

Hazelwood Schools



Geography

Curriculum Overview

Geography at Hazelwood

Intent

At Hazelwood Schools, we believe that Geography should ignite a real sense of curiosity and nurture responsible citizens. Children are able to explore the world around them and the people who live in it, through real, relevant, immersive and purposeful learning opportunities. Hazelwood Geographers learn about where places are and what they are like by exploring their physical and human geographical characteristics. Their enquiries are guided by the core geographical concepts of location, place, pattern and environment at varying scales, whilst investigating the processes and interconnections that occur within and between places.

Geography is inherently an investigative subject and, as such, our children engage in fieldwork experiences that deepen their understanding of geographical processes by collecting, analysing and communicating with a range of data. They also apply their geographical skills to interpret a range of sources of geographical information, including: maps, diagrams, globes, aerial photographs and geographical information systems, and then communicate this in a range of forms, such as: quantitative skills and writing at length.

The aims of the Geography curriculum are:

- To provide real, relevant, immersive and purposeful opportunities for children to develop a secure understanding of the world around them.
- To support children in communicating their understanding effectively and coherently using relevant geographical vocabulary, linked to a range of geographical knowledge, including: locational, place and human & physical.
- To provide children with high-quality opportunities to enhance their geographical skills and fieldwork.
- To develop children's interest in the subject and a real sense of curiosity about the world around them at varying scales.
- To enable children to successfully develop their understanding of substantive and disciplinary geographical content.
- To support children's engagement in geographical reasoning about **change** (past, present and future change), **diversity** across space and **interaction** between places, phenomena and processes in the world.
- To inspire and engage children with the subject through enrichment opportunities, projects and external visits.





Implementation

At Hazelwood, although we make meaningful links to other curriculum areas, Geography is taught discretely every week in KS2 and where appropriate in KS1. Key geographical concepts are built upon and learning is revisited to ensure children's knowledge is built upon each week and year on year. We use the Opening Worlds Curriculum to guide our planning due to its focus on developing both substantive and disciplinary knowledge in equal measure. The curriculum is **ambitious in its scope** (meeting and exceeding the demands of the National Curriculum), **meticulous in rigour** (responsive to up-date scholarship in Geography), **highly coherent** (intricate links have been built within and across subjects so that nothing sits in isolation) and **carefully sequenced** (so that pupils' ability to build a comparison and reach a critical judgement).

Hazelwood's Approach to Teaching and Learning

At Hazelwood you will see a range of real, relevant, immersive and purposeful learning opportunities within a nurturing, enabling environment, including the following approaches to teaching and learning:

- Children **exploring and answering big questions** which allow them to think deeply about their learning
- Children **hearing and using key vocabulary** in a range of contexts
- Children **speaking in full sentences** using the key vocabulary taught
- **Cold calling** - supporting all children in engaging in their learning and believing they can achieve
- **Adaptive teaching** - responding to the needs of all children
- **Retrieval practice** – allowing children to know more, remember more and do more
- **Positive relationships and quality interactions** that nurture our responsible citizens
- **Spaced and sequential learning** over time to help children learn more quickly and remember learning better.

In a typical Geography lesson, you will see:

- Children **gaining substantive knowledge and learning new vocabulary** building on prior learning and making connections to other concepts
- Children **thinking about geographical questions** in which they solve problems concerning place, pattern, position and processes;
- Children **using a range of skills for Geographical enquiry** (asking questions, finding data, analysing data, communicating findings)
- Children **finding out about the world** through different types of maps, photographs, diagrams and other types of spatial data
- Children **interpreting sources of Geographical information**, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
- Children **communicating geographical information using Geographical vocabulary**, including through maps, numerical and quantitative skills and writing at length
- Children **engaging with high quality texts.**

Real, Relevant Immersive learning opportunities in Geography are really important in ensuring our children are engaging with the world around them, managing risks, navigating real landscapes and gathering data for real purposes. Our children have the **opportunity to collect, analyse and communicate** with a range of data gathered through experiences of **fieldwork** that develop their geographical skills and deepen their understanding of geographical processes. To further enhance our Geography curriculum, we provide all children with access to **Forest School**, enabling them to develop resilience and a questioning mindset about nature around them. We also have links with Broomfield Park where children can access nature in the local environment and to further enrich our children's geographical experiences in our local area.



