Connecting the curriculum through enquiry based learning
What is Connected Geography?

*Connected Geography* has been written for teachers and provides a fully documented and resourced cross-curricular geography programme that fully meets the requirements of the National Curriculum. The curriculum programme has been carefully designed to increase the confidence and extend the professional expertise of colleagues teaching geography in a primary school. Each enquiry provides a teacher with both the background content knowledge they require as well as step by step guidance through the enquiry process including signposting assessment opportunities, vocabulary development and homework suggestions.

The Connected Geography programme is made up of 18 enquiries – 6 for Key Stage 1, 6 for Lower Key Stage 2 and 6 for Upper Key Stage 2. Careful consideration has been given to ensuring continuity and progression through the programme Years 1 – 6 in terms of knowledge and understanding, geographical skills and conceptual development.

As well as providing a complete geography curriculum *Connected Geography* also makes meaningful links with other subject disciplines and SMSC – a truly geography focused cross-curricular programme. In so doing it supports children to understand the world as it really is – connected and interdependent. As a consequence it provides schools with a relevant and contemporary curriculum appropriate for learners who may well live to see the next century.

Within each enquiry teachers are provided with:

- The context of the investigation
- Clear learning objectives
- The key subject vocabulary
- Background subject content knowledge about each topic
- Comprehensive learning and teaching activities
- Suggested opportunities for assessment
- A wealth of wide ranging and multimedia resources
- Homework possibilities

**About the author**

David Weatherly is a School Improvement Adviser and Curriculum Consultant 4-18. He works with schools, teachers and trainee teachers nationally and internationally to design engaging and challenging curricula and to develop learning and teaching strategies which both motivate and improve the performance of children and young people. He teaches regularly at all stages of learning.
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<thead>
<tr>
<th>Enquiry</th>
<th>Geography National Curriculum Subject Coverage</th>
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| What’s the geography of where I live like? | Continents and Oceans  
Equator and North and South Poles  
The United Kingdom and its surrounding seas  
Human and physical geography of a small area of the United Kingdom  
Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment  
Basic and appropriate physical and human geographical vocabulary development  
World maps, atlases and globes  
Compass directions and locational and directional language  
Aerial photographs and plans  
Devise simple maps and associated symbols | English  
Mathematics  
History  
Design and technology  
Science  
Art and design  
Music  
Computing  
Spiritual, Moral, Social and Cultural development (SMSC) |
| How does the geography of Kampong Ayer compare with where I live? | Continents and Oceans  
Equator and North and South Poles  
Human and physical geography of a small area in a contrasting non-European country  
Basic and appropriate physical and human geographical vocabulary development  
World maps, atlases and globes  
Compass directions and locational and directional language  
Aerial photographs and plans  
Devise simple maps and associated symbols | English  
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History  
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Science  
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| How does the weather affect our lives? | Continents and Oceans  
Equator and North and South Poles  
The United Kingdom and its surrounding seas  
Use simple and fieldwork and observational skills to study the geography of the school and its grounds  
Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world  
Basic and appropriate physical and human geographical vocabulary development  
World maps, atlases and globes  
Compass directions and locational and directional language  
Aerial photographs and plans  
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Science  
Art and design  
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Computing  
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| Why do we love being beside the seaside so much? | Continents and Oceans  
Equator and North and South Poles  
The United Kingdom and its surrounding seas  
Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world  
Basic and appropriate physical and human geographical vocabulary development  
World maps, atlases and globes  
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Aerial photographs | English  
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| Why does it matter where our food comes from? | Continents and Oceans  
Equator and North and South Poles  
The United Kingdom and its surrounding seas  
Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world  
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Design and technology  
Science  
Art and design  
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Computing  
Spiritual, Moral, Social and Cultural development (SMSC) |
| Why don’t penguins need to fly? | Continents and Oceans  
Equator and North and South Poles  
Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world  
Basic and appropriate physical and human geographical vocabulary development  
World maps, atlases and globes  
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| **Beyond the Magic Kingdom: What is the Sunshine State really like?** | Key physical, human and environmental characteristics of North and South America  
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 of a region within North America  
Key aspects of physical geography: climate zones, biomes and vegetation belts  
Key aspects of human geography: types of settlement and land use  
Key aspects of human geography: economic activity including trade links  
Use maps, atlases, globes and digital/computer mapping  
Eight points of the compass and appropriate map skills  
Development of specialised geographical vocabulary | English  
Mathematics  
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Science  
Art and design  
Music  
Computing  
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| **How and why is my local environment changing?** | 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  
Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time  
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)  
Key aspects of human geography: types of settlement and land use  
Key aspects of human geography: economic activity  
Use maps, atlases, globes and digital/computer mapping  
Eight points of the compass and appropriate map skills including Ordnance Survey four and six figure grid references, symbols and key  
Development of specialised geographical vocabulary | English  
Mathematics  
History  
Design and technology  
Science  
Art and design  
Music  
Computing  
Spiritual, Moral, Social and Cultural development (SMSC) |
| **Why do so many people live in megacities?** | The world’s countries and the key physical, human and environmental characteristics of Europe and North and South America  
Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time  
Key aspects of human geography: types of settlement and land use  
Key aspects of human geography: economic activity including trade links  
Use maps, atlases, globes and digital/computer mapping  
Eight points of the compass and appropriate map skills  
Specialised geographical vocabulary | English  
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Science  
Art and design  
Music  
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| **How can we live more sustainably?** | Key aspects of human geography: the distribution and use of natural resources including energy, food, minerals and water  
Key aspects of human geography: economic activity including trade links  
The world’s countries and the key physical, human and environmental characteristics of Europe and North and South America  
Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time  
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Specialised geographical vocabulary | English  
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Spiritual, Moral, Social and Cultural development (SMSC) |
| **Why are jungles so wet and deserts so dry?** | Key aspects of physical geography: climate zones, biomes and vegetation belts  
Key aspects of human geography: types of settlement and land use  
Key aspects of human geography: economic activity  
The world’s countries and the key physical, human and environmental characteristics of Europe and North and South America  
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)  
Use maps, atlases, globes and digital/computer mapping  
Eight points of the compass and appropriate map skills  
Specialised geographical vocabulary | English  
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| **Why do the biggest earthquakes not always cause the most damage?** | Key aspects of physical geography: earthquakes and volcanoes  
Key aspects of human geography: types of settlement and land use  
The world’s countries and the key physical, human and environmental characteristics of Europe and North and South America  
Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time  
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<td><strong>How do volcanoes affect the lives of people on Hiemaeay?</strong></td>
<td>Key physical, human and environmental characteristics including countries and major cities of Europe 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 of a region of a European country Key aspects of physical geography: climate zones, biomes and vegetation belts Key aspects of physical geography: volcanoes and earthquakes Key aspects of human geography: types of settlement and land use Key aspects of human geography: economic activity including trade links Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills Development of specialised geographical vocabulary</td>
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<td><strong>What is a river?</strong></td>
<td>Key physical, human and environmental characteristics including countries and major cities of Europe Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time 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) Key aspects of physical geography: rivers and the water cycle Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills including Ordnance Survey four and six figure grid references, symbols and key Development of specialised geographical vocabulary</td>
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<td><strong>Why are mountains so important?</strong></td>
<td>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time 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) Key aspects of physical geography: mountains Key aspects of human geography: types of settlement and land use Key aspects of human geography: economic activity Key aspects of human geography: distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills Specialised geographical vocabulary</td>
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<td><strong>Why is fair trade fair?</strong></td>
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<td><strong>Who are Britain's National Parks for?</strong></td>
<td>Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time Human and physical geography of a region in the United Kingdom Key aspects of human geography: types of settlement and land use Key aspects of human geography: distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills Specialised geographical vocabulary</td>
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<td><strong>How is climate change affecting the world?</strong></td>
<td>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time 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) Key aspects of physical geography: climate zones, biomes and vegetation belts Key aspects of human geography: distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping Eight points of the compass and appropriate map skills Specialised geographical vocabulary</td>
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### Ancillary Question: How do geographers describe the Westman Islands?

