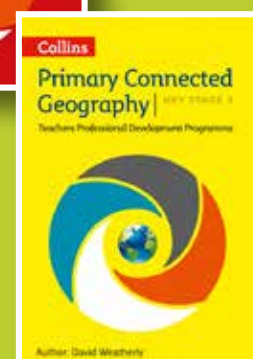
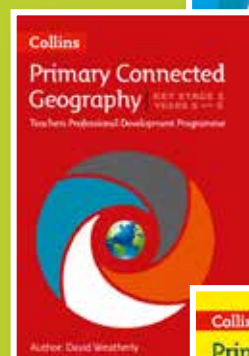
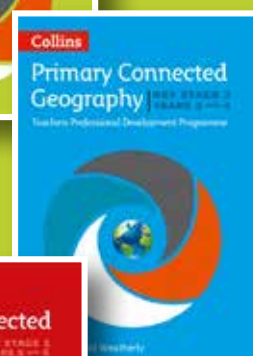
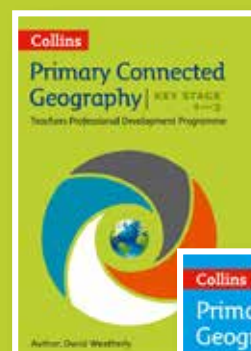


Collins

Primary Connected Geography

Teachers' Professional Development Programme

Author: David Weatherly



Connecting the curriculum through enquiry based learning

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What is Connected Geography?



Connected Geography has been written for teachers and provides a fully documented and resourced cross-curricular geography programme that fully **meets the requirements of the National Curriculum**. The curriculum programme has been carefully designed to increase the confidence and extend the professional expertise of colleagues teaching geography in a primary school. Each enquiry provides a teacher with both the background content knowledge they require as well as step by step guidance through the enquiry process including signposting assessment opportunities, vocabulary development and homework suggestions.

The Connected Geography programme is made up of 18 enquiries – 6 for Key Stage 1, 6 for Lower Key Stage 2 and 6 for Upper Key Stage 2. Careful consideration has been given to ensuring continuity and progression through the programme Years 1 – 6 in terms of knowledge and understanding, geographical skills and conceptual development.

As well as providing a complete geography curriculum *Connected Geography* also makes meaningful links with other subject disciplines and SMSC – **a truly geography focused cross-curricular programme**. In so doing it supports children to understand the world as it really is – connected and interdependent. As a consequence it provides schools with a relevant and contemporary curriculum appropriate for learners who may well live to see the next century.



About the author

David Weatherly is a School Improvement Adviser and Curriculum Consultant 4-18.

He works with schools, teachers and trainee teachers nationally and internationally to design engaging and challenging curricula and to develop learning and teaching strategies which both motivate and improve the performance of children and young people. He teaches regularly at all stages of learning.

Within each enquiry teachers are provided with:

The context of the investigation

Clear learning objectives

The key subject vocabulary

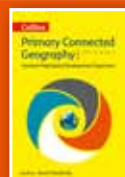
Background subject content knowledge about each topic

Comprehensive learning and teaching activities

Suggested opportunities for assessment

A wealth of wide ranging and multimedia resources

Homework possibilities



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ISBN: 9780008167868
PRICE: £250.00 (downloadable file)

