

Key Concepts: Place, Environment, Space, Scale, Diversity, Interconnection, Sustainability

2024 2025	Enquiry 1	Enquiry 2	Enquiry 3
Year 1	<p>What makes our school special? (Place) This enquiry explores the unique features of our school, from its location and classroom layout to the people who work here and the diverse ways students travel. Through fieldwork and investigation, we will discover what sets our school and its environment apart.</p> <ol style="list-style-type: none"> 1. What is our school called and where is it located? Place: Identifying the name and geographical location of our school within the local community. 2. What does our classroom look like and what can we find in it? Space: Describing the layout and organization of our classroom, including key areas and items. 3. What is in our school and how are these areas used? Environment: Exploring the different areas within our school grounds and understanding their purposes and uses. 4. Who works in our school and what do they do? Interconnection: Learning about the roles of various staff members and how they contribute to the functioning of the school. 5. What is the journey to school like for different children? Diversity: Investigating the various ways students travel to school and recognizing the different experiences they have. 	<p>What makes the United Kingdom special? (Place) This enquiry explores the United Kingdom by identifying its countries, capital cities, seas, landmarks, and regional differences. Students will understand what makes each part of the UK special and how they all fit together to create the diverse and interesting country we live in.</p> <ol style="list-style-type: none"> 1. What is the United Kingdom? Space: Understanding the geographical layout and boundaries of the United Kingdom, including its countries and their relative positions. 2. What are the capital cities of the UK? Place: Learning the names of the capital cities of the UK and why they are important. 3. What seas are around the UK? Environment: Discovering the names of the seas surrounding the UK. 4. What are some important landmarks in the UK? Place: Exploring some well-known landmarks and buildings in the UK. 5. What are the different parts of the UK like? Diversity: Examine the varying characteristics of different regions within the UK, including cultural, physical, and environmental differences. 6. What makes the United Kingdom special? Place: Exploring the unique features and characteristics of the United Kingdom, including its countries, landmarks, seas, and important places, to understand what makes each part of the UK special and distinct. 	<p>What makes up our world? (Environment) This enquiry explores our world by examining where we are located, the continents and oceans, and the differences between hot and cold places. We will understand what life is like in these varied climates, learn what to pack for different weather, and discover why some places are warmer or cooler than others.</p> <ol style="list-style-type: none"> 1. Where in the world am I? Space: Explore the location of your own place on a map or globe, understanding spatial relationships and where you fit into the global context. 2. What are the continents and where are they? Place: Identify and locate the continents on a map or globe. 3. What are the oceans and where are they? Place: Discover the major oceans and where they are located on the map 4. Where are the hot and cold places in the world? Environment: Identify which parts of the world are hot and which are cold 5. What is it like in the hot and cold places? Environment: Explore what the hot and cold places are like, including their weather and how people live there. 6. What would you pack for a trip to a hot or cold place? Interconnection: Understand how different types of weather affect what we need to bring on a trip. 7. What makes up our world?

