

## National Curriculum – Geography

### Locational knowledge

- 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.
- 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).

### Human and physical geography

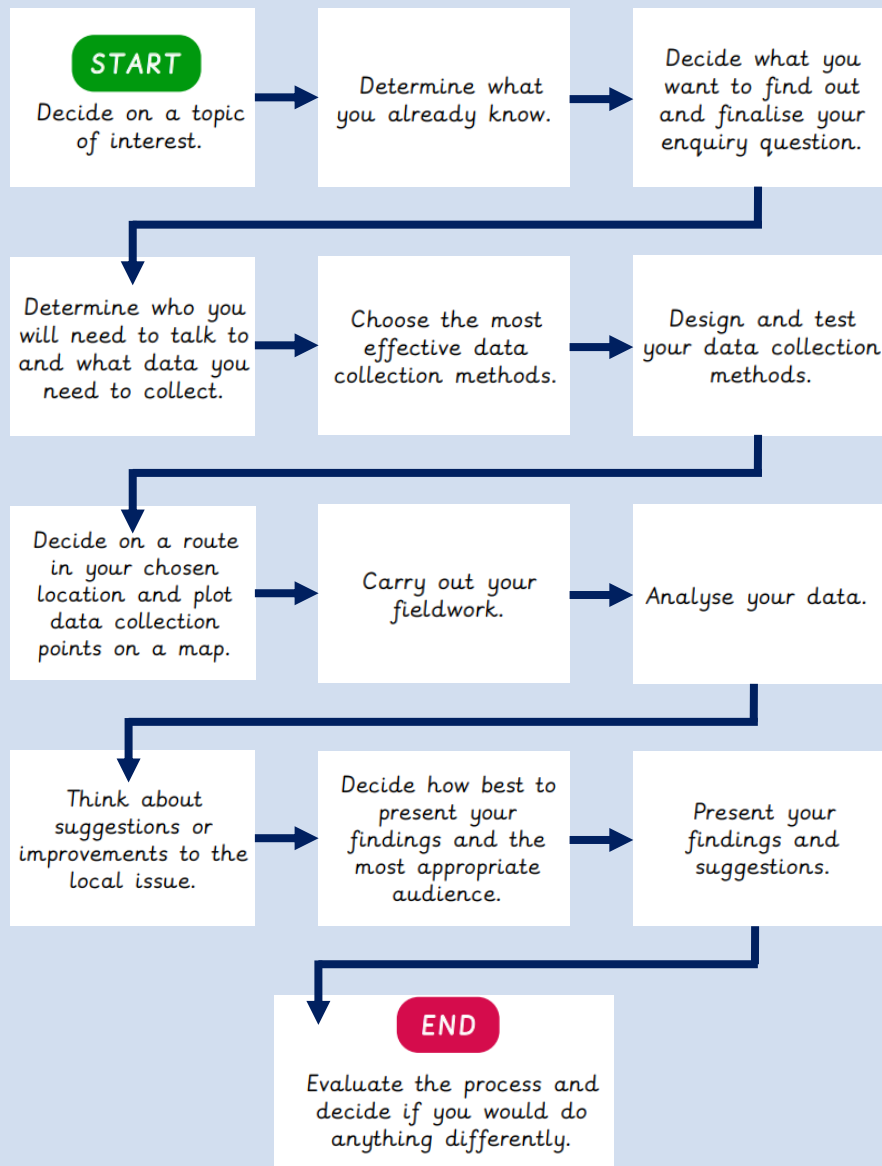
- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### Geographical skills and fieldwork

- Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.

