

Collins

Primary Connected Geography | **KEY STAGE** **1 AND 2**

Teachers Professional Development Programme



Author: David Weatherly

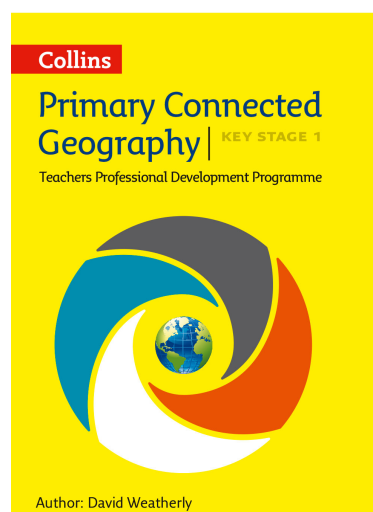
About Connected Geography

Connected Geography has been very carefully designed and resourced to provide teachers with a coherent, progressive and rigorous learning programme for Years 1–6 which will engage and motivate pupils and encourage them to see the world through the eyes of young geographers.

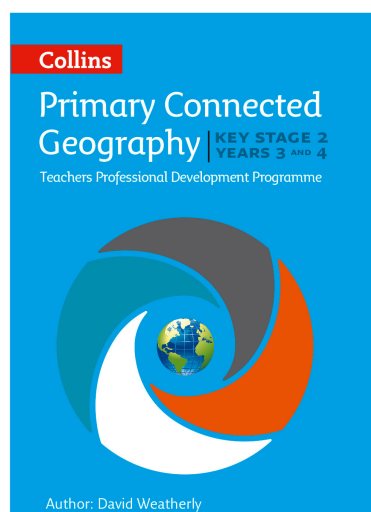
Many pupils in primary education today will live to see the next century and the content and approach to learning adopted in the *Connected Geography* programme recognises this. It seeks to identify the most relevant and meaningful aspects of the suggested subject content of the National Curriculum in geography to explore in depth, rather than providing a textbook that attempts comprehensive coverage at the expense of subject rigour and challenge.

A unique aspect of *Connected Geography* is that it is also a valuable professional development tool for teachers. Each enquiry includes detailed subject content knowledge, as well as guidance on approaches to learning and teaching to adopt inside and outside of the classroom to achieve the best subject outcomes. A wealth of resources including photographs, GIS data sets, satellite imagery, hyperlinks to streamed video, newspapers, and maps and plans at different scales are also included with each enquiry.

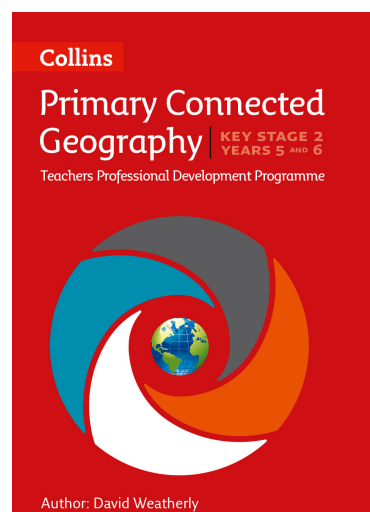
To gain the greatest benefit from each enquiry it is suggested that teachers begin by reading through the complete scheme of work documentation of each investigation to ensure that they understand its content, objectives and structure and are confident in introducing and developing it with pupils. Careful reading will also ensure that teachers are familiar with the rationale, context and methodology of each enquiry as outlined below.



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Outcomes focused curriculum

Learning objectives are outcome focused and progressively more challenging for Years 1–6 and reflect what it means for a pupil to get better at geography. The learning objectives, which highlight outcomes in bold, appear on the first page of the planning for each enquiry. They recognise that whilst it is important for pupils to increase and extend their knowledge of the subject it is also vital that they have space and time to develop as geographers.

