

KS1 Geography Enquiry Based Curriculum 2023-2024 : Year 1/2

During this academic year (2023-2024) years 1 and 2 are provided with a solid local geography base to provide them with geographical enquiry and skills which will prepare them for the through opening world's scheme in KS2.

Additionally to this, each class takes part in an assortment of local geography focussed trips and fieldwork.

Examples:

Walk around Ermington village to collate information on location of service and amenities for map work

Geographical concepts: Change, diversity across space and interaction

Enquiry Question, theme, & concept	Subsidiary enquiry questions	Key vocab (not exhaustive)	Contextual World Knowledge (know what & where)	Geographical Understanding (know how and why)	Geographical enquiry and skills (know how to)	Rationale
<p>Where in the World am I?</p> <p>Locality – my place in space</p> <p>Interaction</p> <p>*Recap countries of the UK and capital cities*</p>	<ol style="list-style-type: none"> Where am I now? (School focus – features of school). Map of school grounds. What type of place do I live in? Where do I live? Walk around local area. What is my local area like? What features can I identify on a map? How can we use a map to show what our local area is like? 	<p>Hill, sea, coast, Beach, cliff, river, valley,</p> <p>City, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Location of school and home (space)</p> <p>Type of settlement</p> <p>Human and physical features of local area</p>	<p>Begin to understand that some features in their local area are man-made and others occur in nature</p>	<p>Sketch map/map of school grounds with symbols</p> <p>Map skills to locate where they live, Devon, UK on a map</p> <p>Photograph interpretation – features</p> <p>Map symbols (child led)</p> <p>Fieldwork – local walk – land use/identifying features</p> <p>Directional language – near to/far from</p>	<p>In geography, children need to develop an appreciation of their own locality before they are introduced to less familiar places. In this unit we focus on the core disciplinary concepts to begin to introduce the idea of the physical location of a place, what it is like there, and how big it is/how far away it is.</p> <p>This unit is context dependent – i.e. Plymouth location will begin to introduce the concept of being part of a big city, whereas Ermington will develop awareness that their small village is far from a big city.</p>
<p>What is the weather like where we live?</p> <p>Weather</p> <p>Change</p> <p>*Recap countries of the UK and capital cities*</p>	<ol style="list-style-type: none"> What are the different types of weather? What type of weather do we get? How does the daily weather change? (weather diary and FW) How does weather affect our daily lives? How does our weather change over time? (Seasons) What weather don't we get? (Latitude) 	<p>North pole, south pole, equator, seasons, weather,</p>	<p>Types of weather</p> <p>Significant places on the World map (equator, poles)</p> <p>Location of the UK</p>	<p>Why we get the weather we do (latitude), i.e. we don't experience extreme weather (hot/cold) due to our location in the world</p> <p>Patterns of weather (seasons)</p>	<p>Weather diary</p> <p>Fieldwork – weather Weather symbols</p> <p>Map of the world – latitude</p> <p>Map of UK - rainfall map</p> <p>Weather report</p>	<p>We now introduce children to something else they experience everyday (familiar) – weather. This is the first thematic unit but can build on locational knowledge through the theme.</p> <p>Knowledge of seasons from EYFS can be retrieved and secured with an introduction to our location (latitude) so children can develop their understanding of our place in the wider world.</p>

<p>How does the geography of X compare to where I live?</p> <p>e.g. Hawaii</p> <p>Non-European place (small area)</p> <p>Diversity and change</p>	<ol style="list-style-type: none"> 1. Where in the world is Hawaii? 2. What is the climate like in Hawaii and how does this affect people/animals? 3. How is land used in Hawaii? 4. What is life like in Hawaii? 5. How is X within Hawaii similar and different to X within Devon? 6. How is Hawaii similar and different to our part of Devon? 	<p>Continent, country, ocean, sea, weather, beach, cliff, coast, port, harbour, city, town, hill, mountain,</p>	<p>Human and physical features</p> <p>Climate of the place</p> <p>Landscape/land use</p>	<p>How and why is it similar and different to our local area:</p> <p>Human and physical reasons – location, climate, population</p>	<p>Maps to locate (different scales)</p> <p>CLOCC</p> <p>MPIS</p> <p>Photos to compare</p> <p>Climate data</p> <p>Written answer to enquiry question</p> <p>Be able to describe similarities and differences to our part of Devon using photos and maps</p> <p>Locate Hawaii on a map (different scales)</p> <p>Exposure to map symbols</p>	<p>We have chosen to focus on Hawaii because it does not feature in KS2 and the children will have heard of this state through films. We would like to address any misconceptions about Hawaii and focus on climate, land use and life for the population. The children will compare Honolulu to Ermington and Ivybridge to broaden their knowledge and awareness of diversity.</p>
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