Key Stage 1

Enquiry	Geography National Curriculum Subject Coverage	Cross curricular connections
<p>What's the geography of where I live like?</p>	<p>Continents and Oceans Equator and North and South Poles The United Kingdom and its surrounding seas Human and physical geography of a small area of the United Kingdom Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment Basic and appropriate physical and human geographical vocabulary development World maps, atlases and globes Compass directions and locational and directional language Aerial photographs and plans Devise simple maps and associated symbols</p>	<p>English Mathematics History Design and technology Science Art and design Music Computing Spiritual, Moral, Social and Cultural development (SMSC)</p>
<p>How does the geography of Kampong Ayer compare with where I live?</p>	<p>Continents and Oceans Equator and North and South Poles Human and physical geography of a small area in a contrasting non-European country Basic and appropriate physical and human geographical vocabulary development World maps, atlases and globes Compass directions and locational and directional language Aerial photographs and plans Devise simple maps and associated symbols</p>	<p>English Mathematics History Design and technology Science Art and design Music Computing Spiritual, Moral, Social and Cultural development (SMSC)</p>
<p>How does the weather affect our lives?</p>	<p>Continents and Oceans Equator and North and South Poles The United Kingdom and its surrounding seas Use simple and fieldwork and observational skills to study the geography of the school and its grounds Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world Basic and appropriate physical and human geographical vocabulary development World maps, atlases and globes Compass directions and locational and directional language Aerial photographs and plans Devise simple maps and associated symbols</p>	<p>English Mathematics History Design and technology Science Art and design Music Computing Spiritual, Moral, Social and Cultural development (SMSC)</p>
<p>Why do we love being beside the seaside so much?</p>	<p>Continents and Oceans Equator and North and South Poles The United Kingdom and its surrounding seas Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world Basic and appropriate physical and human geographical vocabulary development World maps, atlases and globes Compass directions and locational and directional language Aerial photographs</p>	<p>English Mathematics History Design and technology Science Art and design Music Computing Spiritual, Moral, Social and Cultural development (SMSC)</p>
<p>Why does it matter where our food comes from?</p>	<p>Continents and Oceans Equator and North and South Poles The United Kingdom and its surrounding seas Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world Basic and appropriate physical and human geographical vocabulary development World maps, atlases and globes Aerial photographs</p>	<p>English Mathematics History Design and technology Science Art and design Music Computing Spiritual, Moral, Social and Cultural development (SMSC)</p>
<p>Why don't penguins need to fly?</p>	<p>Continents and Oceans Equator and North and South Poles Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world Basic and appropriate physical and human geographical vocabulary development World maps, atlases and globes Compass directions and locational and directional language Aerial photographs</p>	<p>English Mathematics History Design and technology Science Art and design Music Computing Spiritual, Moral, Social and Cultural development (SMSC)</p>

Key Stage 2 (years 3-4)

Enquiry	Geography National Curriculum Subject Coverage	Cross curricular connections