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	<p>6. What makes our school and its surroundings special? Place: Identifying the unique aspects of our school and local environment that make it special.</p>		<p>Environment: Explore how natural features and the Earth's position affect the climate in different places.</p>
Year 2	<p>What is my local area like? (Environment) This enquiry explores our local area by identifying and observing natural and built features, comparing urban and rural characteristics, and examining connections within the area. Through a local area walk, students gather observations to create a detailed map, enhancing their understanding of their environment and its layout.</p> <ol style="list-style-type: none"> 1. What places are in our local area? Place: Identifying and describing natural and built features such as parks, rivers, buildings, and green spaces. 2. What can we observe and discover about our local area on a walk? Environment: Exploring and observing the natural and built features in the local area during a walk, noting how they interact and contribute to the local environment. 3. What types of buildings and places are found in our local area? Space: Observing and categorizing different types of buildings and places around the school. 4. What natural features are found in our local area? Environment: Identifying and describing natural features such as parks, rivers, or green spaces. 5. Is our local area more like a city or the countryside? 	<p>What is the weather like in the UK? (Environment) This enquiry explores the geographical location of the UK, the four seasons, current weather observations, and the diversity of weather conditions across different regions. It examines how coastal and inland areas experience weather differently and the role of weather forecasting in preparation.</p> <ol style="list-style-type: none"> 1. What is the UK and where is it located? Place: Understanding the geographical location and characteristics of the United Kingdom. 2. What are the four seasons? Change: Exploring the changes in weather and environment associated with each season. 3. What is the weather like today? Environment: Observing and describing the current weather conditions. 4. Is the weather the same everywhere in the UK? Diversity: Investigating the variety of weather conditions experienced in different parts of the UK. 5. How does the weather differ between inland areas and coastal areas? Interconnection: Exploring how being inland or near the coast affects the weather by understanding the relationship between land and water and its impact on local climates. 	<p>How does Nigeria compare to the UK? (Diversity) This enquiry explores the world's continents and oceans, the climatic contrasts between hot and cold places, and Nigeria's geography, climate, landscapes, and wildlife. It also examines Nigerian culture, comparing it to the UK to highlight the rich diversity and similarities between the two countries.</p> <ol style="list-style-type: none"> 1. What are the names of the world's continents and oceans and where are they located? Space: Identifying and locating the continents and oceans on a map, understanding their positions and spatial relationships. 2. Where are the world's hot and cold places and why do they have these climates? Environment: Exploring the locations of hot and cold places around the world and understanding the environmental factors that contribute to these climates. 3. Where is Nigeria located on the world map? Space: Locating Nigeria on a world map, understanding its geographical position in relation to other countries and continents. 4. What is the climate and weather like in Nigeria? Environment: Examining the climatic and weather conditions in Nigeria and the UK. 5. What are the landscapes of Nigeria like and what animals live there? Environment: Investigating the various landscapes found in Nigeria and identifying

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	<p>Diversity: Comparing features of their local area with urban and rural settings to decide whether it is more city-like or countryside-like.</p> <p>6. How do we make a map of the local area? Space: Learning to create a map using symbols to represent different features, culminating in a comprehensive map of the local area created by the students.</p> <p>7. What is my local area like? Environment: Exploring and understanding the physical and human features of the local area, including natural landscapes, built environments, and the interactions between them.</p> <p>•</p>	<p>6. How do we know what the weather will be like in advance and how do we prepare for it? Interconnection: Exploring how weather forecasting connects us to future weather conditions and learning the ways we can prepare for and respond to these predictions.</p> <p>7. What is the weather like in the UK? Environment: Summarising the typical weather patterns and conditions experienced throughout the UK.</p>	<p>the types of animals that inhabit these regions</p> <p>6. What are the people and culture of Nigeria like? Diversity: Discovering the cultural practices, traditions, and lifestyles of the people in Nigeria, highlighting the diversity within the country.</p> <p>7. How does Nigeria compare to the UK? Diversity: Exploring the variety of cultural, geographical, and environmental differences and similarities between Nigeria and the UK, highlighting the rich diversity found within and between the two countries.</p>
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2024 2025	Enquiry 1	Enquiry 2
Year 3	<p>The UK – Part 2 How Does the Geography of the UK Shape Our Local Area and Community? (Interconnection) This enquiry investigates the geographical features of the UK, beginning with its major countries, cities, rivers, and seas. It explores how hills and mountains affect the environment and human activities, and uses maps to locate local areas. Students examine the needs of early settlers, the significance of place names, and the evolution of different settlements. Finally, they integrate this knowledge to understand how the UK’s geography influences their local</p>	<p>Europe – Athens How does Greece compare to our local area? (Interconnection) This enquiry prompts students to explore the location, unique features, and interesting facts about Greece, focusing specifically on Athens. It encourages investigation into famous landmarks, daily life comparisons, and identifying similarities and differences between Athens and their own local area. By doing so, students develop a comparative understanding of geography, culture, and human environments, fostering a deeper appreciation of both familiar and distant places.</p>

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community, emphasising the interconnectedness of physical and human geography.

