

Park House Primary School Enquiry – Geography

Year Group	Theme		
Reception	Can I walk around the world?	Where have the leaves gone?	
	<p>Provide opportunities to look at maps atlases and globes.</p> <ol style="list-style-type: none"> 1. Where do I live? 2. How do I get to school? (discuss walking, driving etc) 3. Could I get a plane or a train to school? (Why not?) 4. Is the world a big place? How do we know? 5. What would happen if I tried to walk around the world? 	<p>Gather evidence of seasonal changes throughout the year and record on a KUW board.</p> <ol style="list-style-type: none"> 1. Where has the sun gone? 2. Why do I need my coat on? 3. What is a season? 4. Can I collect the weather? (recording weather over time) 5. What is Autumn and why are the leaves falling? 	
Year One	Where do I live?	What is the weather like in the UK?	
	<ol style="list-style-type: none"> 1. Where in the world are we? (Using aerial maps to locate our school- digimaps) 2. What can I see near my school? (locating main features of Pilsley, church, park etc) 3. What can I see in my classroom? (creating a classroom map) 4. What can I find in my school grounds? (creating a map of main features of the school including the four compass points) 5. Where is Pilsley in relation to the four countries of the UK? (Include naming all four countries) 	<p>Recap on the four countries that make up the UK and where we live.</p> <ol style="list-style-type: none"> 1. What are the four seasons? (And which season are we in now/next etc) 2. What is the weather like today? (How could we measure it?) Keeping a weather diary. 3. Can we predict the weather? 4. Is the weather the same everywhere in the UK? (How could we find out and what evidence could we use?) 	

	6.Where is Pilsley in relation to London? How could I get there?	5.How do we prepare for different kinds of weather? (Try to use first hand examples) 6.How is the weather here, different where we live compared to a place we have visited on holiday?	
Year Two	Once upon a time in Lower Pilsley	Do tribes live in the Peak District National Park? (comparing with Masai Mara National park)	
	Recap knowledge of local area from prior learning in R/Y1 1. What makes a village, town or city? Which one do we live in? 2.Where in the world are we? (Use aerial map to locate our school and other local features-take copies of digimap on a local walk and identify the different buildings) 3.Can I be a mapmaker? (Use simple grid references and compass points to create their own maps of school/local area 4.What do I need a key for? 5.If you were a planner, how would you improve Pilsley? (likes and dislikes at the moment) 6.Use what you know to design your own Pilsley plan. Be a town planner and 'sell your ideas' to the class.	Ensure the children know what a 'tribe' is. Ensure the children have experienced what a 'National Park' is. 1.Why have a National Park? What's the point of them? 2.Identify the main features of the Peak District National Park. 3.Identify the main features of a contrasting National Park (Maasai) 4.What makes the two parks similar? Different? 5.Which park would you prefer to visit and why? 6. Could we find a tribe like the Maasai living in the Peak District? (Why? Why not?)	
	Why does the world shake?	Where do rivers flow?	

<p>Year Three</p>	<p>What do we already know about earthquakes and volcanoes from History and current affairs?</p> <ol style="list-style-type: none"> 1.How is our Earth constructed? (Plates, boundaries, Ring of Fire and hotspots) 2.Why and where do we get Volcanoes? 3.What are the features of different volcanoes? 4.What are the effects of a volcanic eruption? 5.Why do many people choose to live near volcanoes? (pros and cons) 6. How would our local area differ from an area with lots of volcanoes? (Use Hawaii or similar as a comparison) 	<ol style="list-style-type: none"> 1.What is the water cycle? Why is it important? 2.How is a river formed? (name and describe the main features) 3.Let's research the UK and World rivers. 4.How are rivers used? (industry, habitats and recreation) 5. Local River study (Holmebrook Valley park river study) 6.What features do our local rivers have? (focus on source, mouth, uses) 	
<p>Year Four</p>	<p>Will you take your passport to America?</p> <p>Recap the names of the continents and where we live.</p> <ol style="list-style-type: none"> 1.Which countries make up North America? Where are they located on a map or globe? 2.Describe the geographical features of two different areas in North America. 3.Is it always the same time everywhere in North America? 	<p>Why do oceans matter?</p> <p>Ensure the children can name and understand the difference between different bodies of water.</p> <ol style="list-style-type: none"> 1.Define the differences between seas and oceans and find them on a world map and globe. 2.Name the 5 oceans and investigate each of their characteristics. Are all oceans the same? 	<p>What is a mountain?</p> <p>Provide opportunities to recap the continents and major world features.</p> <ol style="list-style-type: none"> 1.What is a mountain? 2. Where are the World's major mountains and can we locate them on a map? 3.Choose 2 mountains (from a selection of World famous mountains) and compare them.

