compare and contrast** this with climate graphs of other locations to reach **conclusions** and **make judgements** | Climate graph  Oral  Short PowerPoint | | 4 | **Understand** how climate affects both the landscape of different biomes and the plants and animals that can live there | Matching of landscapes, plants and animals to different biomes  Oral explanation | | 5 | **Observe**, **describe** and **explain** why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall; | Completed convectional rainfall flow diagram | | 6 | **Describe** the natural environment of the Atacama Desert and **explain** why the city of Arica is the driest inhabited place in the world | Photograph and Google Earth interpretation  Completed flow diagram |   **Year 5**  **Key Question What is a river?**  Purpose of the enquiry  The objective of this investigation is to enable pupils to understand the features and processes of a common and very significant feature of physical geography with which they will be familiar. Rivers are commonplace in a wide range of environments and pupils will therefore, already know something about them. For example, from regular news reports and perhaps even direct experience of river floods in their own community. Many settlements in the United Kingdom, no matter what size, will have rivers flowing through or close to them.  The enquiry begins by establishing the key concept that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition. Pupils are supported to apply a wide range of geographical skills that draw upon map work, satellite imagery and GIS resources to consolidate their understanding. Time is also devoted to exploring rivers, in particular their estuaries as important ecosystems and habitats for a wide range of living things. They are then introduced to examples of the many ways in which humans interact with rivers and exploit them economically as a resource, especially as ports for trade. Pupils are also given an opportunity to reflect upon how rivers can invoke emotional and artistic responses in people such as composers and painters who seek to evoke and portray the sounds and images of rivers for others to appreciate.  Context  The enquiry begins with the pupils being introduced to and understanding the features of a typical river channel as it progresses along its course from source to mouth. Having established these general characteristics, the pupils are encouraged and supported to study a local river to ascertain how and why it changes and to what degree it fits the typical model they looked at originally. This provides an opportunity to develop a range of fieldwork skills in the locality of the school and also to apply mapwork and graphical techniques to aid understanding. From this local context the pupils are then introduced to rivers at other scales, firstly within the United Kingdom and then in Europe. Throughout the investigation there is an emphasis on pupils’ understanding of physical processes and also how rivers impact the landscape. They also look at the way in which humans interact with rivers for a range of purposes, such as trade and energy generation.  National Curriculum coverage Geography  Pupils should be taught to:  Locational knowledge   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.   Human and physical geography  Describe and understand key aspects of:   * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.   Geographical skills and fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  | **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** | | --- | --- | --- | | 1 | **Identify** and **describe** how physical features of rivers change from source to mouth | Photograph sequencing | | 1 | Offer **reasons** to **explain** why the course of a river changes as it flows from higher to lower ground | Oral | | 1 | Use OS maps, aerial photographs and GIS to **recognise**, **describe**, **compare and contrast** and **explain** how physical features change along the course of a river | OS map interpretation  Aerial photograph sequencing  *Google Earth* fly through exercise  Short piece of explanatory writing | | 2 | Use a range of fieldwork techniques to **measure**, **record** and **present** and **explain** changes along a section of a local river and to **reach a conclusion** as to whether it constitutes a healthy habitat for living things | Data collection  Excel spreadsheet  Graphs and charts  Written write up report of hypothesis testing | | 3 | **Identify** and **describe** the features of river estuaries and **explain** why they are such important ecosystems for wildlife | OS Map exercise  Bird profiles  Food chain diagrams  Oral | | 4 | **Describe** the components of the hydrological or water cycle and **explain** the important role that rivers play | Experiment  Completed flow diagram | | 5 | **Recognise**, **describe** and **explain** the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and **evaluate** the evidence and **make a judgement** about the causes of its sudden decline and closure | PowerPoint presentation  Television news report  Explanatory writing | | 6 | **Interpret** a range of geographical evidence to reach a **conclusion** as to why Bangladesh is at such a risk of serious annual river flooding | Rainfall graph  Annotated map with labels | | 7 | **Reflect** upon and **evaluate** the techniques used by classical composers to portray the different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall | Recorded musical piece  Oral  CHECK | | 8 | **Understand** climatically what the *Little Ice Age* refers to and how occasional severe winters impacted upon the River Thames and the people of London | Analysis of paintings  CHECK |   **Key Question: Who are Britain’s National Parks for?