

Progression in Geography

at Aston St. Mary's School

Geographical Enquiry

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Teachers plan engaging lessons that use an enquiry based approach. Children are encouraged to discover new knowledge and piece together understanding for themselves by using different sources of information. Several lessons can be spent solving an enquiry and most lessons feature aspects of enquiry based learning in some way. Each lesson begins with a "Learning Question" which children should then be able to answer by the end. We understand that children need to be supported to appreciate how enquiry is a common thread throughout their study of Geography. Therefore we created our own "process for geographical enquiries" which is displayed in each classroom and referred to during planning and lessons.

TREES Enquiry

Think of a question

Research your question

Evidence

Evaluate

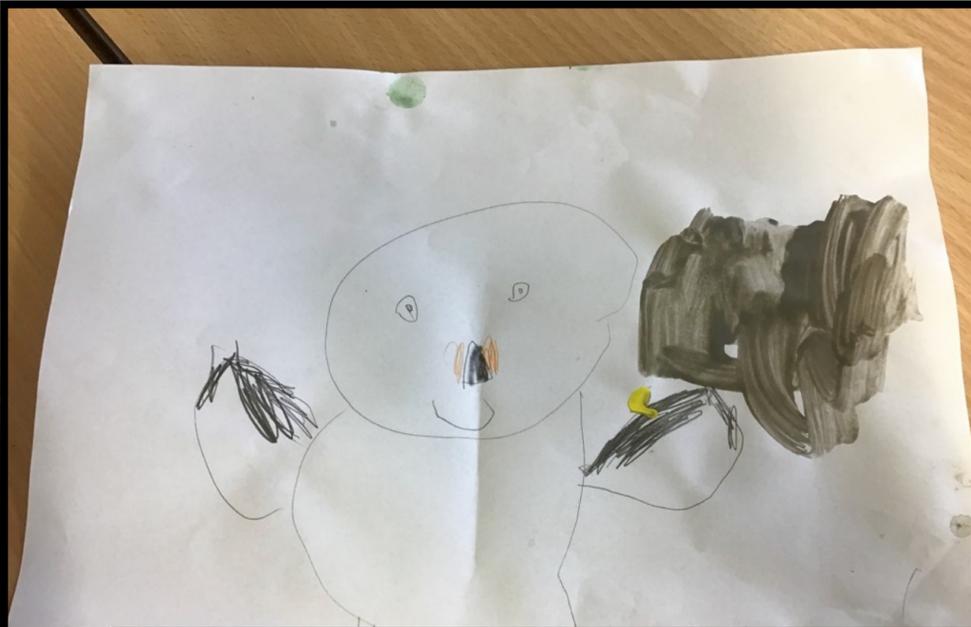
Show, Share and communicate



Shackadell

Early Years

In Early Years, children are encouraged to question the world around them. The forest school curriculum in particular encourages children to question the natural world and environment around them to find answers.



A child has painted a picture of a penguin after learning about Antarctica. They say they want to send it to the South Pole.

During a storm, sadly one of our cherry trees on the field was blown down. After the tree was made safe the children have been looking at some of the logs which were cut up from it. The children used a magnifying glass to look closely at the bark.





The children were very excited to explore the rock pool in our classroom! One child commented that there were no fish! We went to find them and discussed what type of fish we would find in a rock pool, small fish most likely!



One of our curriculum ambitions in Early Years is to become **forest school** rangers and gain a deep understanding of our local environment.



Peartree

Year 1/2

Children will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills. This unit provides children with a greater insight into where they live. As their main line of enquiry, children investigate the different types of housing in their local area.

L.Q. What are the different types of housing in our local area?

