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.
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:

<table>
<thead>
<tr>
<th>Name and recognise</th>
<th>Identify</th>
<th>Locate</th>
<th>Describe</th>
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<td>Observe</td>
<td>Compare and contrast</td>
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<td>Measure–Record–Present</td>
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<td>Make informed judgements</td>
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<td>Reflect</td>
<td>Critique</td>
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</table>

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 place 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 a 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 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 our 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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<td>Small area of the United Kingdom</td>
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<td>Why don't penguins need to fly?</td>
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| 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  
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   North America  
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   Settlement and land use  
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Enquiry 1: How do volcanoes affect the lives of people on Hiemaey?

Author: David Weatherly

Connecting the curriculum through enquiry based learning
Key Question: How do volcanoes affect the lives of people on Hiemaey?

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, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day;
- Identify, describe and contrast the countries of Europe;
- Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular;
- Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region;
- Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey;
- Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution;

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.
Key Question: How do volcanoes affect the lives of people on Hiemaey?

• 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;

• Understand the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails;

• Make a reasoned geographical judgement, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes.

Key Subject Vocabulary

- Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Trade; Economic activity; Natural resources; Environment; Landscape; Eruption; Fire; Fjord; Magma; Evacuation; Lava; Cliff; Gulf Stream; Glacier; Mountain; Relief; Earthquake; Political; City; Urban; Rural; Region; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Growing season; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Economic activity; Processing; Colony; Transport; Market.

Connections to the subject content of other curriculum areas

Language and literacy

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 the English language 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.

Vocabulary development

Pupils’ acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils’ current knowledge. They should increase pupils’ store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils’ comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language that defines each subject in its own right, such as accurate mathematical and scientific language.

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.

History

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Key Question: How do volcanoes affect the lives of people on Hiemaey?

Science
• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
• Recognise that soils are made from rocks and organic matter.
• Recognise that environments can change and that this can sometimes pose dangers to living things.
• Construct and interpret a variety of food chains, identifying producers, predators and prey.
• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
Ancillary Question 1: Where does Saethor take his dog Tiry for a walk every day?

Ask the pupils if they have a dog in the family or in the families of relatives and friends? Do they take the dog for a walk at any time? Where do they go? What’s their favourite walk and which bits of the walk does the dog really appreciate?

Now show the pupils the photograph of Saethor out for his daily walk with his dog Tiry in Resource 1. Ask the pupils to describe the walk they think Saethor and Tiry do every day? Encourage speculation and reasoning based on evidence they can see. What is it that they have walked up? Possibly a hill or a mountain. What does the ground appear to be made of? To focus the thinking of pupils here, show them the photographs in Resource 2. This shows the view from the town in the background of the first photograph and Saethor and Tiry are standing right on top of the feature in the background of all three photographs in Resource 2. What is it that they have walked up? If the pupils have not mentioned a volcano at this point then the image in Resource 3 will illicit this.

The photograph in Resource 3 shows the same place in 1973. So, it’s a volcano then. Take time here to discuss with pupils what they understand a volcano to be. What does a volcano do? How does a volcano form? Explain that a volcano is an opening in the Earth’s crust that allows red hot (molten) liquid rock from beneath the crust to reach the surface. This molten rock is called magma when it is beneath the surface and lava when it erupts and flows from a volcano. Along with lava, volcanoes also release gases, ash and rock. It’s a super-hot mix that can be both incredibly destructive and creative. Further background for teachers is at www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/volcanoes_rev2.shtml and https://volcanoes.usgs.gov/about/index.php
Enquiry 1: How do volcanoes affect the lives of people on Hiemaey?
Resource 1: Saethor and Tiry

Resource 2: Saethor and Tiry's walk

© David Weatherly
Resource 3: The view in 1973

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### 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](http://www.collins.co.uk)

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**PRIMAR Y GEOGRAPHY**

Collins *Primary Geography* provides a progressive, skills based scheme for primary school pupils.

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