Important subject knowledge is implicit in each enquiry but this is balanced with adequate time and opportunity for pupils to master key subject skills and outcomes by ‘doing less better’. This ensures progression in both the complexities of content and in terms of pupils applying their knowledge to achieve higher order outcomes as they move through the programme. The eighteen *Connected Geography* enquiries have been written to ensure that pupils are progressively challenged to achieve the following outcomes as they move through the programme. This progression reflects increasing mastery of the subject, which is highlighted in the learning objectives of each investigation:

Name and recognise	Identify	Locate	Describe
Observe	Compare and contrast	Reason	
Measure–Record–Present	Understand through explanation	Conclude	
Make informed judgements	Apply	Predict	Evaluate
Reflect	Critique	Hypothesise	

The importance of subject vocabulary

Choosing subject content carefully and effectively ‘doing less better’ provides space to ensure that appropriate and specialised geographical vocabulary is introduced and consolidated with pupils. This is an area of planning that is often overlooked when there is an emphasis on building curricula around content rather than subject outcomes. To this end the front page of each enquiry includes a comprehensive list of subject vocabulary as a starting point for teachers to introduce and develop with pupils as the investigation unfolds. This is of course not an exhaustive list and teachers will want to add to it as the enquiry process unfolds in the context of their own schools. An important aspect of both continuity and progression is to ensure that time is devoted to thinking about what subject vocabulary the pupils have already mastered and how this can be built upon and extended through the curriculum. *Connected Geography* has addressed this.

Clear purpose and context to every enquiry

The central purpose or rationale of geography, often referred to as its paradigm, is to enable pupils to understand the interaction of human beings with their environments – at personal, local, regional, national and global scales. This paradigm is central to all of the eighteen enquiries in the *Connected Geography* programme – with each exploring people – environment relationships – see Page 1 of the planning documentation of each enquiry. Throughout the design and writing of the programme considerable thought has been given to concentrating on the most relevant and purposeful aspects of the topics, places and themes of the geography content of the National Curriculum so as to provide pupils with a subject base fit for purpose in the 21st century. All geographical investigation is essentially placed based and the enquiries have been written to provide a comprehensive range of examples at different scales of locations around the world, in line with National Curriculum requirements, to illustrate key geographical concepts.

Connecting with other subject areas

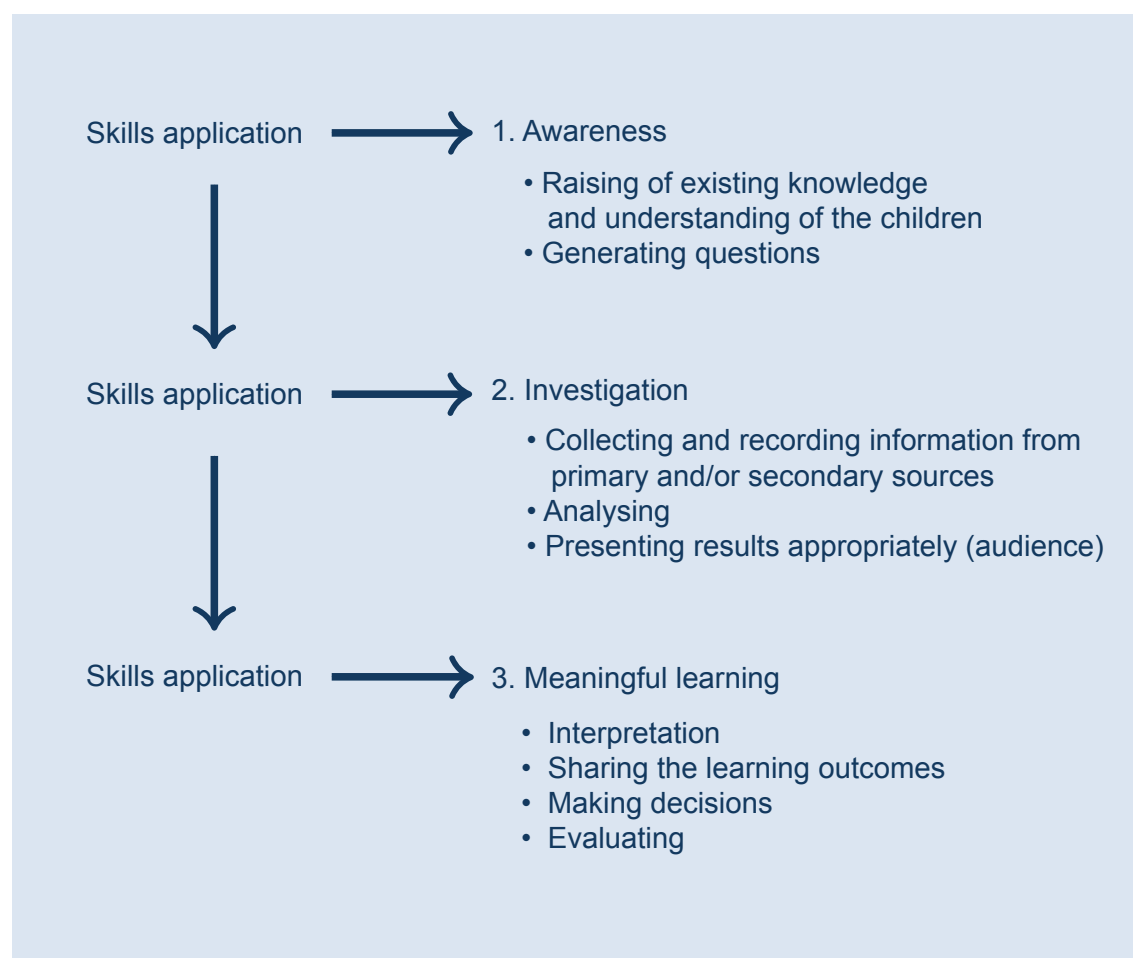
As well as delivering the subject content of geography within the National Curriculum, the eighteen enquiries of the *Connected Geography* programme also make links with areas of other subjects, which, if desired, can be delivered at the same time. Such connections are detailed on the second of the planning documentation of each investigation. Both Language and Literacy and Numeracy and Mathematics are of course embedded throughout all of the enquiries. In addition each enquiry highlights relevant links to the content of other National Curriculum subjects. This adds huge value to pupils learning as such connections provide different perspectives and viewpoints about issues and illustrate how interconnected and interdependent the world is in the twenty-first century. When suggesting such cross-curricular linkages the emphasis has been on relevance and ‘adding value’ to study rather than on making tokenistic or superficial connections.

