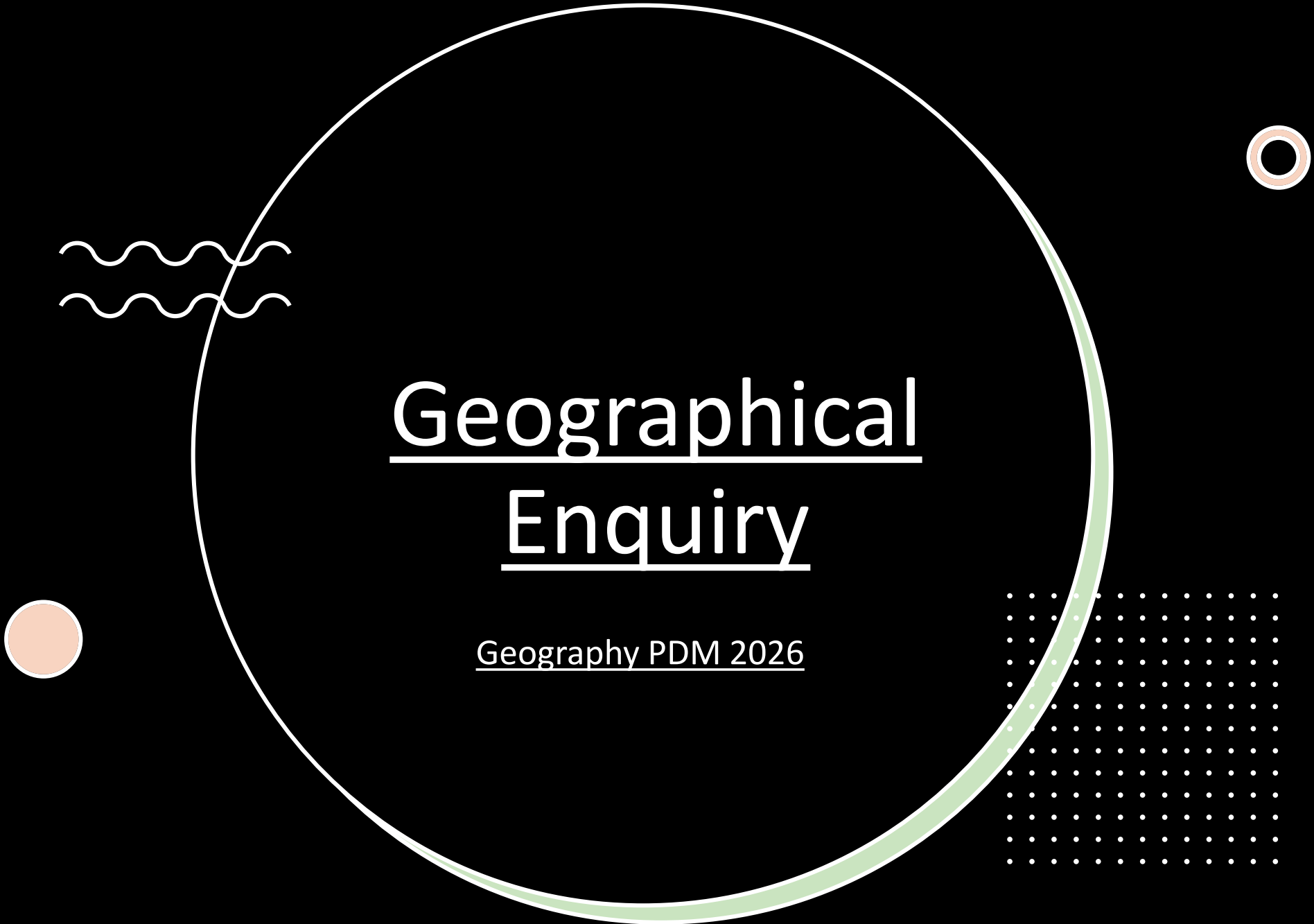




Geographical Enquiry

Geography PDM 2026



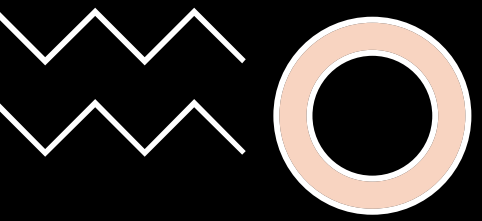
Enquiry

Generate geographical questions for this image.

