

# St Chad's Curriculum 2022

Geographical enquiry				
	END OF EYFS	END OF KS1	END OF LKS2	END OF UKS2
<b>Questioning</b>	<p>Ask questions about what they see around them locally and in pictures to find out information.</p> <p>Respond to questions about features and activities in the environment and pictures.</p>	<p>Ask questions about features, activities, places and environmental topics.</p> <p>Respond to questions about features, activities, places and environmental topics.</p>	<p>Begin to suggest geographical questions (such as why are there more vehicles using this street?).</p> <p>Respond to geographical questions – for instance, why might we find shop grouped together in towns?</p>	<p>Ask suitable geographical questions for investigation, such as 'where would a new shop best be situated?', being critically thoughtful of the purpose and relevance of their questions.</p> <p>Respond to geographical questions – for example, about relationships within river processes – giving reasons for responses.</p>
<b>Planning an enquiry</b>	<p>Talk about how they find out information.</p>	<p>Discuss what they might do to carry out an investigation or enquiry.</p> <p>Decide on a whole class enquiry, planned by the teacher.</p>	<p>Offer own ideas for planning a geographical enquiry – for example, for a fieldwork investigation – and discuss why and how these might be undertaken.</p> <p>Plan an enquiry with support from the teacher.</p>	<p>Plan a geographical enquiry – for instance, about a particular locality – bearing in mind the steps involved and identifying their intentions while suggesting a particular pathway for investigation.</p>
<b>Collect and record</b>	<p>Sometimes collect and record observations and information.</p>	<p>Collect and record evidence about their questions.</p> <p>Collect data as a whole class (Yr 1) or in groups (Yr 2).</p>	<p>Collect and record relevant evidence – for example, through a survey.</p> <p>Collect data individually using a method chosen by the learner.</p>	<p>Collect, sift and record appropriate evidence, being thoughtful of its relevance and value.</p> <p>Collect data using a range of methods chosen by the learner, some with standardised measure.</p>
<b>Findings</b>	<p>Talk about what they have observed about the place or environment.</p> <p>Talk to others about what they have seen and found out about features, activities, places and the environment.</p>	<p>Use evidence to describe what there is or what happens in a place or environment.</p> <p>Communicate findings in one or more ways about features, activities, places and environments.</p> <p>Discuss findings as a whole class (Yr 1) or in groups (Yr2).</p>	<p>Begin to analyse evidence and describe their findings.</p> <p>Communicate findings for an audience and appropriate to the investigation.</p>	<p>Critically analyse and evaluate evidence to draw conclusions about the enquiry topic and questions.</p> <p>Communicate findings in ways appropriate to the topic of enquiry and relevant to an audience.</p>

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<b>Viewpoints</b>	Talk about what they think and feel about the place or environment.	Express and listen to each others' views on features and activities in the environment and places.	Identify and express clearly their own views about geographical topics.  Begin to recognise that others hold views about features, activities, places and the environment.	Identify and explain the various viewpoints held by different people about places, the environment, problems , concerns and issues.  Begin to appreciate the arguments put forward for different perspectives and that different people may hold opposing views.
<b>Vocabulary</b>	Develop vocabulary to describe features and activities in places and the environments.	Extend vocabulary to describe features and activities in places and the environment.  Begin to use appropriate geographical vocabulary.	Make efforts to use appropriate geographical vocabulary consistently, adding to their geographical vocabulary.	Use appropriate geographical vocabulary consistently, including the use of technical geographical terms in investigation and fieldwork.
<b>Evaluate</b>	Talk about what they liked or did not like about observing and finding out.	Discuss what they have learnt from their enquiries and how they liked doing each one.	Evaluate the outcome(s) of enquiries and investigations and what they have learnt about undertaking an enquiry. What would they do differently?  Ask a question that they would like to investigate next time.	Evaluate and reflect upon the outcome (s) of each of their enquiries and investigations, considering the skills, knowledge and understanding that they gained and what has been learnt about undertaking enquiries to apply in their next geographical enquiry.  Reflect on strengths and shortcomings of the enquiry.  Recognise whether their results are reliable.