Impact

How do we assess?

We assess our children using a range of methods.

- Routine, embedded, informal formative assessment is built into every lesson to assess children's new knowledge, both substantive and disciplinary.
- Questioning forms a large part of our assessment. We use a variety of questions to constantly check children's knowledge is secure and that children are learning to think geographically with their new knowledge.
- Low-stakes quizzes and retrieval practice to support children in remembering more and ensure learning is retained. This ongoing information supports teachers in identifying how well children have remembered and understood. This enables them to adapt and/or re-teach immediately, ensuring no pupil ever gets left behind.
- Teachers highlight the lesson question or objective to quickly show those who have remembered and understood the geographical knowledge and accurately applied geographical skills. The lesson question or objective will be hashed if it is partially met.
- Use of synoptic tasks to assess children's knowledge. This is a piece of extended writing. Children will display an understanding of geographical vocabulary, substantive knowledge and will use references to case studies, where appropriate, to explain themselves. These extended tasks allow children both to further develop and to demonstrate their new knowledge from the unit.
- End of unit assessments - children take an end of unit quiz. If their marks are consistently high at this level, they are making good progress. This is clear evidence that children are mastering the curriculum.
- At the end of the year, children will be assessed on the "big themes" of the year that will be crucial foundations for accessing the following year's curriculum. This assessment transitions with the children to their next teacher, so that teachers can address any weaknesses, gaps or misconceptions in children's understanding of Geography.

How do we know that children are at age-related expectation?

- Children are using the taught key vocabulary and substantive knowledge to answer big questions at the end of the unit.
- Children use relevant case studies, where appropriate, to further substantiate their answers to questions.
- Children are able to talk confidently about what they have learnt.
- Children are able to effectively use and engage in geographical skills and fieldwork.

Children are working at a greater depth if they use hinterland knowledge to provide further depth to their answers.

How do our children feel about Geography?

- "I like Geography because I like learning about countries and what happens in them."
- "At the end of a unit, we are ready for a big write to show our progress."
- "I really love Geography; it is my favourite subject as we learn about the world in which we live and how it is made."
- "Geography is interesting because you learn all about the world – it is real and relevant."
- "It surprised me why some people might want to live near a volcano. I never thought about that before my Geography lessons."



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Disciplinary Focus: Change Diversity Interaction

Nursery These are some of the adults led opportunities	Understanding the world – Educational programme (EYFS Statutory Framework 2021)					
	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world . As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension (Linked Early learning goals: People, Culture and Communities and The Natural World)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Our environment (LJ – All about me) What do we see at home and Nursery?</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Know the place of resources and things in the Nursery. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Talk about what I see in my own environment (school and home) <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use senses to explore Sometimes ask questions about things in my direct environment 	<p>Celebrations Who celebrates? (LJ- In our world)</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Beginning to have an awareness that there are other countries in the world <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Talk about similarities and differences in relation to friends or family, in people, countries and communities Developing a positive attitude about the differences between people, countries and communities <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Comment on recent pictures of celebrations or special times in my life e.g. Holidays 		<p>Valuing differences What is the same? What is different?</p> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Talk about similarities and differences in relation to friends or family, in people, countries and communities Developing a positive attitude about the differences between people, countries and communities 	<p>My home and places I know Where do you go to... shop / play / eat?</p> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Talk about my home and the places that I know like the park, the shops, the library <p>Journeys Where have you travelled? <i>Linked to holidays they have been on, places they have visited and stories they have heard.</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Beginning to have an awareness that there are other countries in the world <p><u>Geographical Skills and Fieldwork</u></p> <p>Comment on recent pictures of celebrations or special times in my life e.g. Holidays.</p>	
Vocabulary	<ul style="list-style-type: none"> Nursery Home Senses Sight Touch Hearing Taste Smell Place Book corner Stories 	<ul style="list-style-type: none"> Celebrate Diwali Diva lamp Nativity Christmas India Bethlehem Also incorporate countries based on the cohort’s heritage 		<ul style="list-style-type: none"> Similar Different Family Friends People Countries Communities Nature Kindness Outside Inside 	<ul style="list-style-type: none"> Home Shop Park Library Journey Holiday Sea Africa Australia Canada South Pole 	