#### Purpose of the enquiry
The enquiry encourages and supports pupils not only to understand some of the key geographical processes which 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 care for them.

#### Context
The island of Heimaey (pronounced Hay-ee and meaning ‘horse island’) is the largest and only inhabited island (population 4000) of the Westman Islands (Vestmannaeyjar pronounced vest-VAN-uh-yar in Icelandic). The Westman Islands form a thin strip of southern Region of Iceland and are very active volcanically. The centre of Heimaey came to international attention in 1973 when the eruption of the Eldfell volcano, which destroyed many buildings and forced a temporary evacuation of the entire population to mainland Iceland. Approximately one 9th of the town was destroyed before the lava flow was halted by application of 6.8 billion litres of cold sea water but not before it had isolated the land area of Heimaey by 20%.

Today the two volcanoes of Eldfell and Fagradalsfjall dominate the island and everyone can observe them every day. Successive eruptions have eroded sea caves. Over thousands of years have created a large, largely untouched landscape with distinctive valleys leading off and making cliffs and black ash beaches. This harsh physical geography combined with a Polar climate make Heimaey a very challenging place to try and farm. In contrast the surrounding seas are very cold and the fishing is painstakingly trying for the most important economic activity on the island.

The two volcanoes combined with global awareness of the impact of the 1973 Eldfell eruption on the island and and rich and varied bird population (including iconic puffins) make the Westman Islands one of the most important sites in the world for the study of 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
- **Geographical similarity and differences through the study of human and physical geography of a region in a European country:**

#### Purpose
- Identify and explain similarities and differences in the way life and landscapes are affected by the volcanic activity on this island.
- Explain how the volcanic activity has shaped the physical and human geography of Heimaey.
- Identify the main economic activities of Hiemaey and the importance of the people of Hiemaey.
- Explain the ways of life of the people of Heimaey.
- Explanations for the main information suggest in particular;
- During the enquiry pupils are asked to consider the risks and hazards to the people who coexist with them.

#### Potential links
- **History:**
  - The Viking and Ango-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- **Mathematics:**
  - Describe and explain addition, subtraction, multiplication and division using appropriate methods, including bar charts and time graphs
  - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

#### Assessment
This enquiry presents several opportunities to evaluate at different stages how the pupils are progressing in geography through the mastery of key geographical skills and outcomes. It is not intended necessarily that all of the following learning activities should be assessed. Rather the list can be used as a general guide for selecting perhaps one or two assessment opportunities for individual pupils rather than on a whole group basis.

**Ancillary Question:** How do geographers describe the Westman Islands?

**Learning Activity:** Identify and describe using appropriate subject vocabulary the physical and human geography of Vestmannaeyjar

**Evidence:**
- **Annotated map**
- **Venn diagram**
- **PowerPoint**
- **Flow diagram**
- **Piece of explanatory writing**
- **Oral discussion**
- **Presentation of geographical reasons for this pattern.**
- **Homework:** Make a reasoned geographical judgement using evidence and logical argument as to whether earthquakes are more dangerous than volcanoes

**Homework possibilities:**
- Whilst undertaking this investigation at school pupils could be asked to carry out a mini enquiry of their own at home focusing on earthquakes and in particular answering the question. Are earthquakes more dangerous than volcanoes?
- This would include describing and explaining what an earthquake is and how and when it is measured, where they occur, and what causes them. A key question is whether or not they are more dangerous than volcanoes.
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Sample Resources
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