Beyond the Magic Kingdom: What is the Sunshine State really like?	<p>Key physical, human and environmental characteristics of North and South America</p> <p>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)</p> <p>Human and physical geography of a region within North America</p> <p>Key aspects of physical geography: climate zones, biomes and vegetation belts</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: economic activity including trade links</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Development of specialised geographical vocabulary</p>	<p>English</p> <p>Mathematics</p> <p>History</p> <p>Design and technology</p> <p>Science</p> <p>Art and design</p> <p>Music</p> <p>Computing</p> <p>Spiritual, Moral, Social and Cultural development (SMSC)</p>
How and why is my local environment changing?	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time</p> <p>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)</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: economic activity</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills including Ordnance Survey four and six figure grid references, symbols and key</p> <p>Development of specialised geographical vocabulary</p>	<p>English</p> <p>Mathematics</p> <p>History</p> <p>Design and technology</p> <p>Science</p> <p>Art and design</p> <p>Music</p> <p>Computing</p> <p>Spiritual, Moral, Social and Cultural development (SMSC)</p>
Why do so many people live in megacities?	<p>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America</p> <p>Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: economic activity including trade links</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Specialised geographical vocabulary</p>	<p>English</p> <p>Mathematics</p> <p>History</p> <p>Design and technology</p> <p>Science</p> <p>Art and design</p> <p>Music</p> <p>Computing</p> <p>Spiritual, Moral, Social and Cultural development (SMSC)</p>
How can we live more sustainably?	<p>Key aspects of human geography: the distribution and use of natural resources including energy, food, minerals and water</p> <p>Key aspects of human geography: economic activity including trade links</p> <p>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America</p> <p>Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Specialised geographical vocabulary</p>	<p>English</p> <p>Mathematics</p> <p>History</p> <p>Design and technology</p> <p>Science</p> <p>Art and design</p> <p>Music</p> <p>Computing</p> <p>Spiritual, Moral, Social and Cultural development (SMSC)</p>
Why are jungles so wet and deserts so dry?	<p>Key aspects of physical geography: climate zones, biomes and vegetation belts</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: economic activity</p> <p>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America</p> <p>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)</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Specialised geographical vocabulary</p>	<p>English</p> <p>Mathematics</p> <p>History</p> <p>Design and technology</p> <p>Science</p> <p>Art and design</p> <p>Music</p> <p>Computing</p> <p>Spiritual, Moral, Social and Cultural development (SMSC)</p>
Why do the biggest earthquakes not always cause the most damage?	<p>Key aspects of physical geography: earthquakes and volcanoes</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America</p> <p>Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Specialised geographical vocabulary</p>	<p>English</p> <p>Mathematics</p> <p>History</p> <p>Design and technology</p> <p>Science</p> <p>Art and design</p> <p>Music</p> <p>Computing</p> <p>Spiritual, Moral, Social and Cultural development (SMSC)</p>