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Disciplinary Focus: Change Diversity Interaction

		<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Explore Google Earth, Atlas and Globes Explore and talk about the world using what I know from stories/ non-fiction 	<p>what has been read in class. (ELG)</p> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Create simple maps (linked to interests- treasure maps, road maps) 		<ul style="list-style-type: none"> Explore and talk about the world using what I know from stories/ non-fiction 	
Vocabulary	<ul style="list-style-type: none"> Book corner Carpet spaces Construction area Outdoor play area Creative area Messy area Writing area Role play area Classroom Playground Toilets Welfare Rowan hall Dining hall Office In front Behind On Under 	<ul style="list-style-type: none"> World South Pole (Antarctica) Istanbul Thailand Mexico China Switzerland Kenya, Africa Russia Australia Tokyo Peru Nazareth 	<ul style="list-style-type: none"> Community School Hazelwood Map Family Route Train Bus Library Fieldwork Doctor Nurse Dentist Firefighter Police officer Vet 		<ul style="list-style-type: none"> Africa Animals Sea Water Australia Rainforest World Hot Cold Wet Dry 	<ul style="list-style-type: none"> Hazelwood School Map Find Minibeast Place Wildlife garden Quiet garden Title Pictures Labels Under On In front Behind



Hazelwood Schools – Geography Curriculum Overview
 Disciplinary Focus: **Change Diversity Interaction**

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Weather What is the weather like in Palmers Green?</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify daily weather in the local area and seasonal weather <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Engage in simple, teacher-led fieldwork enquiries Begin to use first-hand observation to identify patterns 	<p>Around Our School What are the key features of a map? What is an aerial view?</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify some human and physical features of the school (e.g. lunch hall, Mr Newham's office, wildlife garden) <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Engage in simple, teacher-led fieldwork enquiries Begin to use first-hand observation to identify features of the school. Use aerial photographs. (Linked to school) Devise a simple map: and use and construct basic symbols in a key. (Linked to school). Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes. Understand what a compass is and begin to use one for simple navigation. 	<p>United Kingdom What are the names of the capital cities and countries of the United Kingdom? What is the weather like in... Scotland?</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Human features, including: famous landmarks, office, farm, port. Physical features, including: river, mountain, seasonal weather patterns in the United Kingdom. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use a UK map to identify countries, capitals and surrounding seas. Begin to use compass directions in the context of the United Kingdom. 	<p>Local area - Palmers Green What are the human and physical features of Palmers Green? How is Palmers Green similar and different to Walton-on-the-Naze?</p> <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Physical features of Palmers Green and Walton-on-the-Naze, including: beach, coast, sea, vegetation, cliff. Human features of Palmers Green and Walton-on-the-Naze, including: town, house, office, harbour, shop. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Engage in simple, teacher-led fieldwork enquiries. Begin to use first-hand observation to identify features. Begin to follow routes on prepared maps. 		
Vocabulary	<ul style="list-style-type: none"> Weather (sunny, cloudy, rain, snow, windy, fog, stormy, sleet, hail, ice) Daily Seasonal 	<ul style="list-style-type: none"> Aerial photograph Aerial view School Fieldwork Observe 	<ul style="list-style-type: none"> United Kingdom Country (England, Wales, Scotland, Northern Ireland) Capital city (London, Cardiff, Edinburgh, Belfast) Sea (North Sea, English Channel, Atlantic Ocean, Irish Sea) Human feature 	<ul style="list-style-type: none"> Palmers Green London Borough of Enfield Human feature (city, town, house, office, shop, harbour) Physical feature (vegetation, soil, beach, cliff, coast, sea) Natural 		



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Disciplinary Focus: **Change Diversity Interaction**