Key question led and enquiry based learning

The *Connected Geography* programme does not attempt to teach topics in their entirety as this often leads to an over emphasis on content and ‘knowing’ rather than on enabling pupils to achieve higher order outcomes by interrogating information and applying skills from one context to another. What *Connected Geography* does is to ask big questions about topics, places, themes and issues – questions that are relevant if you are going to live to see the next century.

At Key Stage 1 many of these questions will understandably be more tightly defined or closed ‘Who’, ‘What’, ‘Where’ and ‘When’ questions but at Key Stage 2 a more open ended approach will be apparent to teachers with an emphasis on ‘Why’ and ‘How’ questions. Each enquiry has a key question underpinned by several ancillary or sub questions for the pupils to master in turn as they progress through the investigation. All of the ancillary questions have been carefully designed to take the pupil from the known and familiar to the unknown and unfamiliar in a supportive manner. By the time the pupils have completed all stages of the investigation they

will be in a position to answer the key question. The key question enquiry structure adopts the approach of initially identifying where the pupils are in terms of their experience or knowledge of the focus of the enquiry; then supporting them to complete a number of ancillary question investigations to progress their understanding; and finally assisting them to make sense of the progress they have made through a range of ways that can track and record achievement against performance descriptors (see Assessment section below).



Assessment and performance descriptors

The final page of the planning documentation of each enquiry suggests possible ways that pupils, achievement and progress might be judged by the teacher. In the assessment table the learning objectives and anticipated outcomes are listed again and cross-referenced this time to the specific ancillary questions where they were addressed. In the right hand column suggestions are made as to how a pupil might demonstrate progress against each outcome i.e. what they might write, make, present, enact or discuss that will enable the teacher to make a judgement of whether an objective has been accomplished, such as being able to describe how a community was affected by a volcanic eruption or explaining the challenges faced by those who manage National Parks. It is not anticipated that every learning outcome will be assessed in every enquiry but it is recommended that teachers select a sample of outcomes to assess in each enquiry to build up a developing picture of

how a pupil is progressing as a young geographer. The focus should be on whether the pupil has shown that they have been able to, for example, identify; describe; compare and contrast; explain; make a judgement or evaluate and record. It is not necessary or particularly desirable to attach a numerical value to the achievement of subject outcomes. It is left to the discretion of the teacher as to which outcomes are most appropriate and relevant to assess bearing in mind the priority of identifying the pupil's progress towards end of Key Stage 1, Key Stage 2 (Years 3 and 4) and Key Stage 2 (Years 5 and 6).