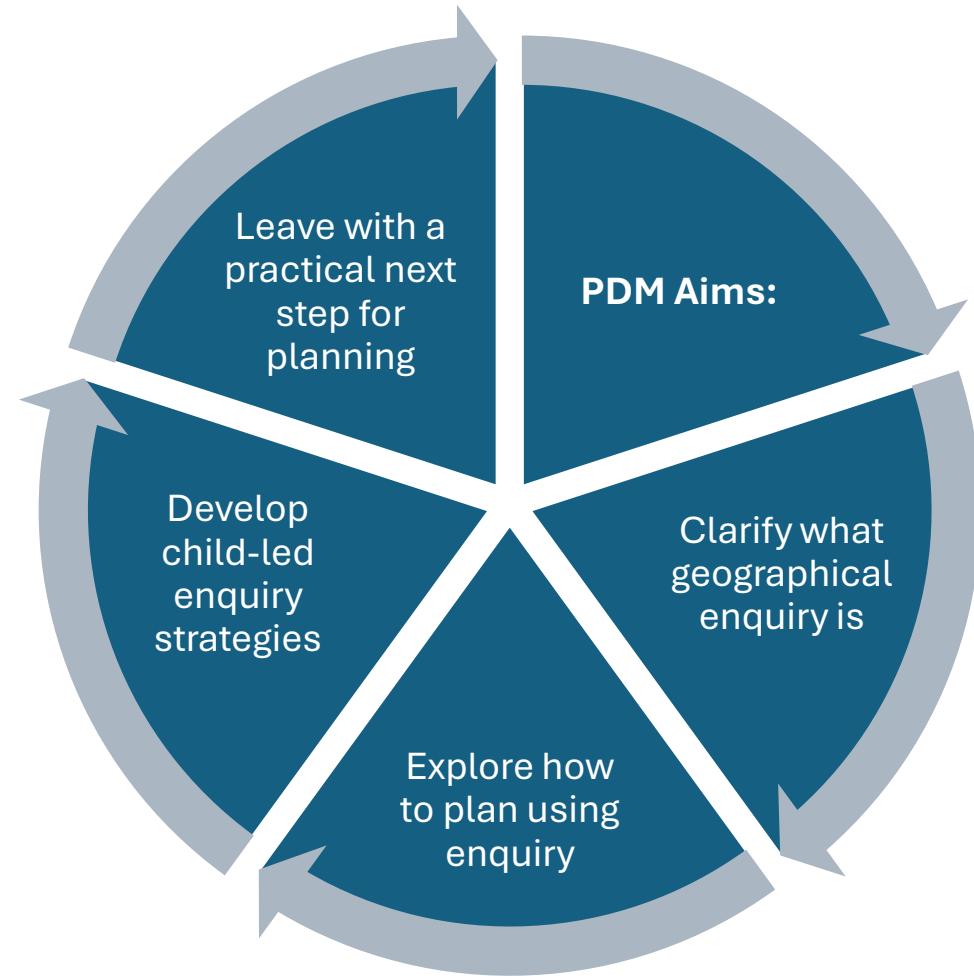
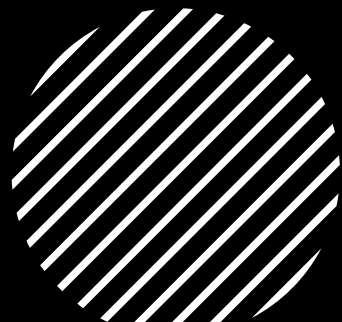
Consider the human and physical impact in this image.

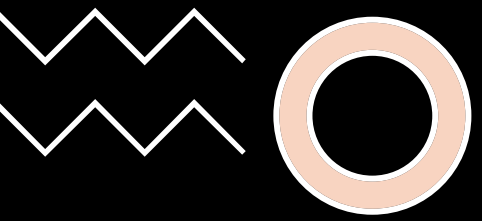
Questions could be place anonymously into a bucket to prevent fear.