**  Purpose of the enquiry  National Parks are an extremely significant element of both the physical and human geography of the United Kingdom. As well as covering over 7 per cent of the land area and including some of the United Kingdom’s most scenic and wild places, they are also a tangible manifestation of the cultural importance that British society attaches to the outdoors, countryside and open spaces. Investigating why the United Kingdom has National Parks, their special qualities and how they are managed is a relevant and meaningful aspect of geography for young people to be engaging with. Such a study highlights the central paradigm of the subject – the interrelationship of people with their environment.  The enquiry begins with pupils identifying the location and distribution of the 15 National Parks in the United Kingdom and understanding the rationale that underpins them – to protect and conserve the country’s most scenic and beautiful landscapes, important wildlife and associated cultural heritage, to actively encourage visits and interaction with people and to ensure, in the long term, the sustainability of the 440 000 people who live and work within them. This involves grappling with some very important concepts such as ‘heritage’, ‘environment’, ‘value’ and ‘economic activity’ through a range of accessible and engaging activities.  From this initial national perspective, the investigation moves to looking at Southwest England, which includes more protected land than any other region in England and Wales, and the two National Parks of Exmoor and Dartmoor in particular. The Exmoor line of enquiry illustrates the first purpose of National Parks – the protection and conservation of environments of great scenic value and its associated wildlife. The Dartmoor investigation exemplifies their ‘cultural’ and ‘heritage’ importance. In both cases the pupils are able to appreciate how people are actively encouraged to visit and pursue activities in the National Parks – an exercise involving Pembrokeshire Coast National Park supports pupils to understand how the parks are managed and cared for. A study of an Exmoor hill farm enables pupils to appreciate how people live and attempt to earn a living in National Parks, often under very challenging conditions. Also, how, as custodians of the countryside, farmers help National Parks to both protect and conserve the environment so that people can enjoy such environments.  Finally pupils are asked to compare National Parks in the United States with those in the United Kingdom, in particular the Everglades National Park (adding to their understanding of Florida, which was introduced as a contrasting region in North America in the  Lower Key Stage 2 programme).  Context  This enquiry begins at a national scale as pupils establish where National Parks in the United Kingdom are located, the factors behind their distribution and their associated three purposes. As the investigation progresses, the scale of study moves to a regional perspective as the pupils focus on Southwest England and the two National Parks of Exmoor and Dartmoor. Through the study of one farm in Exmoor National Park the context becomes a local one before the investigation widens to provide a global perspective through an enquiry into National Parks in the United States and the Everglades in particular. The suggested homework activity further exemplifies this global scale.  National Curriculum coverage Geography  Pupils should be taught to:  Locational knowledge   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).   Human and physical geography  Describe and understand key aspects of:   * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.   Geographical skills and fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  | **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** | | --- | --- | --- | | 1 | **Identify**, **locate**, **describe** and **explain** the distribution of the 15 National Parks in the UK | Map  PowerPoint | | 1 | **Observe** and **record** the common key natural features of the National Parks of the UK and **explain** why they are referred to as the country’s ‘breathing spaces’ | Photograph interpretation  Oral | | 2 | **Recognise** those other special qualities of National Parks, which are referred to as ‘cultural heritage’ and **reflect** on the importance of their own cultural heritage in the context of this | Photograph interpretation  Personal heritage presentation  Extended PowerPoint | | 3 | **Recognise**, **describe** and **explain** how National Parks actively encourage visitors to enjoy and learn about what makes them special | Persuasive leaflet | | 4 | **Identify** and **record** the key physical and human geographical features of Southwest England and **compare and contrast** the proportion of protected land here with other regions of the UK | Map