## Lines of enquiry

### What are the different stages of the enquiry process?



## Vocabulary

**Analyse:** to look at something in detail.

**Audience:** people who receive a message or watch a performance.

**Data:** numbers of facts collected to prove something.

**Enquiry:** an investigation into a question.

**Evidence:** the available facts or information indicating whether something is true.

**Impact:** the influence one thing has on another.

**Improvement:** to make something better than it was.

**Issue:** an important topic or problem for debate or discussion.

**Justify:** to give a good reason for something / a decision.

**Plot:** to mark a route on a map for following or examination.

**Present:** to show something to other people.

**Process:** steps taken to achieve a particular outcome.

**Recommendation:** a suggestion or proposal as the best course of action.

**Risk:** a situation where something may be dangerous.

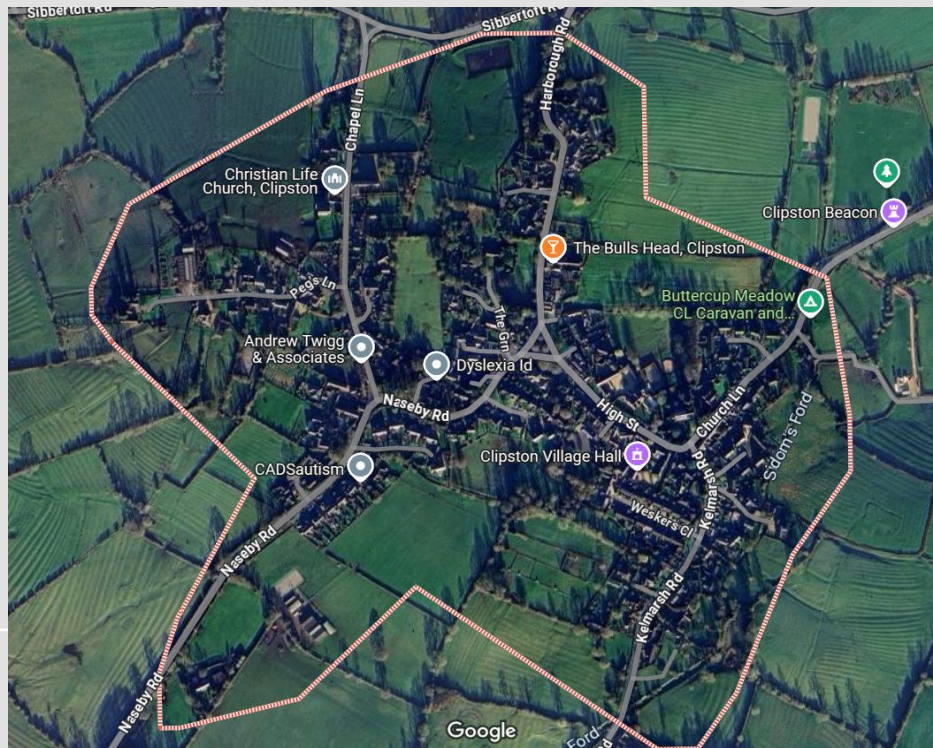
**Route:** a way to get from one place to another, marked on a map.

**Viewpoint:** a particular way of thinking about something.

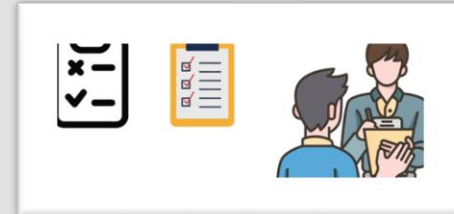
## Geographical skills and knowledge

### Our local area

➤ Our local area is the village of Clipston in Leicestershire, England.



Qualitative data - **non-numeric information**, such as interviews, diaries, answers to open-ended survey questions, audio-visual recordings and images. A **Likert Scale** can be used to collect information about people views.




Quantitative data - **data that is described in numbers**. This type of data can be counted or measured. Tally charts can be used to collect numerical information about an area. Close-ended questionnaires (e.g. yes / no / maybe) may also be used.



**Other collection methods to record findings** include: sketch maps, annotated maps, sound recordings and photographs.



## Key Learning: To carry out an independent fieldwork enquiry

-  **Can I develop an enquiry question?**  
Recall the various elements of the enquiry cycle: question, observe, measure, record and present. Explore changes and issues occurring in our local area. Determine our initial understanding of these changes and/or issues. Identify what we would like to find out about these changes and/or issues to develop an enquiry question to be investigated.
- How will I collect data for my enquiry?**  
Recall the different methods for collecting data, including quantitative and qualitative methods. Identify what data needs to be collected to answer the enquiry question developed last lesson. Justify why those data collection methods have been chosen. Design the data collection methods selected (e.g. questionnaire, Likert scale etc.) ready for lesson 4.
- Can I plan a route for my enquiry?**  
Select the start and end points for the route to be taken whilst collecting data. Plot these on a map and decide on route to be travelled. Plot points along the route where data will be collected. Identify any risks that may be encountered on the route and discuss how these can be mitigated so we stay safe.
- Can I collect data? (Data collection – Fieldwork)**  
Using maps, follow the route planned in lesson 3 and use data collection methods prepared in lesson 2 to gather data to answer the enquiry question. Record data using a variety of methods. Manage risks during fieldwork.
- Can I analyse my data? (Findings – Fieldwork)**  
Examine the data gathered during lesson 4, adding findings to a digital map. Come to a conclusion about what the data shows.
- How will I present my findings?**  
Choose method to present findings and answer to the enquiry question. Presentation will include an overview of enquiry question, the process chosen to collect data, data findings and conclusion.