Here is a set of performance descriptors in geography as suggested by a school:

*During **Key Stage 1** we challenge and support our children to carry out a number of geographical investigations through the Connected Geography learning programme which enable them to use and apply basic and appropriate subject vocabulary, subject tools (including maps, aerial photographs and graphical data and fieldwork skills) to recognise, identify, describe, observe, reason and begin to explain in simple terms the interaction of people with their environments.*

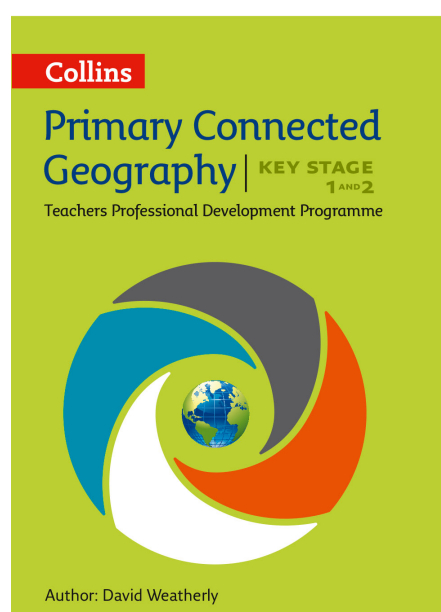
*Through **Key Stage 2 (Years 3 and 4)** in geography, learning and teaching builds on the knowledge and understanding, skills and attitudes outcomes at Key Stage 1 and the pupils make progress through being provided with opportunities to reach explanations (which means that their understanding is based on the clear use of evidence e.g. from data they have collected and presented in a graph) and reach conclusions about topics, places and issues they have studied through the Connected Geography learning programme. Another important aspect of geography at Key Stage 2 (Years 3 and 4) is that our pupils begin to be able to see the world through the perspective of different stakeholders i.e. people and things that have an interest in or are connected to an issue or place. To this end during Key Stage 2 (Years 3 and 4) we challenge and support our children to undertake geographical investigations from Connected Geography which enable them to use and apply appropriate and increasingly specialised subject vocabulary, subject tools (such as satellite imagery and GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain and reach basic conclusions about the interaction of people with their environments.*

*At **Key Stage 2 (Years 5 and 6)** Connected Geography focuses on topics and big questions that extend the children's subject skills so that they are able to make judgements about things they learn both from their own personal perspective and through empathising with the position of others. In addition opportunities are provided for the children to evaluate what they have learned and how they have learned it and to come up with their own questions to investigate. Higher outcomes in geography also involve children being able to apply what they have learned in one context to another and to understand concepts as well more discrete areas of knowledge which they learned and understood e.g. being aware of the fact that a*

seaside beach is only one example of how the land meets the sea and that 'coast' (a concept or generalised set of information) refers to anywhere where the land meets the sea which may be a beach but also could well be a cliff, port, estuary, mud flat or marsh. To achieve this during Key Stage 2 (Years 5 and 6) we challenge and support our pupils to undertake Connected Geography investigations which enable them to use and apply specialised subject vocabulary, subject tools (such as GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain, reach conclusions and make judgements, evaluate, apply and hypothesise about the interaction of people with their environments.

Resources to support learning

Each enquiry within the *Connected Geography* programme draws upon a wealth of learning and teaching resources, which will both inspire and motivate pupils to immerse themselves in the investigations. Resources are numbered and shown in bold in the Scheme of work. In addition all of the resources for every enquiry have been assembled in chronological order into a PowerPoint presentation that teachers can use to project images and information as required. The Teachers' Resources PDF file for each enquiry has a contents page where every resource is numbered and linked to the first page of that resource in the document. The resources are also bookmarked in this PDF. Some resources have contents listed for the teacher's use, these are deliberately excluded from the PowerPoint presentations. Some of the film clips noted in the scheme of work files are already supplied in the resources folder. Not all resources folders have contents, but you may wish to add any files you download to these folders.