- 1. What are some major countries, cities and counties in the UK?**
Place: Understanding the specific geographical locations and characteristics of regions within the UK.
- 2. Which major rivers and seas can be found in the UK, and how have they influenced the environment?**
Environment: Exploring how natural features such as rivers and seas shape ecosystems and human activities in the UK.
- 3. Where are the main hills and mountains located in the UK, and what impact do they have?**
Environment: Investigating the influence of physical landscapes on climate, land use, and human activity.
- 4. How can we use maps to locate our local area and describe what it tells us about our surroundings?**
Space: Understanding spatial relationships and how to navigate and describe locations using maps.
- 5. What were the needs of early settlers and how did geography influence their choice of settlement?**
Interconnection: Examining the relationship between human needs, geographical features, and the formation of settlements.
- 6. How are place names linked to geographical features?**
Place: Analysing how place names reflect geographical features, history, and cultural influences.
- 7. What are different settlements, and how have they changed over time?**
Scale: Understanding the evolution of settlements from small villages to large cities and how changes occur over time.
- 8. How can we use grid references and maps to investigate settlements?**
Space: Applying spatial skills to locate and analyse settlements using grid references and maps.
- 9. How does the geography of the UK shape our local area and community?**
Interconnection: Exploring how geographical features interact with human activities to shape local environments and communities.

- 1. Where is Europe located on the world map?**
Space: Understanding geographical location and spatial relationships on a global scale.
- 2. What are the names of some countries in Europe?**
Place: Identifying and locating countries within the geographical region of Europe.
- 3. What are the unique features of countries in Europe?**
Place: Exploring the distinct cultural, historical, and physical characteristics that define each European country
- 4. Why would someone want to visit the Mediterranean region?**
Place: Understanding the unique environmental and cultural attractions of the Mediterranean region
- 5. Where exactly is Greece situated in Europe?**
Space: Identifying the precise geographical position of Greece within the continent of Europe.
- 6. What are some interesting facts about Greece?**
Place: Learning about specific cultural, historical, and environmental features that make Greece distinctive.
- 7. What are some famous landmarks you can visit in Athens?**
Place: Exploring iconic landmarks and cultural sites in Athens, Greece.
- 8. How does daily life in Athens compare to life in your local area?**
Interconnection: Comparing and contrasting daily routines, cultural practices, and urban environments between Athens and the student's local area.
- 9. How does the geography and culture of Greece, particularly Athens, compare to our local area?**
Interconnection: Explore and analyse the similarities and differences between the geographical features (such as landscapes, climate, natural resources) and cultural aspects (such as traditions, customs, languages) of Greece, specifically Athens, and their own local area.