Key Stage 2 (years 5–6)

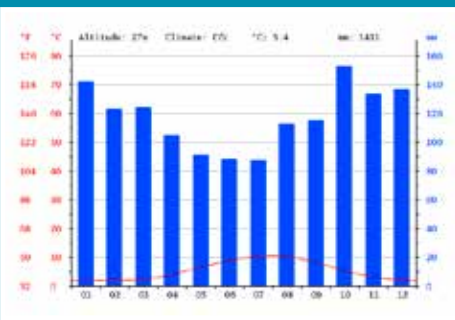
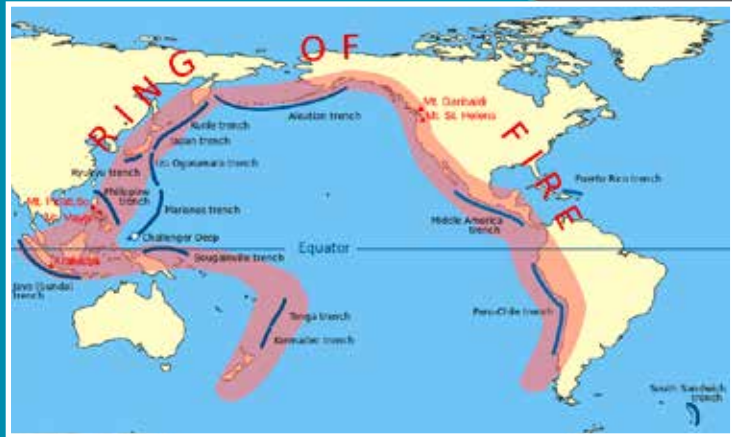
Enquiry	Geography National Curriculum Subject Coverage	Cross curricular connections
How do volcanoes affect the lives of people on Hiemaey?	<p>Key physical, human and environmental characteristics including countries and major cities of Europe</p> <p>Position and significance of latitude, longitude, 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)</p> <p>Human and physical geography of a region of a European country</p> <p>Key aspects of physical geography: climate zones, biomes and vegetation belts</p> <p>Key aspects of physical geography: volcanoes and earthquakes</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: economic activity including trade links</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Development of specialised geographical vocabulary</p>	<p>English</p> <p>Mathematics</p> <p>History</p> <p>Design and technology</p> <p>Science</p> <p>Art and design</p> <p>Music</p> <p>Computing</p> <p>Spiritual, Moral, Social and Cultural development (SMSC)</p>
What is a river?	<p>Key physical, human and environmental characteristics including countries and major cities of Europe</p> <p>Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time</p> <p>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)</p> <p>Key aspects of physical geography: rivers and the water cycle</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills including Ordnance Survey four and six figure grid references, symbols and key</p> <p>Development of specialised geographical vocabulary</p>	<p>English</p> <p>Mathematics</p> <p>History</p> <p>Design and technology</p> <p>Science</p> <p>Art and design</p> <p>Music</p> <p>Computing</p> <p>Spiritual, Moral, Social and Cultural development (SMSC)</p>
Why are mountains so important?	<p>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America</p> <p>Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time</p> <p>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)</p> <p>Key aspects of physical geography: mountains</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: economic activity</p> <p>Key aspects of human geography: distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Specialised geographical vocabulary</p>	<p>English</p> <p>Mathematics</p> <p>History</p> <p>Design and technology</p> <p>Science</p> <p>Art and design</p> <p>Music</p> <p>Computing</p> <p>Spiritual, Moral, Social and Cultural development (SMSC)</p>
Why is fair trade fair?	<p>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America</p> <p>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)</p> <p>Key aspects of human geography: economic activity including trade links</p> <p>Key aspects of human geography: distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Specialised geographical vocabulary</p>	<p>English</p> <p>Mathematics</p> <p>History</p> <p>Design and technology</p> <p>Science</p> <p>Art and design</p> <p>Music</p> <p>Computing</p> <p>Spiritual, Moral, Social and Cultural development (SMSC)</p>
Who are Britain's National Parks for?	<p>Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time</p> <p>Human and physical geography of a region in the United Kingdom</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: types of settlement and land use</p> <p>Key aspects of human geography: distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Specialised geographical vocabulary</p>	<p>English</p> <p>Mathematics</p> <p>History</p> <p>Design and technology</p> <p>Science</p> <p>Art and design</p> <p>Music</p> <p>Computing</p> <p>Spiritual, Moral, Social and Cultural development (SMSC)</p>
How is climate change affecting the world?	<p>The world's countries and the key physical, human and environmental characteristics of Europe and North and South America</p> <p>Name and locate the countries of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topological features and land use patterns, and understand how some of these aspects have changed over time</p> <p>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)</p> <p>Key aspects of physical geography: climate zones, biomes and vegetation belts</p> <p>Key aspects of human geography: distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Eight points of the compass and appropriate map skills</p> <p>Specialised geographical vocabulary</p>	<p>English</p> <p>Mathematics</p> <p>History</p> <p>Design and technology</p> <p>Science</p> <p>Art and design</p> <p>Music</p> <p>Computing</p> <p>Spiritual, Moral, Social and Cultural development (SMSC)</p>