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Connected Geography: National Curriculum Key Stage 1 Overview

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Cross curricular links
What is the geography of where I live?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom	Small area of the United Kingdom	Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing
Why do we love being beside the seaside so much?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing Science Art and Design Design and Technology
How does the weather affect our lives?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing History Art and Design Design and Technology Music

Connected Geography: National Curriculum Key Stage 1 Overview

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Cross curricular links
Why don't penguins need to fly?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs Plans Fieldwork	Language and literacy Numeracy and Mathematics Computing Science Design and Technology Art and Design
Why does it matter where our food comes from?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing Science Design and Technology
How does Kampong Ayer compare with where I live?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles	Small area in a contrasting non-European country	Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing Science Art and Design Design and Technology

Connected Geography: National Curriculum Key Stage 2 (Years 3 and 4) Overview

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Cross curricular links
Why do some earthquakes cause more damage than others?	South America Latitude and longitude Northern and Southern Hemisphere and time zones		Volcanoes and earthquakes	Maps, atlases, globes and digital/computer mapping Map symbols and key	Language and literacy Numeracy and Mathematics Computing Science Design and Technology
Beyond the Magic Kingdom: what is the Sunshine State really like?	Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere and time zones	Region within North or South America	Climate zones Settlement and land use Economic activity and trade	Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key	Language and literacy Numeracy and Mathematics Computing Science History
Why do so many people live in megacities?	Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Settlement and land use Economic activity and trade	Maps, atlases, globes and digital/computer mapping	Language and literacy Numeracy and Mathematics Computing History

Connected Geography: National Curriculum Key Stage 2 (Years 3 and 4) Overview

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Cross curricular links
How and why is my local environment changing?	United Kingdom		Settlement and land use	Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	Language and literacy Numeracy and Mathematics Computing Science History
How can we live more sustainably?	United Kingdom		Natural Resources	Maps, atlases, globes and digital/computer mapping Fieldwork – observe, measure, record and present	Language and literacy Numeracy and Mathematics Computing Science Design and Technology
Why are jungles so wet and deserts so dry?	South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Climate zones Biomes and vegetation belts	Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key	Language and literacy Numeracy and Mathematics Computing Science

Connected Geography: National Curriculum Key Stage 2 (Years 5 and 6) Overview

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Cross curricular links
How do volcanoes affect the lives of people on Hiemaey?	Europe including Russia Latitude and longitude Northern and Southern Hemisphere and time zones	A region in a European country	Climate zones Volcanoes and earthquakes Settlement and land use Economic activity and trade	Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key	Language and literacy Numeracy and Mathematics Computing History
What is a river?	Europe including Russia United Kingdom Latitude and longitude Northern and Southern Hemisphere	A region of the United Kingdom	Rivers and the water cycle Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	Language and literacy Numeracy and Mathematics Computing Science History Music
Why are mountains so important?	Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Mountains Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps	Language and literacy Numeracy and Mathematics Computing Science History

Connected Geography: National Curriculum Key Stage 2 (Years 5 and 6) Overview

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Cross curricular links
How is climate change affecting the world?	North America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Climate zones Biomes and vegetation belts Types of settlement and land use Natural resources	Maps, atlases, globes and digital/computer mapping Map symbols and key	Language and literacy Numeracy and Mathematics Computing Science
Why is fair trade fair?	Europe including Russia South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Climate zones Economic activity and trade Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps	Language and literacy Numeracy and Mathematics Computing History
Who are Britain's National Parks for?	North America United Kingdom Latitude and longitude Northern and Southern Hemisphere	A region of the United Kingdom	Mountains Types of settlement and land use Economic activity Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps	Language and literacy Numeracy and Mathematics Computing Science History Art and Design

Geography: Key Stage 1

Teachers Professional Development Programme

Enquiry 1: What is the geography of where I live?



Author: David Weatherly

Connecting the curriculum through enquiry based learning

Key Question: What is the geography of where I live?

Learning objectives

During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:

- **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;
- 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;
- **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;
- 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;
- **Understand** that the many different uses of land **observed** in the local area can be grouped into a small number of categories;
- Through fieldwork **observe** and **record** in a variety of ways, significant examples of physical and human geographical features of 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.

National Curriculum coverage Geography

Pupils should be taught to:

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.

Key Question: What is the geography of where I live?

- 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;
- **Recognise, identify** and **locate** the key human and physical geographical features of their own home area and offer **reasons** for any current changes in land use;

Key Subject Vocabulary

Place; People;
Environment; Landscape;
Community; Natural;
Physical geography;
Human geography; Global;
United Kingdom; Country;
Nation; City; Capital;
Continent; Ocean; Europe;
Equator; Sea; Tree; Wood;
Forest; Tropical; Buildings;
Landslide; Beach; Wave;
Motorway; Canyon;
Mountain; Snow; Cliff;
Town; Moor; Train;
Offices; Service; Hotel;
Departmental Store;
Fishing; Boat; Farm; Ice;
Freeze; Plough; Field;
Road; Bridge; Safari;
Holiday; Sport; Timber;
Railway; Geo tagged;
Geographical Information System (GIS); Annotated;
Local area; Stadium;
Change; Construction;
Land use; Scale; Street;
Transport; Recreation;
Economic; Residential.