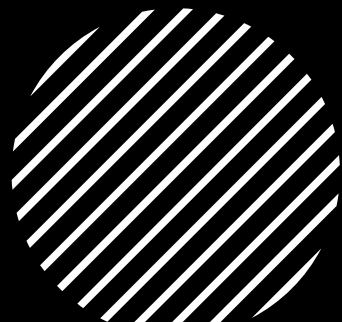
Key question:
*Are we teaching
geography... or
are we teaching
children to think
like
geographers?*





Sort the cards
into:

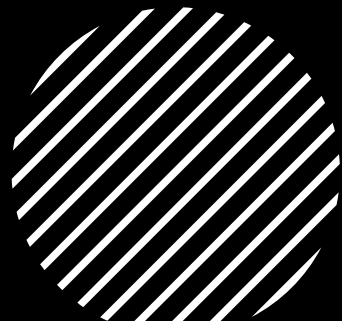
- . Not enquiry
- . Basic enquiry
- . Deep geographical thinking



Why do people choose to live near volcanoes?	The Sahara Desert is hot.	Mountains are high.
What is the capital of France?	How do towns/cities rebuild themselves after an earthquake?	What is the name of the longest river in the world?
Rivers carry water to the sea.	How do we measure the intensity of an earthquake?	Why are we experiencing unsettled weather patterns?



Define Geographical Enquiry



It should:

Start with a question

Involve investigation (maps, data, fieldwork, sources)

Require analysis, not just retrieval

Lead to reasoned conclusions

Often generate further questions

Introduce a simple enquiry cycle:

Question → Investigate → Analyse → Conclude → Reflect

Good Enquiry Question Examples by Phase

KS1

Why is our school where it is?

What makes our local area special?

Would you rather live at the seaside or in the countryside? Why?

Lower KS2

Why do people live near rivers?

How is our town changing?

Why do earthquakes happen in some places but not others?

Upper KS2

Is tourism always a good thing?

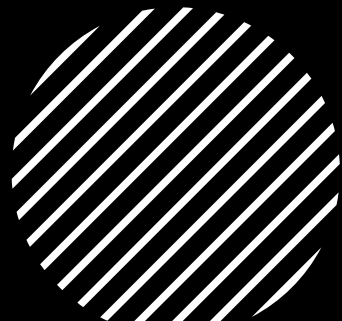
Why are some countries richer than others?

Should people be allowed to live in high-risk areas?





Tasks to Promote Geographical Enquiry



1. Question Generator Wall

Display an image (e.g., a flooded town, informal settlement, mountain village).

Children generate:

What do you notice?

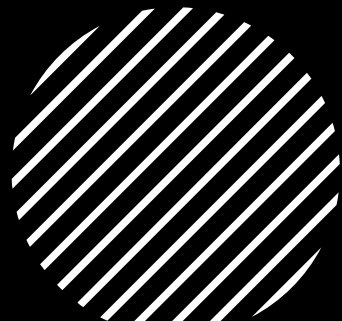
What do you wonder?

What would you need to find out?

Teacher then shapes planning around strongest questions.



Mystery Photo Reveal



2. Mystery Photo Reveal

Reveal an image in sections.

Children ask:

Where might this be?

What clues tell us?

What else do we need to know?

Promotes inference and geographical reasoning.

3. Odd One Out

Give three locations:

- London
- Nairobi
- Brasilia
- Ask:
- Which is the odd one out?
- Why?
- Can you justify multiple answers?
- Encourages comparative thinking.



4. Living Graph (Physical Enquiry)

Pose a statement:

“I would rather live near a volcano than in a flood zone.”

Children position themselves along a line (strongly agree → strongly disagree).

They must justify using geographical reasoning.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

5. Data Detectives

Provide:

- Climate graphs
- Population data
- Land use maps

Children must answer:

- What patterns can you see?
- What surprises you?
- What might explain this?
- Move beyond describing to explaining.



6. Fieldwork Micro-Enquiry

School Grounds Investigation:

- Where is the warmest place in the playground?
- Where does water collect after rain?
- Where do most children choose to play and why?

Children design:

- Question
- Method
- Data collection
- Conclusion



7. Decision-Making Enquiry

Present a scenario:

company wants to build houses on local farmland.

Children investigate:

- Who benefits?
- Who loses?
- Environmental impact?
- Economic needs?



Then write a reasoned recommendation.