interpretation  Map  Oral | | 5 | **Identify**, **describe** through **observation** of the landscape of The Valley of Rocks in Exmoor National Park, and **explain** the attraction of this area for visitors such as artists | Annotated sketch  Map and photograph interpretation  Diagram  Painting in the style of English Romantic painters | | 6 | **Identify**, **describe** and,through **observation**, **offer reasons** for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, **evaluate** the reflections of others and reach a **judgement** about its purpose | Annotated sketch  Oral – burial artefacts for ‘Merivale Man’  Drawing and explanation for reconstructed Merrivale site  Design and oral explanation of ceremonial stones  Piece of discursive writing | | 7 | **Recognise**, **describe** and **explain** the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom | Photograph interpretation  Oral  Comprehension exercise | | 8 | **Understand** who looks after National Parks in the UK and **reflect** upon and **evaluate** the importance of the jobs that people do | Rank ordering exercise  Oral | | 9 | **Compare and contrast** the Everglades National Park with Dartmoor and Exmoor National Park and **understand through explanation** the main similarities and differences between National Parks in the UK and those in the United States | Poster |   **Key Question: How is climate change affecting the world?**  Purpose of the enquiry  The challenge of changing patterns of weather that contribute to longer-term climate change trends across the globe, will undoubtedly be one of the greatest issues to confront primary school pupils during the remainder of the century. This enquiry gives pupils an insight into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate. Through the experiences of these individuals and communities, pupils are able to reflect upon how changes to normal and usual weather conditions can have to serious implications for these people.  They are also able to appreciate that, generally speaking, the poorer the people and communities are that experience changes in weather patterns, the more serious the impact often is. From these specific case studies the pupils are encouraged to look at the concept of global warming, what is contributing to it on a global scale and to generalise about climate change in the longer term. The enquiry culminates in pupils understanding the action that is being taken during this century across the world to reduce fossil fuel consumption (and therefore carbon dioxide emissions) through the development of renewable sources of energy.  Context  This investigation focuses initially on the personal stories of real people around the world who are being impacted upon by changes in the usual weather patterns. As such they are easier for young geographers to relate to because their circumstances are very much like their own and of their families and the communities in which they live. The scale of study is therefore local, whether the location is in The Gambia, Australia, the United Kingdom or Greenland.  The pupils are encouraged to see these apparently unconnected examples in the broader context of the concept of global warming on a global scale. They investigate the main manifestations of global warming and also spend time understanding its causes, particularly in relation to greenhouse gas emissions from the increased burning of fossil fuels. The enquiry culminates in pupils reflecting upon international agreements to reduce global warming, phase out the burning of fossil fuels and to develop renewable and carbon neutral sources of energy.  National Curriculum coverage Geography  Pupils should be taught to:  Locational knowledge   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).   Human and physical geography  Describe and understand key aspects of:   * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.   Geographical skills   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  |  |  |  | | --- | --- | --- | | **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** | | 1 | **Identify**, **describe** and **explain** why communities in The Gambia are being affected by changes in weather patterns associated with climate change and **evaluate** the impact on people | Explanatory writing | | 2 | **Evaluate** a range of evidence, reach a **conclusion** and make **judgements** as to the impact on people of changing weather patterns in Victoria in Southeast Australia | Graphs and charts  Persuasive letter | | 3 | **Understand** why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make **judgements** about what should be included in them | Simple Community Flood Resilience Plan | | 4 | **Reflect** upon and **evaluate** different viewpoints and reach a personal **judgement** about the implications of changing weather patterns on the people of Greenland | Discursive writing piece | | 4 | **Identify**, **describe**, **compare and contrast** and **explain** how global warming is affecting weather patterns around the world and evaluate its impact in different places | Map interpretation  Line graph  Annotated diagram  Oral | | 5 | **Understand** how and why countries around the world have acted to reduce global warming and reach a **judgement** about how effective this might be | Reflective writing | | 5 | **Understand** how as individuals, members of families and communities such as schools they can contribute to reducing greenhouse gas emissions | Sustainability Action Plans (linked to enquiry: *How can I live more sustainably?)