	<ul style="list-style-type: none"> • Seasons (Autumn, Winter, Spring, Summer) • Palmers Green • Fieldwork • Record • Observe • Thermometer • Rain gauge • Weather vane • Temperature • Rainfall • Wind direction (N, S, E, W) 	<ul style="list-style-type: none"> • Map • Location • Places • Features • Title • Labels • Symbols • Key • Compass • Direction (near, far, left, right) • Compass points - North, South, East, West • Human feature • Physical feature 	<ul style="list-style-type: none"> • Physical feature • Landmarks (The Angel of the North, Caernarfon Castle, Loch Ness, Giant's Causeway) • Rivers (Thames, Severn, Tay, Lagan) • Mountains (Scafell Pike, Snowdon, Ben Nevis, Mourne Mountains) • Atlas • Globe • Weather (sunny, cloudy, rain, snow, windy, fog, stormy, sleet, hail, ice) • Compass points - North, South, East, West 	<ul style="list-style-type: none"> • Environment • Fieldwork • Observe • Services (shop, post office, library, station, dentist) • Compare • Coastal area • Seaside town • Walton-on-the-Naze • Map • Photograph • Aerial view
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 Disciplinary Focus: **Change Diversity Interaction**



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p style="text-align: center;">London What makes London important and unique?</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate London on a UK map. Name and locate some London Boroughs. <p>Place knowledge Human and Physical Geography</p> <ul style="list-style-type: none"> Studying the human and physical geography of London. City of London and London Boroughs Key physical and human landmarks in London Why is London important to people who live, work and visit it? How can you use transport to get around London and why is transport so important in a city? Cultures of people in London <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map including places in the local area. Use and construct basic symbols in a key. Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features. Engage in teacher-led/guided fieldwork enquiries. Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units. Use a compass (four compass points) to follow and describe routes Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW). 		<p style="text-align: center;">Our world What are the similarities and differences between places near the Equator and those near the North or South Pole?</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's: seven continents, five oceans, Equator, North and South Poles, hot and cold areas in relation to the Equator and North and South Poles. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Know some human and physical geography of a variety of hot and cold areas (e.g. Indonesia, Canada). Use key geographical words when learning about the key human and physical features of these places, including: farm, city, port, coast, forest, sea. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, globes and atlases to identify locations studied. Use simple grid references (e.g. A1, D7) to locate squares on a map. 		<p style="text-align: center;">My Place, Your Place What are the similarities and differences between Enfield and a suburb of Mumbai (Dadar)?</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> (Recap) Name and locate the world's: seven continents, five oceans and Equator. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Enfield), and of a small area (Dadar, Mumbai) in a contrasting non-European country (India). <p>Human and Physical Geography</p> <ul style="list-style-type: none"> (Recap) Identify seasonal weather patterns in the UK. Know some human and physical geography of Dadar in Mumbai, India and Enfield, UK. Use key geographical words when learning about the key human and physical features of these places. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to locate the areas mentioned above. Use pictograms, tally charts and/or simple tables (from Maths NC). 	



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Disciplinary Focus: Change Diversity Interaction