8. The “What If?” Strategy

Introduce speculative geography:

- What if the Amazon rainforest disappeared?
- What if our town doubled in size?
- What if sea levels rose by 2 metres?
- Children predict using prior knowledge.



Key Facts:

•Volcano Type:

A stratovolcano topped by a glacier, located on a tectonic plate boundary.

•Phases:

Erupted in phases, with the explosive April 2010 phase under the ice cap creating the most significant ash cloud.

•Ash Cloud:

Generated a massive ash cloud, with plumes reaching up to 9 km (30,000 ft) into the air, carried by the jet stream across Europe.

•Air Travel Disruption:

Led to widespread flight cancellations (over 100,000) and grounding of air traffic across Northern Europe for days, stranding millions.

•Local Impacts:

Caused significant flooding (jökulhlaups) from melting ice, contaminated water supplies, damaged agriculture, and led to local evacuations.

•Economic Effects:

Hurt industries relying on air freight (e.g., Kenyan flower farmers) but also led to increased tourism in Iceland post-eruption.

•Unexpected Benefits:

Flight bans prevented significant CO2 emissions, and ash deposited iron in the North Atlantic, boosting plankton blooms.

•Volcanic Phenomena:

Produced "volcanic lightning" (dirty thunderstorms) due to ash particles colliding, creating static electricity.

What if Yellowstone Caldera erupted?

The 2010 eruption of the Eyjafjallajökull volcano in Iceland occurred from a summit caldera that is approximately **2.5 to 4 kilometers (1.5 to 2.5 miles) in diameter**.

Yellowstone Caldera is 50 x 70 km wide.



9. Enquiry Planning Scaffold for Pupils

Encourage children to plan their own investigations:

- What is my question?
- What do I already know?
- What do I need to find out?
- Where will I get information?
- What might my conclusion be?

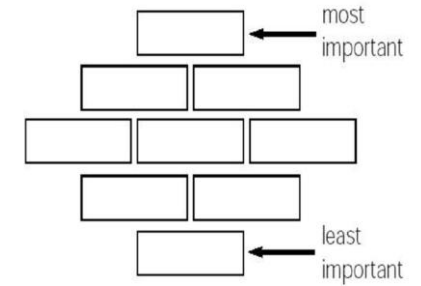


10. Questioning Grid



	<i>is/are</i>	<i>did/was</i>	<i>can</i>	<i>might/could/would</i>	<i>will/if</i>
What?					
Where?					
Who?					
When?					
Why?					
How?					

11. Diamond 9



Sea level rise – Caused by melting ice sheets and thermal expansion of oceans, leading to coastal flooding and land loss.

More frequent and intense heatwaves – Higher average temperatures increase extreme heat events.

Melting glaciers and polar ice caps – Rapid loss of ice in Greenland, Antarctica, and mountain regions.

Increased frequency and intensity of storms – Stronger hurricanes, cyclones, and typhoons due to warmer oceans.

Changing precipitation patterns – Some regions experience heavier rainfall and flooding, others prolonged drought.

Ocean warming – Rising sea temperatures affecting marine ecosystems.

Ocean acidification – Oceans absorb more CO₂, lowering pH and harming marine life.