* |   Year 6  **Key Question: Why are mountains so important?**  Purpose of the enquiry  This enquiry introduces pupils to the physical and human importance of a biome that covers one-fifth of the world’s land surface. The study of mountains enables pupils to comprehend key concepts of physical geography such as plate tectonics and the formation of different rock types, as well as erosion and geological deep time. The interaction of people with mountains at a range of scales and locations illustrates the central paradigm of the discipline of geography – its focus on understanding the patterns and processes involved in the interrelationship of humans with the environments that surround them.  The enquiry begins with introducing the concept of ‘mountain’ through an investigation of three discrete examples. It then moves on to focus on the location and formation of the world’s most significant ranges of fold mountains – and in particular why they are referred to as ‘fold’ mountains. The legend of Mallory and Irvine and the mystery that still surrounds whether they reached the summit of Mount Everest in 1924, together with the achievements of Edmund Hillary and Tenzing Norgay in 1953, is a stimulating route into investigating why fossils of 400-million-year-old sea animals are regularly found on the summit of the world’s tallest mountain.  From a global scale, pupils then turn their attention to the location and distribution of mountains in the United Kingdom and how they are different from the much younger fold mountains they have studied previously. Time is then spent investigating why the mountains of the north and west of the United Kingdom have a much wetter and colder climate than southern and eastern areas and how this presents real challenges to people such as hill farmers (the most important type of farming in the UK by area) who attempt to make a living from the land. Pupils are then able to apply a wide range of geographical skills including map and satellite interpretation to understanding other ways in which mountainous areas are important to human economic activity including tourism and the exploitation of natural resources, such as water and the generation of hydroelectric power.  Finally pupils are able to revisit and apply their understanding of sustainable development and sustainability through evaluating the potential costs and benefits of schemes such as constructing new hydroelectric power plants which, although not having a carbon footprint, do inevitably come with social and environmental costs.  Context  This investigation follows the established pattern of introducing and connecting pupils with key concepts through discrete and easily accessible examples – in this case three case studies of specific mountains, one of which is actually on the planet Mars! Similarly, pupils are encouraged and supported to further engage with the concepts of mountains and mountain ranges through real people – in this case the mountaineers Mallory and Irvine of 1924 and Hillary and Tenzing in 1953. Through their amazing stories pupils are introduced to the presence of fossils of sea creatures on the tops of the tallest mountains in the world and the processes of plate tectonics and erosion.  From this global context pupils move firstly to the national scale of the physical and climatic characteristics of mountains within the United Kingdom and then to the regional context of the Cambrian Mountains of Wales. Here the importance of mountains to human activity is explored through the operation of a hill farm, tourism and the exploitation of water resources both for human consumption and energy generation.  National Curriculum coverage Geography  Pupils should be taught to:  Locational knowledge   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time.   Place knowledge  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.  Human and physical geography  Describe and understand key aspects of:   * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.   Geographical skills   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  |  |  |  | | --- | --- | --- | | **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** | | 1 | **Recognise**, **identify** and **explain** what geographers define as mountains and **understand** how this can lead to disagreements | Comparative diagram or model to scale of Mt Everest, Olympus and Mauna Kea | | 2 | **Identify**, **locate** and **describe** the location of the largest ranges of mountains in the world and the countries that they cover | Annotated world map | | 2 | **Explain** how the movement of plates of the Earth’s crust can form ranges of fold mountains | Create and record animated film with accompanying narrative | | 3 | **Reflect** upon, **evaluate** evidence and reach a **conclusion** and **judgement** regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924 | Media recount newspaper report in modern genre | | 4 | Demonstrate that they **understand** how fossils form and can **explain** why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953 | Part 1–4 diagram