Vocabulary	<ul style="list-style-type: none"> ● Locate ● Palmers Green ● London Borough of Enfield ● North London ● Capital city ● South East England ● Home address ● Map ● Hazelwood Schools ● Local ● Amenities ● Shops ● Train station ● Library ● Broomfield Park ● Supermarket ● Post office ● Bank ● Dentist ● Route ● Compass points (North, South, East, West) ● Direction (near, far, left, right) ● Destination ● Aerial view ● Title ● Labels ● Symbols ● Key ● Compass 	<ul style="list-style-type: none"> ● London ● City of London ● London Boroughs ● Physical ● Human ● Landmarks (London Eye, Houses of Parliament, The Shard, River Thames, Hampstead Heath) ● Transport (car, bus, train, London Underground – tube, taxi, bicycle, tram, boat) ● Cultures ● Multicultural ● Diverse 	<p><i>Recap</i></p> <ul style="list-style-type: none"> ● United Kingdom ● Country (England, Wales, Scotland, Northern Ireland) ● Capital city (London, Cardiff, Edinburgh, Belfast) ● Sea (North Sea, English Channel, Atlantic Ocean, Irish Sea) ● Human feature ● Physical feature ● Landmarks (The Angel of the North, Caernarfon Castle, Loch Ness, Giant’s Causeway) ● Rivers (Thames, Severn, Tay, Lagan) ● Mountains (Scafell Pike, Snowdon, Ben Nevis, Mourne Mountains) <ul style="list-style-type: none"> ● World ● Locate ● Continent (Europe, Asia, Africa, North America, South America, Oceania, Antarctica) ● Ocean (Pacific, Atlantic, Indian, Arctic, Southern) ● Equator ● North Pole ● South Pole ● Hottest areas ● Coldest areas ● Humans ● Animals ● Plants ● Vegetation ● Farming ● Population ● Map ● Atlas ● Globe 	<ul style="list-style-type: none"> ● Enfield ● London ● Dadar ● Mumbai ● Town ● City ● Human features (e.g. transport, religious buildings, schools, hospitals, shops, houses) ● Physical features (e.g. river, valley, beach, coastline) ● Coastline ● Fluctuate ● Tropical ● Humid ● Suburb ● Commute ● Land use ● Urban ● Compare ● Pictogram/tally/table
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 Disciplinary Focus: **Change Diversity Interaction**

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Rivers How do rivers, people and land affect each other? <u>Locational Knowledge</u> <u>Place Knowledge</u> <u>Human and physical Geography</u></p> <ul style="list-style-type: none"> ● Depth focus: The River Indus ● Its source, course, uses, and some of its environmental challenges. ● How do rivers get their water? - the source, springs, the water cycle (and so prepares for the relationship between mountains and weather in Autumn 2). ● How do rivers shape the land? The river's load. Flooding. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> ● Depth focus: River Severn ● Builds sense of place (and so prepares for later work on agriculture & Wales) ● Wildlife in the River Severn, fishing, local agriculture, pollution problems. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ● Use maps, atlases, globes. Name and locate counties and cities of the United Kingdom. ● Use photographs to recognise physical and 	<p>Mountains How do mountains and people affect each other? <u>Locational knowledge</u> <u>Human and physical Geography</u></p> <ul style="list-style-type: none"> ● Highest mountain in each of the four countries of the UK. ● Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. ● Why do people live on mountains? <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> ● Depth focus: Andes and terraced farming ● Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) <p>Sustained geographical theme:</p> <ul style="list-style-type: none"> ● Relationship between mountains and weather ● Relationship between mountains and people <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ● Describe location using 4-point compass. 	<p>Settlements & cities How are settlements similar and different? <u>Human and physical Geography</u></p> <ul style="list-style-type: none"> ● Settlement types - hamlet, village, town, city etc; land use, settlements by rivers. <p>Major cities in the UK –</p> <ul style="list-style-type: none"> ● Locational overview (recap rivers - how are the cities linked to the rivers?) <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ● Two cities: Cardiff and London, inc economy & transport. ● How is London shaped by the River Thames? ● London as a conurbation and London boroughs ● How do people move about in Cardiff? ● How do people move about in London? (e.g. Tube map). ● Patterns of settlement in Cardiff and London. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ● Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. 	<p>Agriculture How are we connected to farmers? <u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> ● Arable farming, pastoral farming, mixed farming, how farming changes the landscape. ● How does the food we eat affect farming? seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ● Sheep farming in Wales - Snowdonia. <p><u>Locational knowledge revisited:</u></p> <ul style="list-style-type: none"> ● Wales, Snowdonia, ● Gloucestershire (revisit mountains, revisit River Severn). <p><u>New locational knowledge:</u></p> <ul style="list-style-type: none"> ● Sussex <p><u>Geographical theme:</u></p> <ul style="list-style-type: none"> ● Links between food consumption patterns and farming; issues arising e.g. local sourcing. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ● Use maps, atlases, globes to locate countries and describe features studied. 	<p>Volcanoes How do volcanoes affect a place? <u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> ● Structure and composition of the earth ● How and why volcanoes erupt ● Types of volcanoes ● Formation of volcanoes ● Active, dormant and extinct volcanoes ● Why do people visit volcanoes? (work, tourism, farming, science) <p><i>Link to settlements (prior learning Year 3 Spr 1) with section on why people still live near volcanoes.</i></p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ● Deepen Mediterranean theme via Mount Etna and human settlements around it. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ● Use diagrams to identify layers of the Earth and different parts of a volcano. ● Use maps to describe distribution of volcanoes. 	<p>Climate and Biomes How does the climate affect the way people live? <u>Locational Knowledge:</u> (Situated, through its examples, in Europe, so that European theme is launched simultaneously)</p> <ul style="list-style-type: none"> ● Continent of Europe ● Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> ● Climate and relationship with oceans. ● Climate and biomes within climates <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> ● Depth focus: Mediterranean climate ● Depth focus: Temperate climate, ● Introduce latitude <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ● Basics in navigating the globe: locating equator, key lines of latitude, Arctic and Antarctic on world map.