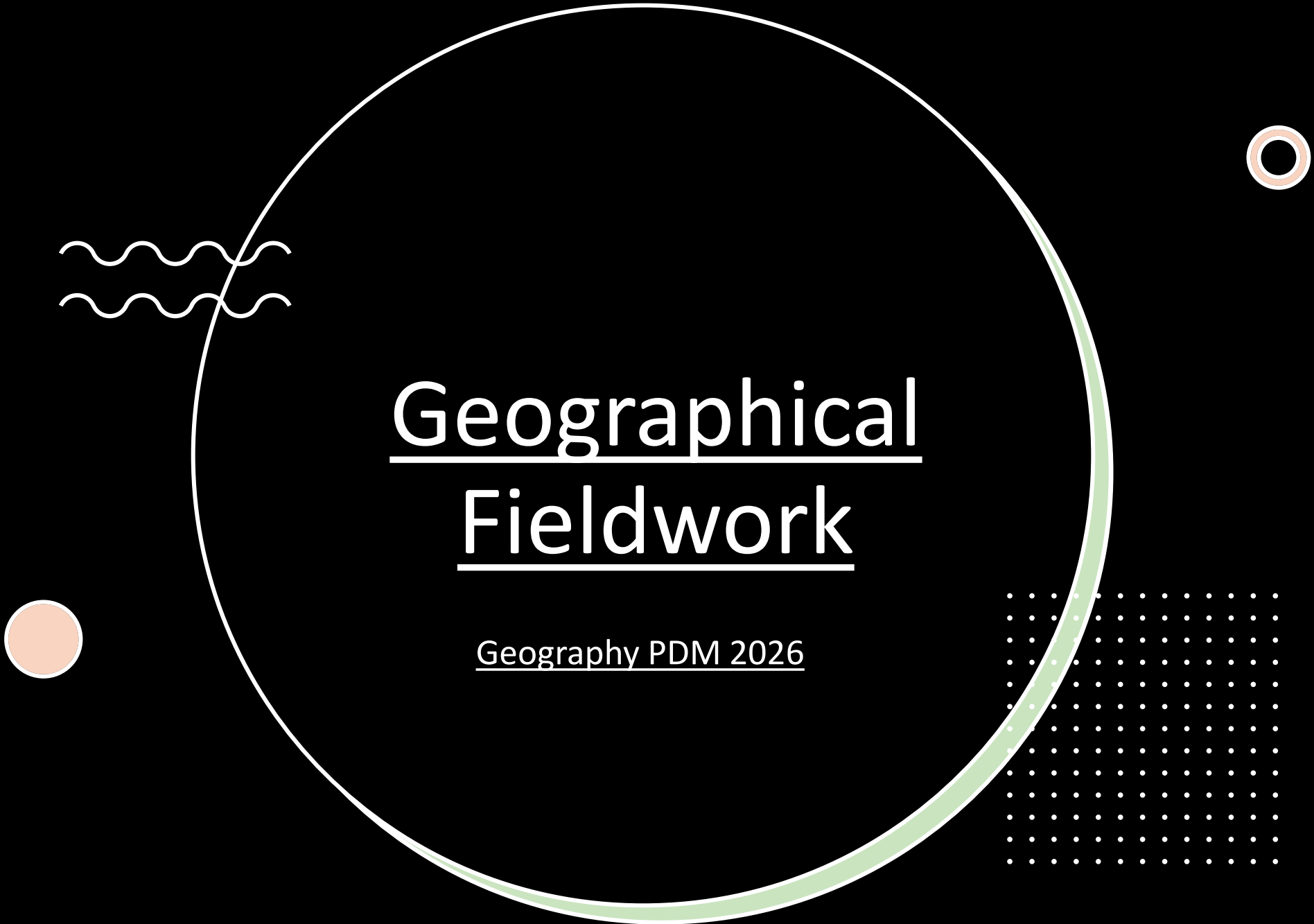
Increased drought frequency and severity – Extended dry periods impacting water supplies and ecosystems.

Desertification – Expansion of drylands due to prolonged drought and land degradation.

Where in your next unit could you
replace a content objective with an
enquiry question?

What small change could you make next
week?





Geographical Fieldwork

Geography PDM 2026

2. Local Area Walk

Focus: Land use, community, human geography

- Identify types of buildings (shops, houses, services).
- Conduct a traffic survey (cars, bikes, buses).
- Look for signs of environmental care (bins, recycling, green spaces).
- Interview a local shop owner (prepared questions).
- *Skills developed:* Data collection, questioning, classification.



3. Weather Station Project

Focus: Climate and weather

- Set up a simple rain gauge.
- Record daily temperature and cloud cover.
- Track wind direction with homemade wind vanes.
- Compare weekly weather patterns.
- *Skills developed:* Recording data, identifying patterns, graphing.



4. Mini Habitat Study

Focus: Physical geography, ecosystems

- Investigate insects in different parts of the playground.
- Compare soil types (texture, moisture).
- Observe plant growth in sunny vs shaded areas.
- Create simple tally charts.
- *Skills developed:* Classification, comparison, environmental awareness.



5. Environmental Audit

Focus: Sustainability

- Survey litter in different areas.
- Audit classroom energy use (lights, devices).
- Conduct a recycling check.
- Create action plans to improve sustainability.
- *Skills developed:* Problem-solving, responsibility, data interpretation.