	<p>4.Does North America only have one capital city? 5.Compare a region in North America with where we live. Remember to find similarities as well as differences. 6. From what you have been learning, plan a visit to the USA. Where would you go and why?</p>	<p>3. Investigate the uses of seas and oceans, including food, fuel, transport, tourism etc. 4.How does pollution harm an ocean? (Carry out a study into pollution issues of a named ocean or specific area such as The Great Barrier Reef.) 5.What can we do to protect our oceans and seas? Enquiry – why should we try to protect our oceans?</p>	<p>Record findings in their own ways and present to the class) 4.Why would a mountain have its own climate? How might this data be gathered? 5.Why might a mountain make a good choice for a holiday? Would this be the same all year round?</p>
<p>Year Five</p>	<p>How did the Nile impact the Egyptians?</p> <p>Closely linked to History theme. Locate The Nile on a world map – plot the countries it flows through/ recap river language (source, mouth, delta)</p> <p>1a.Where is The Nile? What countries does it travel through? (Where is the source? Mouth?) 1b. Describe the main features of The Nile (look particularly at the delta) 2.Why do many people live along the banks of the Nile? 3.Why do rivers flood? What is the impact of the Nile flooding? 4.What uses does the Nile have for people living locally? Compare</p>	<p>Where do we get our energy from?</p> <p>1.Why is energy important to us as humans? 2.What do we mean when we say 'Renewable energies'? 3.find examples of different Renewable energies and compare their uses/strengths and weaknesses. 4.How do we use renewable energies in the UK? Locally in Derbyshire? 5.Where would the best place be to put a solar panel at Park House Primary? 6. Pilsley is known historically for its use of non renewable energies. Present a case for the pros and cons</p>	

	<p>historical and current uses for the Nile. (are they the same?)</p> <p>5.What are the positive and negatives impacts of the High Dam at Aswan for people living along the Nile?</p>	<p>of this now we know more about renewable energies.</p>	
<p>Year Six</p>	<p>Why does population change?</p> <p>Ensure the children have a good understanding of what is meant by population first.</p> <p>1.How is the global population changing?</p> <p>2.What are birth and death rates? How is this information gathered? (speak briefly about census and how long this has been used)</p> <p>3.Why do people migrate?</p> <p>4.How is climate change impacting on population growth and movement?</p> <p>5.Are there other reasons for population movement?</p> <p>6.How is population impacting our environment?</p> <p>Use local examples including the large housing estates being built locally.</p>	<p>Where are the Galapagos Islands?</p> <p>Locate the Galapagos Islands on a world map and globe. What do we already know about this area of the world?</p> <p>1. Name and locate the Galapagos Islands. Use your geographical knowledge to identify the features you can see around them. (Revision tool)</p> <p>2.What geographical features make the Galapagos Islands so unique? What is the impact of this?</p> <p>3.What is the human impact of so many people visiting the Islands? What could be done to combat this?</p> <p>4.Carry out a research activity into one of the main threats to the Galapagos Islands. Present your findings and make suggestions to mitigate these threats.</p> <p>(5).Investigate the countries that were part of the British Empire during the Victorian era- Can they</p>	<p>What was it like living in a city compared to Lower Pilsley during the War?</p> <p>Recap all previous learning and gather the children's knowledge about Pilsley and its history.</p> <p>1.Locate the main economic activities in Pilsley and discuss how this might have changed in the last 100years.</p> <p>2.Through research, identify the main issues for the population living in London during the war. What was done to relieve this?</p> <p>3.Compare economic activities in a city (London) vs countryside living (Pilsley) during wartime.</p> <p>4.What was the impact of the war on London and Pilsley for the communities living there? (impact of bombing- rebuilding of houses, migration, changes to jobs, NHS)- Research and enquiry based activity likely to last multiple sessions</p>

		still be found in an atlas? If not, why might this be? (This activity may fit better at the beginning of the half term depending on History links)	
--	--	---	--