Connections to the subject content of other curriculum areas

English

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in English is an essential foundation for success in all subjects.

Spoken language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Numeracy and Mathematics

Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.

Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work.

Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Computing

Pupils should be taught to:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Question: What is the geography of where I live?

NOTES

Ancillary Question 1: What is geography all about?

Divide the pupils into pairs and provide each pair with the set of photographs in **Resource 1**. Allow plenty of time for the pupils to look carefully at each image and to identify and describe what they can see. Encourage discussion and feedback and make a list on the board of all the key features that the pupils are able to recognise and speculate upon. Note also the use of important key subject vocabulary as discussion unfolds. Tell the pupils that this set of photographs helps us to understand what the subject of geography is all about and can they work out what it is?

Write the first half of a sentence on the board: *Geography is the study of* Now challenge the pupils to finish this sentence in just **three** words! Give each pair the opportunity to prepare what their three words are going to be and then ask a representative to come up and complete the sentence. The three words are **people and places**. All of the photographs are of different places around the world – some mainly of **human geography** (largely built environments) and some of **physical geography** (mostly natural or semi-natural environments). Can the pupils make two sets of the photographs – one for images that show mostly human geography and one for images showing mostly physical geography?

There is no longer anywhere in the world that is not impacted upon in some way by people and human activities. Even in the remotest parts of central Antarctica, ice core samples show deposits of nitrous oxide and sulphates corresponding to the beginning of the industrial revolution in Europe in the 1800s and so even this environment can't be described to as entirely 'natural'. In **Resource 2** there is a second set of photographs to show and discuss with the pupils. These images will enable the pupils to arrive at a more precise definition of what the study of geography is about. Explain to the pupils that you are hoping that they will come up with a key word that is needed to complete the definition, which at the moment says: *Geography is the study of people and places*. Encourage the pupils to see that all of the photographs show people being **connected** in some way to the places they are in e.g. building a new house or watching big game on safari in Kenya. This is the very essence of geography: *the study of the connections between people and places*.

Geography: Key Stage 1

Teachers Professional Development Programme

Enquiry 1: What is the geography of where I live?



Author: David Weatherly

Connecting the curriculum through enquiry based learning

Resource 1: Geography photo 1



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Connected Geography Key Stage 1 - Resource Files: "What is the geography of where I live?"

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Resource 1: Geography photo 2



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Resource 1: Geography photo 3



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Resource 1: Geography photo 7



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Connected Geography, Key Stage 1 – Resource Files: What is the geography of where I live?

Resource 1: Geography photo 11



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Resource 1: Geography photo 10



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Connected Geography, Key Stage 1 – Resource Files: What is the geography of where I live?

Resource 1: Geography photo 13



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Resource 1: Geography photo 14



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Resource 1: Geography photo 15



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Resource 1: Geography photo 16



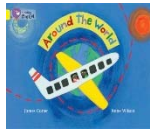



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Key Question: What is the geography of where I live?

Further reading

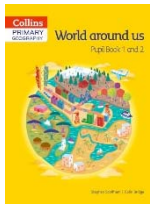


Collins *Big Cat* has books for every child in the classroom with a wide variety of genres, top authors, relevant topics and a range of engaging formats and illustrative styles. Listed below is a selection of from the Big Cat list to support the enquiry topics in Connected Geography for KS1. Find out more at Collins *Big Cat* – www.collins.co.uk

ISBN: 978-0-00-718658-7	<i>Around the World</i>	James Carter	
ISBN: 978-0-00-718569-6	<i>Where is My School?</i>	Alison Sage	
ISBN: 978-0-00-718586-3	<i>What's Underground</i>	Gill Munton	
ISBN: 978-0-00-759110-7	<i>Homes Sweet Homes</i>	James Carter	

PRIMARY GEOGRAPHY

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ISBN: 978-0-00-756358-6	<i>Primary Geography Pupil Book 1/2 World around us</i>	Stephen Scoffham and Colin Bridge	
ISBN: 978-0-00-756368-5	<i>Primary Geography Interactive Resources</i>		