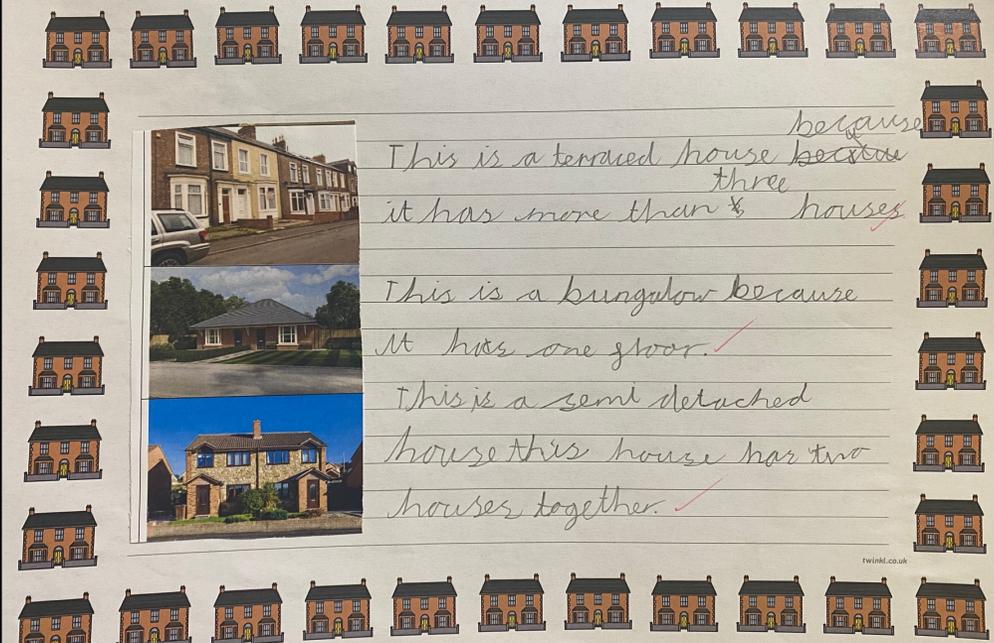
	Link-detached Two houses that are only joined by the garage.
	Detached A house that is not attached to any other house.
	Cottage A charming, old, small country house.
	Terraced A row of three or more houses attached to each other.
	Bungalow A one-story house with no stairs.
	Semi-detached Two houses joined together by one wall.

L.Q. What are the different types of housing in our local area?

	This is a linked detached house which the garage is only semi detached.
	This is a detached house detached houses is not joined together.
	This a cottage it is a because it is so old.

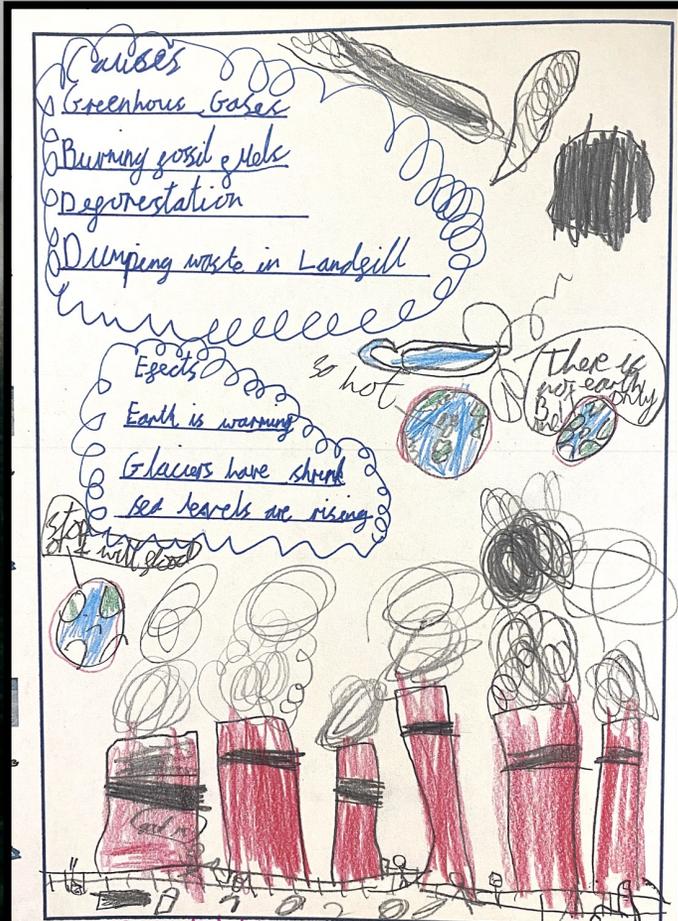


	This is a terraced house because it has more than three houses.
	This is a bungalow because it has one floor.
	This is a semi detached house this house has two houses together.



