

## GEOGRAPHY

All enquiries are taught on a 2 year cycle. Year A starts in the September of an even year (e.g. 2020, 2022 etc). Year B starts in the September in an odd year (2021, 2023 etc).

The questions in blue are our enquiry titles. National Curriculum coverage for this subject that is linked to the enquiry is in the box to the right. If the box is blank, this means that this subject is not covered in the enquiry.

### YEARS 1 AND 2

<b>YEAR A OF THE TWO YEAR CYCLE</b>	
<b>ENQUIRY</b>	<b>NATIONAL CURRICULUM CONTENT</b>
How can we help?	
What could my classroom be made out of?	
How are schools the same?	<p>Place knowledge</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage</li> </ul>
What is home?	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes (revise UK and its countries),</li> <li>• continents and oceans;</li> <li>• simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on maps;</li> <li>• use aerial photos &amp; plan perspectives to recognise landmarks and basic human and physical features; devise a simple</li> </ul>

	<p>map; and use &amp; construct basic symbols in a key;</p> <ul style="list-style-type: none"> <li>• use simple fieldwork and observational skills to study the geography of the school</li> </ul>
What did Brunel do for Great Britain?	
How do we live a healthy life?	
How do plants grow around us?	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans.</li> </ul> <p>Human and physical geography:</p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>
How will we get around in the future?	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• name, locate &amp; identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>• use basic geographical vocab to refer to key physical/human features.</li> </ul> <p>Geographic skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the UK &amp; its countries</li> <li>• use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map;</li> <li>• use aerial photographs &amp; plan perspectives to recognise landmarks, basic human and physical features</li> </ul>

<b>YEAR B OF THE TWO YEAR CYCLE</b>	
<b>ENQUIRY</b>	<b>NATIONAL CURRICULUM CONTENT</b>
How could we play in different ways?	
What am I?	
What changes around me?	<p>Human and physical geography:</p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>
What do artists do?	
What grows near me?	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to:</li> </ul>

	<ul style="list-style-type: none"> <li>- key physical features including: forest, soil, vegetation, garden, seasons and weather;</li> <li>- key human features including: city, town, farm, country.</li> </ul>
What is my hat made of?	
What might I do in the future?	
Where is my school?	<p>Place knowledge</p> <ul style="list-style-type: none"> <li>• understand geographical similarities &amp; differences through studying human and physical geography of a small area of the UK and a contrasting non-European country</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use simple compass directions (NSEW) and locational and directional language</li> <li>• identify the UK and its countries</li> <li>• use aerial photographs and plans to recognise landmarks/human/physical features; devise a simple map; use basic symbols in a key</li> <li>• use simple fieldwork and observational skills to study the geography of their school and grounds.</li> </ul>
Who helps who?	
How do we move around?	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

## YEARS 3 AND 4

<b>YEAR A OF THE TWO YEAR CYCLE</b>	
<b>ENQUIRY</b>	<b>NATIONAL CURRICULUM CONTENT</b>
How can we switch off?	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• 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;</li> </ul> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• locate countries;</li> <li>• describe land-use patterns.</li> </ul>
Why do we live here?	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• locate the world's countries</li> <li>• name and locate counties and cities of the United Kingdom</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of:               <ul style="list-style-type: none"> <li>- human geography, including types of settlement and land use.</li> <li>- physical geography, including rivers and mountains</li> </ul> </li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</li> </ul>
What is the difference between noise and sound?	
What is creativity?	
Why are more people becoming vegetarian?	
Who has stood here before us?	
Where does our water come from?	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• name &amp; locate counties &amp; cities of the UK, geographical regions &amp; their identifying human &amp; physical characteristics, key topographical features (incl. hills, coasts &amp; rivers)</li> </ul> <p>Human and physical geography</p>

	<ul style="list-style-type: none"> <li>describe &amp; understand key aspects of physical geography, including the water cycle.</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use the 8 points of a compass, symbols and key to build their knowledge of the UK and the wider world.</li> </ul>
What should you flush down the loo?	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>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.</li> </ul>

<b>YEAR B OF THE TWO YEAR CYCLE</b>	
<b>ENQUIRY</b>	<b>NATIONAL CURRICULUM CONTENT</b>
How can we find out about people in the past?	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
How can you feel the force?	
How do plants die?	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>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 (inc. day and night);</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>
What is underneath our feet?	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p>Geographical skills and fieldwork</p>

	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
Where does the darkness come from?	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>
Why did people travel in the past?	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe and North &amp; South America, concentrating on their environmental regions, key physical &amp; human characteristics, countries, and major cities;</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes &amp; digital/computer mapping to locate countries and describe features studied.</li> </ul>
What is the difference between surviving and being healthy?	

## YEARS 5 AND 6

<b>YEAR A OF THE TWO YEAR CYCLE</b>	
<b>ENQUIRY</b>	<b>NATIONAL CURRICULUM CONTENT</b>
How can science help the homeless?	
What does the Earth look like from the solar system?	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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).</li> </ul>
Where is our twin?	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>• locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> </ul> <p>Place knowledge:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Human and physical geography:</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of:               <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</li> <li>- 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.</li> </ul> </li> </ul>

	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
How can we show what we believe in?	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
Who is trading with whom?	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps;</li> <li>• name &amp; locate counties and cities of UK.</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• describe &amp; understand key aspects of human geography: trade links.</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes &amp; digital/computer mapping</li> <li>• use fieldwork to observe, measure, record and present</li> </ul>
How are you helping to save our planet?	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of human geography including land use, energy, pollution, minerals and water.</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
What makes a good performance great?	
What do forces actually do?	

### YEAR B OF THE TWO YEAR CYCLE

ENQUIRY	NATIONAL CURRICULUM CONTENT
How are lives saved?	
How big is your footprint?	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p>human characteristics, countries, and major cities.</p> <p>Human and physical geography;</p> <ul style="list-style-type: none"> <li>describe and understand key characteristics 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.</li> </ul>
How do we all live together?	
Linnaeus or Darwin – how are they connected?	
Where does our food really come from?	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>locate the world’s countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
Who were the great engineers?	
Why are shadows important?	