of Indian and Eurasian plate movement to form Himalaya Mountains with accompanying text | | 5 | **Identify**, **describe**, **compare and contrast** and **explain** the differences between the Cambrian Mountains of Wales and the Himalaya Mountains | Oral | | 6 | **Measure**, **record**, **compare and contrast** climate data for Derek’s farm with where they live and begin to offer **reasons** for their **observations** | Data recording  Climate graphs  Summary comparative data sheet  Oral | | 6 | **Explain** and reach a **conclusion** as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east | Map interpretation  Piece of explanatory writing | | 7 | **Identify, locate, describe** and **explain** the tourist attractions of the Cambrian Mountains by **interpreting** and **making judgements** from evidence presented on Ordnance Survey maps | Map interpretation exercises from 1:25 000 maps | | 8 | **Evaluate** a range of evidence to make a **judgement** as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago | Photograph and map work interpretation exercises  Short explanatory text | | 9 | **Understand** that even ‘green’ and ‘renewable’ energy schemes will have environmental costs, **evaluate** both sides of an argument and make a **judgement** about the most appropriate way forward | Oral and discursive writing |   **Key Question: How do volcanoes affect the lives of the people on Hiemaey?**  Purpose of the enquiry  This enquiry encourages and supports pupils not only to understand some of the key physical processes that shape the Earth, but also to recognise and evaluate the interaction of people with these physical processes – the very essence of geography. All landscapes and environments offer opportunities, constraints and, sometimes, risks and hazards to the people who coexist with them. This enquiry exemplifies this in a manner that is straightforward for pupils to grasp and to evaluate. As the enquiry evolves, so pupils are able to appreciate how environments may change over time and how this might bring advantages and challenges to the people who are interconnected with them.  Context  The island of Hiemaey (pronounced *Hay – my* and meaning *Home Island*) is the largest and only inhabited (population 4500) island of the Westman Islands, Iceland (*Vestmannaeyjar* pronounced *Vestman – a, ei – jar* in Icelandic). The Westman Islands form the most southerly region of Iceland and are very active volcanically. The island of Hiemaey came to international attention in 1973 with the eruption of the Eldfell volcano, which destroyed many buildings and forced a months-long evacuation of the entire population to mainland Iceland.  Approximately one-fifth of the town was destroyed before the lava flow was halted by the application of 6.8 billion litres of cold seawater but not before it had increased the land area of Hiemaey by 20 per cent. Today the two volcanoes of Eldfell and Helgafell dominate the island and everyone lives quite literally in their shadow.  Successive eruptions from seabed volcanoes over thousands of years have created a barren, largely treeless landscape with distinctive tall and imposing cliffs and black ash beaches. A Polar climate (albeit moderated to some extent by the warming effect of the Gulf Stream, it still has an average daily temperature of 4.8 °C) brings 190 days of rain, which totals 1588 mm on average each year, and very strong winds. This, along with the harsh physical geography, makes Hiemaey a very challenging place to try and farm.  In contrast, the surrounding seas offer much greater potential for local people and fishing and fish processing is by far the most important economic activity on the island. Two volcanoes combined with global awareness of the impact of the 1973 Eldfell eruption on the island and a rich and varied bird population (including iconic puffin colonies) now bring thousands of tourists to the island using the 30-minute ferry journey from the mainland. Local people have developed many ways of earning a living from these visitors.  National Curriculum coverage Geography  Pupils should be taught to:  Locational knowledge   * The countries (including the location of Russia), major cities and key physical and human geography of Europe. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.   Place knowledge   * Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.   Human and physical geography  Describe and understand key aspects of:   * Physical geography including climate zones and volcanoes. * Human geography including economic activity and trade links, and the distribution of natural resources including energy.   Geographical skills  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.   |  |  |  | | --- | --- | --- | | **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** | | 1 | **Identify**, **recognise** and **describe**, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day | Oral | | 2 | **Identify**, **describe** and **compare and contrast** the countries of Europe | Annotated map | | 3 | **Recognise, describe** and **explain** the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular | Photograph interpretation | | 4 | **Compare and contrast**, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region | Venn diagram | | 5 | **Explain** and reach a **judgement** using appropriate and specialised subject vocabulary why there are so few trees on Hiemaey | Explanatory writing | | 6 | **Explain** how volcanoes form, **observe** the global pattern of volcanoes correctly and suggest plausible geographical **reasons** for this distribution | Labelled diagram, map and discussion | | 7 | **Understand** how and why the environment of Hiemaey has changed over time and reach **conclusions** and make **judgements** about the positive and negative impact of these changes on the ways of life of the people of Hiemaey | Discursive writing | | 8 | **Understand** the stages in the manufacture of an economic activity – fish processing - together with what export, import and trade entails | Flow diagram |   **Why is fair trade fair?**  Purpose of the enquiry  Perhaps better than any other topic, *Trade* exemplifies for young geographers, in an accessible way, the interconnectedness and interdependence of the world in which they live – 45 per cent of everything that young people in the United Kingdom eat and 90 per cent of everything they wear comes from abroad.  This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. The *Silk Road*, which remains the world’s most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade – producing commodities that other people around the world don’t have and are prepared to pay to obtain. This line of enquiry will add value to a study in history of Baghdad (perhaps the most important city along the Silk Road). Two thousand years later, China is the United Kingdom’s largest single-country trading partner and the pupils are supported to investigate exactly what the UK imports from China and why?  There is then an opportunity for pupils to appreciate that there are commodities that companies in the United Kingdom produce and export that are highly sought-after in China. The two remaining lines of enquiry introduce pupils to the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia. Pupils are then encouraged to investigate the significance of Fairtrade within their own school and to consider how it might go about becoming an accredited Fairtrade School.  The suggested homework involves pupils reflecting on the idea of ethical production and purchase (important elements of Fairtrade) within the clothing and fashion world – who makes their clothes and how committed these producers are to the welfare of the people they employ?  Context  Through this enquiry pupils investigate the issue of trade at a range of scales – from the personal to the global context. At an individual level the pupils reflect on what they and their families buy and from where it originates e.g. as part of the suggested homework exercise looking at clothes and fashion.  In the final line of enquiry, the pupils consider to what extent Fairtrade purchases form part of their school’s procurement and how this might be increased through the process of becoming a Fairtrade-accredited institution. The international location of St Lucia is the context for the pupils to explore how Fairtrade operates through the experiences of two small-scale farmers producing bananas. The enquiry itself begins with an exploration of the great *Silk Road* trading route of the Middle Ages between China and Europe.  National Curriculum coverage Geography  Pupils should be taught to:  Locational knowledge   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.   Human and physical geography  Describe and understand key aspects of:   * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.   Geographical skills and fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.   Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey   |  |  |  | | --- | --- | --- | | **Ancillary Question** | **Learning Activity** | **Possible source of evidence of achievement** | | 1 | **Describe** and **explain** why the Silk Road was the most important trading route in the history of the world; **evaluate** and **reflect** upon some of the changes that occurred as a result of the movement of people and commodities along it | Map and photograph interpretation  Oral  Journal entry | | 2 | **Explain** why and how countries trade with each other, **identify** and **describe** the commodities that are most frequently traded and **evaluate** some benefits and disadvantages of trading | Satellite image and Ordnance Survey map analysis  Categorising imports from China exercise  Oral | | 3 | **Compare and contrast** the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and **describe** and **explain** the differences | Written and recorded television advertisement | | 4 | **Describe**, **explain** and **reflect** on why the terms of international trade are not always fair for some producers of goods in other countries around the world | Divided proportional bar  Oral | | 5 | **Explain** what Fairtrade is, **compare and contrast** the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and **evaluate** and **judge** the benefits to be gained from certification | A3 poster | | 5 | **Evaluate** and **judge** the extent to which their school currently engages with Fairtrade, **understand** any constraints that exist; **reflect** and make recommendations for the future linked, perhaps, to ultimately achieving *Fairtrade School* status | Research audit  Report  Action Plan | |