Haffydown

Year 2/3



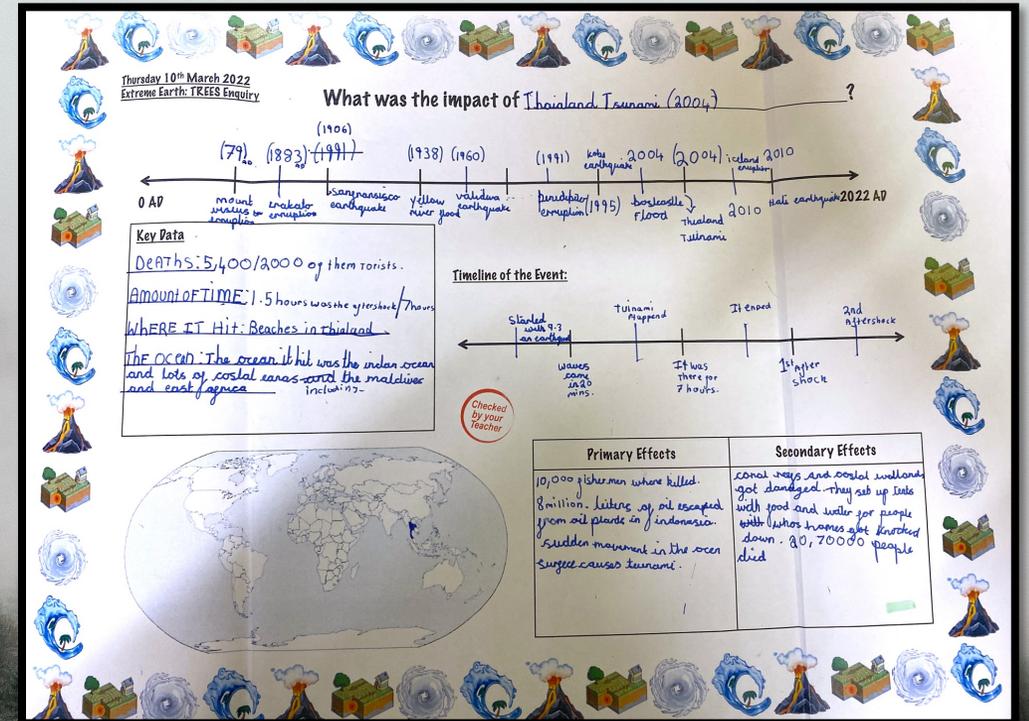
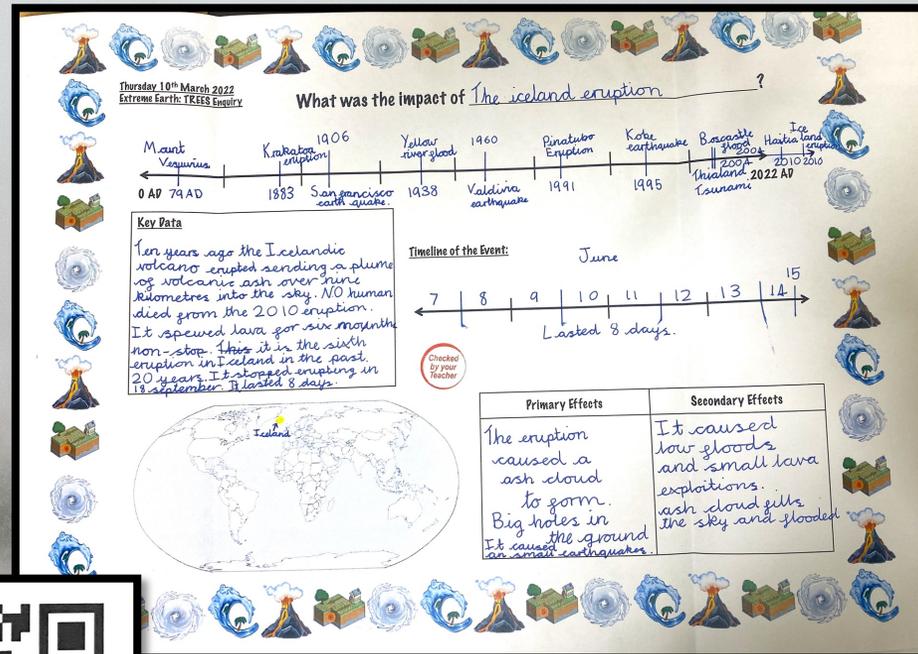
The children took part in a debate arguing for and against whether people should go on holiday to Antarctica. They were split into two groups and they had to use information to form their opinion. They all came up with different points such as it would be a once in a lifetime trip, but the negative impact tourism has on the Antarctic wildlife. The children all did a wonderful job and got involved in the debate.