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Disciplinary Focus: Change Diversity Interaction

	human features from a variety of perspectives and scales.			<ul style="list-style-type: none"> Use fieldwork to investigate local shops on Palmers Green High Street - their sourcing, economic and ethical considerations. 		
Vocabulary	<ul style="list-style-type: none"> Mountain Tibet Mountain range Himalayas Springs Indus India Pakistan Glaciers Monsoon Chanel Tributaries Arabian Sea Afghanistan River levels Dams Reservoirs Canals Irrigation Irrigate Turbine Hydro-power Parched Palla Province Sindh Delicacy Source Earth Atmosphere State Solid Liquid Gas 	<ul style="list-style-type: none"> Hill Mountain Ben Nevis Mountainous regions Mountain range Himalayas Mount Everest Peak Slopes Terraces Summit Alps Andes Terraced farming Cairngorms Trek Valleys Lake District Pennines Yorkshire Dales Brecon Beacons Snowdonia Above sea level Temperature 	<ul style="list-style-type: none"> Settlements Settlement Hamlet Farmstead Village Rural Inhabitants Church Village green Post office Small shops Primary school Pub Village hall Secondary school Facilities Railway station Urban settlement Adapt Coastal town Market town City University Large hospitals Cathedral Airport Sprawling Urban sprawl Boroughs Londoners The Tube The Underground Conurbation Flats 	<ul style="list-style-type: none"> Agriculture Arable farming Pastoral farming Mixed farming Growing season Plough Graze Dairy farmers Marshlands Forests Hedges Erosion Yields Fertilisers Pesticides Organic food Seasonal food Local Vegetarian Vegan Shorn 	<ul style="list-style-type: none"> Surface Mantle Crust Planet Core Scientists Oceanic crust Continental crust Iron Melted Volcano Erupting Molten Magma Lava Viscous Explosive Pressure Vent Magma chamber Composite Shield Mount Etna Supervolcano Secondary vents Volcanic bombs Solidify Mount Bromo Crater Active volcano Dormant Extinct Flow Lava flows 	<ul style="list-style-type: none"> Continent Oceans Europe Mediterranean Sea Atlantic Ocean Arctic Ocean Landlocked Weather Climate Equator Latitude Tropical Polar Mild Currents Gulf Stream Biomes Savanna Rainforest Tundra Mediterranean climate Temperate climate Temperatures Seasons



Hazelwood Schools – Geography Curriculum Overview

Disciplinary Focus: Change Diversity Interaction

<ul style="list-style-type: none">• Water vapour• Water cycle• Evaporates• Evaporation• Condenses• Surface runoff• Ground water• Transpiration• Erosion• Erodes• Particles• Load• Deposits• Deposition• Upper course• Riverbed• V-shaped valley• Spurs• Mature• Meanders• Sediment• Mouth• Estuary• Reeds• Delta• Mangroves• Welsh• River Severn• Wales• Shrewsbury• Cattle• Salmon• Streamlined• Bore• Gloucester• Tide• Curlews• Sandpipers• Conservation• Pollute		<ul style="list-style-type: none">• Cardiff• Capital city• Taff• Businesses• Connect		<ul style="list-style-type: none">• Mudflows• Pyroclastic flows• Smother• Clog• Disrupt• Plumes• Sicily• Destructive• Endangered• Enrich• Citrus fruits• Explosives• Divert• Evacuated• Geologist	
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Hazelwood Schools – Geography Curriculum Overview
 Disciplinary Focus: **Change Diversity Interaction**