6. Simple Orienteering

Focus: Map skills & direction

- Use compasses to find north.
- Follow directional clues (N, S, E, W).
- Create treasure hunts using map symbols.
- Introduce grid references (for older primary).
- *Skills developed:* Spatial awareness, navigation.



7. River or Park Visit (If accessible)

Focus: Physical processes

- Observe river features (flow, banks, erosion signs).
- Sketch landscapes.
- Compare busy vs quiet areas of a park.
- Identify how humans have changed the environment.
- *Skills developed:* Field sketching, identifying change.



8. Playground Survey Project

Focus: Data collection & representation

- Survey favourite playground activities.
- Map where students spend time.
- Create bar charts or pictograms from results.
- *Skills developed:* Data handling, interpretation.



9. Comparing Environments

Focus: Rural vs urban (if possible)

- Visit two contrasting locations (or compare local area with photos).
- Record differences in noise, buildings, transport, greenery.
- Use Venn diagrams to compare findings.



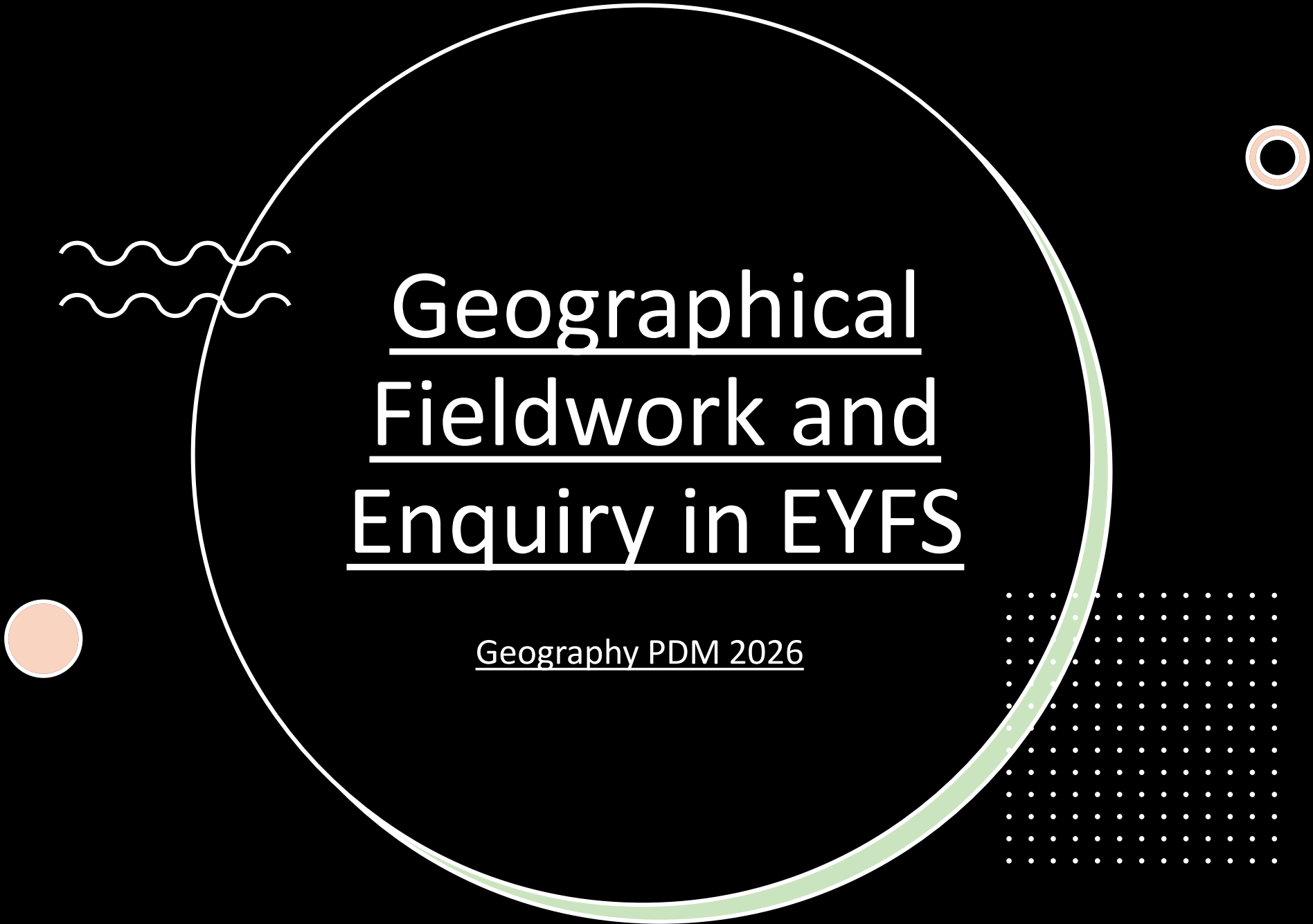
Rather than using images, use google maps to view the streets in our local area and compare these to other areas/countries.