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<p>Year 4</p>	<p>How do natural processes such as volcanoes, earthquakes, and mountain formation shape our planet and affect human life? (Interconnection and change)</p> <p>This enquiry encourages students to explore various geological phenomena — such as mountains, earthquakes, and volcanoes — and their impacts on the Earth's surface and human settlements. It prompts investigation into the causes and effects of these natural events, fostering an understanding of how geological processes contribute to shaping landscapes and influencing human activities and decisions.</p> <ol style="list-style-type: none"> What lies below the Earth's surface and what happens when the Earth's tectonic plates meet? Scale: Introducing Earth's internal structure and tectonic plate interactions. Why do earthquakes occur and what causes them? Change: Learning about the causes and mechanisms of earthquakes as examples of rapid geological change. What can we learn from studying famous earthquakes? Interconnection: Analysing famous earthquakes to understand the interconnections between geological events and human society. What is a mountain and how are mountains formed? Environment: Exploring how geological processes create mountains and their significance in shaping local and global environments Where are mountains located around the world? Space: Identifying the global distribution of major mountain ranges. What is life like on a mountain, and specifically in the Himalayas? Place: Investigating life in mountainous regions, with a focus on the Himalayas. What occurs inside a volcano and what happens when it erupts? Environment: Understanding the internal processes of volcanoes and the environmental impacts of volcanic eruptions. Where are volcanoes located around the world and how do volcanic eruptions impact the surrounding environment? Environment: Combining the geographical distribution of volcanoes with the environmental impacts of volcanic eruptions. How do natural processes such as volcanoes, earthquakes, and mountain formation shape our planet and affect human life? Environment: Understanding how natural processes shape the Earth's environment and landscapes. 	<p>How do coastal landscapes like the East Yorkshire coast change over time, and how can we protect them sustainably? (Change and Sustainability)</p> <p>This enquiry prompts students to explore various aspects of coastal geography, including formation, key features, erosion processes, human impacts, and conservation strategies. It encourages investigation into natural and human-induced changes in coastal environments, fostering an understanding of the dynamic interactions between land, sea, and human activities. Additionally, it challenges students to consider sustainable approaches to protecting and enjoying coastal landscapes, promoting environmental stewardship and responsible tourism.</p> <ol style="list-style-type: none"> What is a coast and how is it formed? Environment: Exploring the definition of a coast and investigating the processes that form coastal landscapes What places can be found along the East Yorkshire coast and why do different people choose to visit? Place and Space: Investigating the diverse locations along the East Yorkshire coast and examining why different people are attracted to these areas. What are some key features of the East Yorkshire coast? (Including a trip to Flamborough) Place: Identifying and analysing key geographical features of the East Yorkshire coast, with a focus on Flamborough during a field trip. What can we learn about coastal erosion from a trip to Flamborough? Change: Observing and understanding the effects of coastal erosion through direct examination of Flamborough's landscape. How do geographers' study and understand changes in the coastal landscape? Scale: Learning how geographers employ various methods and tools to study and interpret changes in coastal landscapes at different scales.
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	<p>Interconnection: Exploring the relationships between natural processes and their effects on both the environment and human life.</p>	<p>6. How can we teach others about the landscapes we see along the coast? Interconnection: Developing strategies to effectively communicate geographical knowledge about coastal landscapes to diverse audiences.</p> <p>7. What strategies can be used to slow down or prevent coastal erosion? Sustainability: Examining and evaluating different approaches and techniques used to manage and mitigate coastal erosion.</p> <p>8. How can we protect coastal environments while still enjoying them? Sustainability: Exploring ways to balance environmental protection with human enjoyment and use of coastal areas.</p> <p>9. How do coastal landscapes like the East Yorkshire coast change over time, and how can we protect them sustainably? Change: Exploring how coastal landscapes evolve over time due to natural processes and human activities, and understanding the factors that contribute to these changes. Sustainability: Investigating how to implement sustainable practices to protect and manage coastal landscapes effectively, ensuring their preservation for future generations while balancing environmental, economic, and social considerations.</p>
<p>Year 5 Year 6</p>	<p>The Americas</p> <p>How does geography, culture, and human interactions shape the development of the Americas? (Interconnection and change) This enquiry encourages students to investigate various aspects of the Americas, including physical features, climate zones, indigenous cultures, natural resources, historical events, environmental impacts, urban-rural dynamics, trade relationships, and daily lifestyles. It prompts exploration into the interconnected nature of geography, culture, and human activities across different regions of North and South America, fostering a deeper understanding of the factors that contribute to the diversity and development of the continent as a whole.</p> <p>1. How do physical features of North and South America compare and how can we use grid references to accurately locate and understand these features?</p>	<p>Rivers Flooding (Fieldwork)</p> <p>How do rivers in South Yorkshire shape the landscape, impact communities, and how can they be managed sustainably to prevent flooding? This enquiry encourages students to explore various aspects of rivers, focusing on local examples in South Yorkshire. It prompts investigation into the characteristics of local rivers, their role in shaping the landscape and providing habitats, causes and impacts of flooding, management strategies by engineers and local authorities, community preparedness and response, as well as sustainable flood defence measures. By doing so, students develop a holistic understanding of river systems, their importance, and the interactions between natural processes and human activities in managing and mitigating flood risks.</p> <p>1. What is a river and how does it flow?</p>