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Rhine and the Mediterranean How are different parts of the Rhine and the Mediterranean used by people?</p> <p><u>Locational Knowledge</u> <u>Place Knowledge</u> <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Cologne and cities on the Rhine • Rotterdam and the mouth of the Rhine • How the course of the river has been changed by human activity incl canals • Mediterranean Sea (introduce term ‘peninsula’) • Suez Canal <p><u>Human and physical Geography</u></p> <ul style="list-style-type: none"> • Water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Extending use of maps and photographs • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Population How and why does population distribution vary across Great Britain?</p> <p><u>Locational Knowledge</u> <u>Place Knowledge</u> <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Characteristics of population incl distribution and diversity. Migration. • Depth focus: multicultural London. • Depth focus: multicultural Cardiff. • Welsh language and culture, effect of changing demographics • Welsh or British? Idea of national identity <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use thematic maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass to build their knowledge of the United Kingdom and the wider world. • First look at how to use geographical data: the census. • What kinds of questions do geographers ask? What are their tools? 	<p>Coastal Processes and Landforms How does the location of West Wales affect its coast?</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers) <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • Depth focus: West Wales <p><u>Human and physical Geography</u></p> <ul style="list-style-type: none"> • Processes of erosion, transportation & deposition • Overview of Jurassic coast, including significance of its rocks, fossils and landforms. • Coastal habitats using contrasting examples, including coasts of the Indian Ocean. 	<p>Tourism How do tourists interact with a place?</p> <p><u>Locational knowledge</u> <u>Place knowledge</u> <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Types of tourism (e.g. visiting friends and family activity holidays). • Depth focus: Llandudno, Wales - a seaside town. <p><i>(Link back to coastal processes in previous unit).</i></p> <ul style="list-style-type: none"> • Skiing holidays in the Alps. • The growth of tourism in the UK and overseas. • Sunshine holidays in Spain. • Advantages and disadvantages of tourism. • Sustainable tourism. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Interpreting climate data for Zermatt, Switzerland and Palma, Majorca. • Using and analysing continuous data (from Maths NC) – focussing on the concept of ‘average’ in mathematical terms. • Using table of figures to create bar graph showing British tourists’ destinations data and analyse. • Use fieldwork to investigate how tourism 	<p>Earthquakes How do earthquakes affect people and environments?</p> <p><u>Locational knowledge</u> <u>Place knowledge</u></p> <ul style="list-style-type: none"> • Depth focus: The Christchurch earthquake, New Zealand. • Depth focus: California & San Andreas fault, Indian Ocean tsunami. <p><u>Human and Physical Geography</u></p> <p><u>Geography</u></p> <ul style="list-style-type: none"> • Causes of earthquakes: tectonic plates, fault lines. • Effects of earthquakes • How humans live in earthquake zones and adapt their settlements (e.g. Japan). <p><i>(Revisits knowledge on volcanoes from Year 4 Spring 1).</i></p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Using thematic maps to identify tectonic plates and plate boundaries. • Using table of figures to create bar graph showing magnitude of earthquakes. 	<p>Deserts Why are deserts located where they are?</p> <p><u>Locational knowledge</u> <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Distribution and climate of deserts • How deserts are formed, variety of landscapes. • Plants and animals in deserts • How humans live and adapt in deserts <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • Depth focus: The Sahara Desert. • Depth focus: The Patagonian Desert. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Interpreting thematic maps and satellite photographs of deserts. • Using table of figures to plot bar graph showing climate for the Gobi Desert.