Samples from year 5-6 enquiry

Key Question: How do volcanoes affect the lives of people on Hiemaey?	
<p>Learning objectives</p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> Identify and locate the countries, major cities and key physical and human features of Europe in the context of major lines of latitude and longitude and time zones; Recognise and describe the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular; Through observation, reasoning and synthesis of information suggest explanations for the main physical and human features of the geography of Hiemaey; Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey; Comprehend the huge importance of the economic activities of fishing, trade and tourism to the people of Hiemaey and evaluate how these are dependent on the environment on and around the island. 	<p>Purpose of the enquiry</p> <p>This enquiry encourages and supports pupils not only to understand some of the key physical processes which shape the earth but also to recognise and evaluate the interaction of people with these physical processes – the very essence of geography. All landscapes and environments offer opportunities, constraints and sometimes risks and hazards to the people who coexist with them.</p> <p>This enquiry exemplifies this in a manner which is straightforward for pupils to grasp and to evaluate.</p> <p>As the enquiry evolves so pupils are able to appreciate how environments may change over time and how this might bring advantages and challenges to the people who are interconnected with them.</p> <p>Context</p> <p>The island of Hiemaey (pronounced <i>Hay – my</i> and meaning <i>Home Island</i>) is the largest and only inhabited (population 4500) island of the Westman Islands (<i>Vestmannaeyjar</i> pronounced <i>vestmāna, ei/jar</i> in Icelandic). The Westman Islands form the most southerly region of Iceland and are very active volcanically. The island of Hiemaey came to international attention in 1973 with the eruption of the Eldfell volcano, which destroyed many buildings and forced a months-long evacuation of the entire population to mainland Iceland. Approximately one fifth of the town was destroyed before the lava flow was halted by application of 6.8 billion litres of cold sea water but not before it had increased the land area of Hiemaey by 20%.</p> <p>Today the two volcanoes of Eldfell and Helgafell dominate the island and everyone lives quite literally in their shadow. Successive eruptions from seabed volcanoes over thousands of years have created a barren, largely treeless landscape with distinctive tall and imposing cliffs and black ash beaches. This harsh physical geography combined with a Polar climate (albeit moderated to some by the warming effect of the Gulf Stream but still with a 4.8 C daily average temperature) which brings 190 days of rain totalling 1588 mm on average each year and very strong winds makes Hiemaey a very challenging place to try and farm. In contrast the surrounding seas offer much greater potential for local people and fishing and fish processing is by far the most important economic activity on the island.</p> <p>Two volcanoes combined with global awareness of the impact of the 1973 Eldfell eruption on the island and a rich and varied bird population (including iconic puffin colonies) now bring thousands of tourists to the island using the 30 minute ferry journey from the mainland. Local people have developed many ways of earning a living from these visitors.</p> <p>National Curriculum coverage Geography</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> The countries (including the location of Russia), major cities and key physical and human geography of Europe; 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; <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country;
Connected Geography: Key Stage 2 (Year 5 and 6) – Key question 'How do volcanoes affect the lives of people on Hiemaey?'	<p>Key Subject Vocabulary</p> <p>Volcano; Continent; Europe; Latitude; Longitude; Equator; Hemisphere; Weather; Climate; Economic activity; Trade; Relief; Natural Resources; Environment; Magma; Lava; Landscape; Island; Eruption; Fjord; Evacuation; Cliff; Gulf Stream; Mountain; Earthquake; Political; City; Urban; Rural; Region; Archipelago; Geyser; Port; Glacier; Geothermal; Colony; Precipitation; Climate Graph; Growing Season; Distribution; Core; Crust; Mantle; Tectonic Plates; Igneous;</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography including climate zones and volcanoes; Human geography including economic activity and trade links, and the distribution of natural resources including energy <p>Geographical skills</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p>Connections to the subject content other curriculum areas</p> <p>History</p> <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>Mathematics</p> <p>Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics</p> <ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p>Science</p> <ul style="list-style-type: none"> explore the requirements of plants for life and growth and how they vary from plant to plant compare and group together different kinds of rocks on the basis of their appearance and simple physical properties recognise that soils are made from rocks and organic matter recognise that environments can change and that this can sometimes pose dangers to living things construct and interpret a variety of food chains, identifying producers, predators and prey describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird <p>English</p> <p>Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying and discussing themes and conventions in and across a wide range of writing <p>Understand what they read by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying how language, structure and presentation contribute to meaning <p>Plan their writing by: identifying the audience for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own</p>
Connected Geography: Key Stage 2 (Year 5 and 6) – Key question 'How do volcanoes affect the lives of people on Hiemaey?'	Connected Geography: Key Stage 2 (Year 5 and 6) – Key question 'How do volcanoes affect the lives of people on Hiemaey?'