10. Virtual Fieldwork (If off-site visits aren't possible)

Use Google Street View to explore another country.

- Compare climates using live webcams.
- Analyse satellite images.



Geographical Fieldwork and Enquiry in EYFS

Geography PDM 2026



1. Our School Garden Explorers

Focus: Observing the natural world

Activity:

- Go on a “nature walk” around the outdoor area.
 - Collect natural objects (leaves, twigs, stones).
 - Use magnifying glasses to look closely.
 - Sort objects by size, colour, or texture.
-
- **Enquiry questions:**
 - What can you see?
 - How does it feel?
 - Where did you find it?
-
- **Skills developed:** Observation, comparison, vocabulary building.



2. Listening Walk (Sound Mapping)

Focus: Sense of place

Activity:

- Walk quietly around the school.
- Stop at different points and listen.
- Adult scribes children's responses.
- Mark simple symbols on a large map (bird = birdsong, car = traffic).

Enquiry questions:

- What can you hear?
- Is it loud or quiet?
- Where do you hear the most sounds?

Skills developed: Awareness of environment, early mapping, descriptive language.



3. Weather Watchers

Focus: Daily and seasonal changes

Activity:

- Go outside at the same time each day.
- Feel the temperature (cold/warm).
- Observe clouds, wind, rain.
- Add a symbol to a class weather chart.

Enquiry questions:

- What is the weather like today?
- How does it make you feel?
- What clothes do we need?

Extension: Compare seasons with photos taken over time.



4. Our Journey to School

Focus: Human geography, familiar places

Activity:

- Children talk about how they travel to school.
- Create a simple pictogram (walk, car, bus).
- Draw simple maps of their route (adult supported).

Enquiry questions:

- What do you see on the way?
- Do you cross a road?
- Is it busy or quiet?

Skills developed: Speaking, comparing, early data handling.



5. Treasure Hunt with Simple Maps

Focus: Early mapping and positional language

Activity:

- Provide a simple photo map of the playground.
- Children follow picture clues to find objects.
- Use language: next to, behind, under, near.

Enquiry questions:

- Where is the treasure?
- What is it next to?
- How did you find it?



6. Mini Beast Hunt

Focus: Habitats

Activity:

- Look under logs, in grass, near plants.
- Use bug viewers to observe safely.
- Draw what they see.

Enquiry questions:

- Where did we find it?
- Why do you think it lives there?
- Is it moving fast or slow?

Skills developed: Respect for environment, classification.



7. Caring for Our Environment

Focus: Environmental responsibility

Activity:

- Spot litter in outdoor areas.
- Discuss why it shouldn't be there.
- Sort waste into recycling and rubbish.
- Create posters about keeping areas clean.

Enquiry questions:

- Should this be here?
- Where does rubbish go?
- How can we help?

8. Exploring Different Places (Role-Play Fieldwork)

If real visits aren't possible:

- Create a beach, forest, or arctic small-world area.
- Compare sand vs soil vs water trays.
- Use photos from different places and discuss similarities/differences.

Enquiry questions:

- Is this place hot or cold?
- What might we wear here?
- Who might live here?

9. Mapping Our Classroom

Focus: Spatial awareness

Activity:

- Look at the classroom from above (stand on chair safely).
- Create a large floor map using blocks.
- Add labels (door, carpet, reading corner).



10. Seasonal Change Walk

Repeat the same walk each term:

- Take photos from the same spot.
- Compare leaves, light, weather.
- Create a seasonal display wall.

Where in your next unit could you include a fieldwork activity?

What small change could you make next week?