During this Geography topic, pupils develop an enquiry of the polar region of Antarctica, focusing on Shackleton's 1914-17 Endurance Expedition. The sequence of lessons demonstrates geographical based activities to nurture pupils' fascination with and curiosity about this significant remote landscape and extreme changing environment. Here, the pupils have explored how the landscape is changing and the why humans need to act in a sustainable way to protect the environment.

Puddlebridge

Year 4/5



Scan here to see how pupils chose to share their findings.

As part of the 'Extreme Earth' topic, pupils conduct an enquiry into a chosen natural disaster. They ask relevant questions and select sources of primary and secondary evidence. Pupils use a range of geographical skills when carrying out their investigations, including mapping skills and data interpretation. They choose the best way to share the results of their enquiry and communicate their ideas.

Danes

Year 5/6

Where does it come from? How is it produced?

Mango is made in Rajasthan India. A mango is an edible stone fruit produced by the tropical tree *Mangifera indica*. It is believed to have originated between north western Myanmar, Bangladesh, and northeastern India.



From Farm to Shelf

Most exporters do not prefer to export mango via container as they are very much perishable in nature. Mostly buyer requires some special treatments for mangoes like hot water treatment, vapour treatment, irradiation treatment etc. that process is carried out in Apeeta Packed House.

What are the benefits of importing this item?

The consumption of mangoes in Europe is rising despite difficulties in sourcing and the preference for local seasonal fruit. The market prefers Kent, Keitt varieties and there is an increasing gap opened and gradually cut mango.

What do you think?

I think we should import mangoes from India since people in Europe and the world are looking for mango and it's a tasty snack, as since we can't produce it I think yes we should import it. However I don't believe that poorer people should work longer hours with little pay for our benefit. **A brilliant independent enquiry**

Where does our food come from? (TREES Enquiry)

Where does the most Cocoa come from?

The Ivory Coast, Nigeria, Cameroon and Ghana, S.W. West Africa produces the most Cocoa! In the years 2021 to 2022, about 4.9 million tonnes of Cocoa were produced around the world. Ghana was by far the largest cocoa growing country as well as Cote d'Ivoire.

From Farm to Shelf:

Cocoa beans come from tropical trees. They grow in wet lowland tropics. The beans ~~are~~ are then picked by mat cutting the stem.



They are then cleaned with fresh water, then get roasted at a low temperature to develop flavour. The Cocoa shells are separated from the nib of the bean. This process is called winnowing. The nibs get finely ground into cocoa mass. The beans are then shipped in sacks of strong fabric or in containers in which cocoa is loosely dumped. This helps make sure the beans retain moisture. The beans will then arrive. The beans then travel 35,764,192 miles, to get to factories. The beans are then manufactured, packaged and sent to a warehouse. The product is then put in the shops!

What are the benefits of producing cocoa?

Producing cocoa generates export revenues, income and employment. Cocoa is an important ingredient for food

In Danes, pupils continue to become independent in their geographical enquiries. As part of the 'Everybody's Earth' topic, pupils conducted an enquiry into where our food comes from. They choose which food they want to find out about and selected sources of primary and secondary evidence. Pupils use a range of geographical skills when carrying out their investigations, including mapping skills and data interpretation. They communicate their findings using a range of technical vocabulary.

and beverage industries. More recently, cocoa has been used in medicines.

What do I think about producing Cocoa?

I think we should continue to produce cocoa; it is an important ingredient to many delicacies, and chocolate is a very popular treat. However, the distance travelled, isn't great for the environment.