Ancillary Question 3: How do geographers describe the Westman Islands?		Assessment																							
<p>NOTES</p> <p>Show the pupils the map of Iceland in Resource 15 with Vestmannaeyjar or Westman Islands highlighted in red. The islands form the most southerly part of Iceland and are part of its southern region. Iceland is divided into 8 geographical regions. Print off a copy of the map of the regions of Iceland in Resource 16 and get each pupil to stick it into the centre of an A3 piece of plain paper.</p> <p>Now the pupils can go online at http://www.visiticeland.com/discovericeland/regions the official tourism information site of Iceland. Encourage the pupils to read the geographical characteristics of each region and then <i>annotate</i> (add notes around the edge of the map and indicate with an arrow which region is being described) their map with just its key features e.g. <i>geysers; fishing ports; glaciers; geothermal power stations; puffin colonies; fjords</i> etc. If the pupils had a week to holiday on Iceland which region would be their priority to visit first and why? This activity provides a good opportunity to exemplify the difference between <i>physical</i> and <i>human</i> geography – the difference between essential 'natural' features of the environment and those created by people.</p> <p>Write the word <i>archipelago</i> on the board and encourage each pupil to pronounce it. Does anyone have an idea of what the word means? Encourage discussion. Tell the pupils that the word is connected with the following map of Vestmannaeyjar – Resource 17. Does this generate additional ideas?</p> <p>Archipelago is a geographical term for a group, chain, cluster or collection of islands and Vestmannaeyjar is an excellent example. In total 15 islands make up Vestmannaeyjar archipelago and many are quite small as can be seen in the photographs in Resource 18.</p> <p>The continent of Europe has many other examples of island archipelagos including the largest in the world in terms of number of islands. Give the pupils copies of the relief (height and main physical features of the land e.g. rivers) map of Europe in Resource 19. Divide the pupils into pairs and challenge them to identify as many archipelagos as they can. They should make a list e.g. Balearic Islands and then cross reference with the political (countries and main cities) map of Europe Resource 8 to identify the country of which they are a part. Encourage discussion.</p> <p>How many pupils identified the Aland Islands? Of which country are they part? The Aland Island Archipelago in Finland (Resource 20 and Resource 21) is the largest in the world in terms of the number of islands included within it. If the smallest rock pinnacles or stacks jutting out of the sea are included in the definition then the number of 'islands' here is more than 50 000.</p>	<p>NOTES</p> <p>This enquiry presents several opportunities to evaluate at different stages how the pupils are progressing in geography through the mastery of key geographical skills and outcomes. It is not intended necessarily that all of the following learning activities should be assessed. Rather the list can be used as a general guide for selecting perhaps one or two assessment opportunities for individual pupils rather than on a whole group basis.</p> <table border="1"> <thead> <tr> <th>Ancillary Question</th> <th>Learning Activity</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Identify and describe using appropriate subject vocabulary the key features of physical and human geography of Vestmannaeyjar</td> <td>Annotated map</td> </tr> <tr> <td>2</td> <td>Compare and contrast using appropriate geographical vocabulary the physical and human geography of Vestmannaeyjar with that of the local area/region</td> <td>Venn diagram</td> </tr> <tr> <td>3</td> <td>Explain using appropriate and specialised subject vocabulary why there are so few trees on Hiemaey</td> <td>Piece of explanatory writing</td> </tr> <tr> <td>4</td> <td>Observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this pattern.</td> <td>Oral discussion</td> </tr> <tr> <td>5</td> <td>Reach accurate conclusions and make informed judgements about the impact of the volcanic eruption on the people and landscape of Hiemaey</td> <td>PowerPoint</td> </tr> <tr> <td>6</td> <td>Understand the stages in the manufacture of an economic activity – fish processing</td> <td>Flow diagram</td> </tr> <tr> <td>Homework</td> <td>Make a reasoned geographical judgement using evidence and logical argument as to whether earthquakes are more dangerous than volcanoes</td> <td>PowerPoint or piece of discursive writing</td> </tr> </tbody> </table> <p>Homework possibilities</p> <p>Whilst undertaking this investigation at school pupils could be asked to carry out a mini enquiry of their own at home focusing on earthquakes and in particular answering the question: <i>Are earthquakes more dangerous than volcanoes?</i> This would include describing and explaining what an earthquake is and how their magnitude is measured, where they occur; a case study of the effects of a recent earthquake and a reasoned judgement based on evidence e.g. comparative data of deaths and injuries caused by earthquakes and volcanoes, of which they consider to be the more dangerous. This could be taken the form of a class presentation using PowerPoint or a piece of extended discursive writing.</p>	Ancillary Question	Learning Activity	Evidence	1	Identify and describe using appropriate subject vocabulary the key features of physical and human geography of Vestmannaeyjar	Annotated map	2	Compare and contrast using appropriate geographical vocabulary the physical and human geography of Vestmannaeyjar with that of the local area/region	Venn diagram	3	Explain using appropriate and specialised subject vocabulary why there are so few trees on Hiemaey	Piece of explanatory writing	4	Observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this pattern.	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