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<p>Place: Compare and contrast the physical characteristics such as mountains, rivers, and coastlines in North and South America to understand their similarities and differences.</p> <p>2. What are the main climate zones in the Americas and how do they affect the regions? Environment: Investigate the different climate zones across North and South America and analyse how they influence vegetation, agriculture, and human settlement patterns.</p> <p>3. What are the major natural resources found in different regions of the Americas, and how are they used? Sustainability: Examine the distribution of natural resources such as minerals, forests, and water in the Americas, and evaluate their sustainable management and impact on local economies.</p> <p>4. How do human activities impact the environment in the Americas, and what are the consequences? Environment: Investigate how human activities such as agriculture, urbanization, and resource extraction have impacted the environment in North and South America, and assess the environmental consequences.</p> <p>5. How does trade between countries in the Americas contribute to their economies? Interconnection: Explore the interconnectedness of countries in the Americas through trade agreements, exports, and imports, and analyse how these economic relationships contribute to their overall development.</p> <p>6. How have indigenous cultures influenced the development of countries in the Americas? Interconnection: Explore how indigenous cultures have interconnected with and shaped the social, political, and economic development of countries in North and South America over time.</p> <p>7. How have historical events shaped the cultural diversity of countries in the Americas? Change: Analyse historical events such as colonization, independence movements, and migrations to understand how they have influenced the cultural diversity and identity of countries in the Americas.</p>	<p>Environment: Understanding the natural characteristics and processes of rivers.</p> <p>2. Where are the local rivers near Rotherham and what are their characteristics? Place: Identifying and describing specific local rivers and their unique characteristics.</p> <p>3. How do rivers shape the landscape and provide habitats? Interconnection: Exploring the relationship between rivers, the landscapes they shape and the habitats they create.</p> <p>4. What are the causes of flooding in South Yorkshire? Change: Examining the factors that lead to changes in river behaviour and result in flooding.</p> <p>5. What are the impacts of flooding on communities and the environment? Scale: Analysing the effects of flooding at different levels from local communities to the wider environment.</p> <p>6. How do engineers manage rivers to prevent flooding? Sustainability: Looking at how sustainable practices and engineering solutions are used to manage rivers and reduce flood risk.</p> <p>7. What role do local authorities and emergency services play during flooding events? Interconnection: Understanding how different organizations work together during flooding events.</p> <p>8. How can communities prepare for and respond to flooding? Diversity: Investigating how different communities can take varied proactive steps to prepare for and respond to flooding.</p> <p>9. How do rivers in South Yorkshire shape the landscape, impact communities, and how can they be managed sustainably to prevent flooding? Interconnection: Exploring the relationships between rivers, the landscapes they shape, the communities they impact, and the strategies used for sustainable management. Sustainability: Looking at how sustainable practices are used to manage rivers and reduce flood risk while balancing environmental, social, and economic factors.</p>
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	<p>8. How can we compare the lifestyles and daily routines of children in different parts of the Americas and how do they compare to our own? Space: Investigate and compare the daily lives, activities, and cultural practices of children in various regions of North and South America to understand spatial differences and similarities in lifestyle.</p> <p>9. How does geography, culture, and human interactions shape the development of the Americas? Interconnection: Exploring how geographical features, cultural practices, and human interactions are interconnected and collectively influence the development of the Americas. Change: Examining how the geographical, cultural, and social dynamics have evolved over time and contributed to the historical and ongoing development of the Americas.</p>	
Energy?		Transport museum Castleton (fieldwork)