Hazelwood Schools – Geography Curriculum Overview

Disciplinary Focus: **Change** **Diversity** **Interaction**

				has environmentally affected Trafalgar Square. (Summer 1).		
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Hazelwood Schools – Geography Curriculum Overview

Disciplinary Focus: Change Diversity Interaction

Vocabulary						
	<ul style="list-style-type: none"> Alps North Sea Tributary Upper Rhine Lower Rhine Confluence Cologne Banks Flooding Flood walls Port Harness Importing Exporting Canal Wetlands Drained Lock Strait Enclosed sea Peninsula Mainland Suez Canal 	<ul style="list-style-type: none"> Population Population density Sparsely populated Densely populated Population distribution High population density Low population density Migration Rural Urban Rural to urban migration Ethnic Diverse Census Ethnically diverse Ethnicity Welsh Cymraeg Eisteddfod Wales British Identity 	<ul style="list-style-type: none"> Coastline Waves Erosion Transport Transportation Groynes Depositing Deposit Deposition Landforms Bay Cliffs Headland Shingle Jurassic Coast Preserved Fossils Cave Arch Stack Habitat Rock pools Sand dunes Coral reefs Cardigan Bay 	<ul style="list-style-type: none"> Seaside Seaside towns Pier Amusements Llandudno Promenade Hotels Guest houses Tourists Tourism Cultural Income Souvenirs Tourist industry Matterhorn Minimum Maximum Skis Ski-slope Ski-lift Advantage Disadvantage Environment Destination Airports Airlines Sunshine holiday Mainland Travel agencies Package holidays Accommodation Apartments Air pollution Services Economy Sustainable Sustainability Coral reef Ecotourism 	<ul style="list-style-type: none"> Earthquake Tremors Aftershocks Visible Tectonic plates Plate boundary Fault line San Andreas Fault Friction Epicentre Tsunami Focus Seismic waves Seismograph Seismogram Magnitude Richter scale Trembling Immediate effects Tidal wave Devastate Liquid mud Environment Rubble Landslide Subsidence Long-term effects Prone Absorb Rubber Drill Survival 	<ul style="list-style-type: none"> Hydrated Dehydrated Desert Vegetation Arid Sahara Desert Aridity Plummet Lush Sand dunes Oasis Oases Store Camels Sahel Semi-arid Drought Productive Non-productive Desertification Physical Nutrients Overgrazing Herd Overfarming Variety Flora Fauna Obtain Desolate Succulents Cactus Cacti Spines Prevent Meerkat Burrow Nocturnal Chameleon



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Disciplinary Focus: **Change** **Diversity** **Interaction**

						<ul style="list-style-type: none">● Antarctica● Penguins● Polar bears● Blubber● Lichen● Modern● Divert● Indigenous● Steppe● Great Steppe● Silk Road● Yurts● Portable● Patagonia● Rain shadow● Hostile● Patagonian Desert● Exceeds● Feature● Exposes● Extinct
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Hazelwood Schools – Geography Curriculum Overview
 Disciplinary Focus: **Change Diversity Interaction**

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Tourism How do tourists interact with a place?</p> <p><u>Locational knowledge</u> <u>Place knowledge</u> <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Types of tourism (e.g. visiting friends and family activity holidays). Depth focus: Llandudno, Wales - a seaside town. <i>(Link back to coastal processes in previous unit).</i> Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Interpreting climate data for Zermatt, Switzerland and Palma, Majorca. Using and analysing continuous data (from Maths NC) – focussing on the concept of ‘average’ in mathematical terms. Using table of figures to create bar graph showing British tourists’ destinations data and analyse. 	<p>Earthquakes How do earthquakes affect people and environments?</p> <p><u>Locational knowledge</u> <u>Place knowledge</u></p> <ul style="list-style-type: none"> Depth focus: The Christchurch earthquake, New Zealand. Depth focus: California & San Andreas fault, Indian Ocean tsunami. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Causes of earthquakes: tectonic plates, fault lines. Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan). <p><i>(Revisits knowledge on volcanoes from Year 4 Spring 1).</i></p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Using thematic maps to identify tectonic plates and plate boundaries. Using table of figures to create bar graph showing magnitude of earthquakes. 	<p>Deserts Why are deserts located where they are?</p> <p><u>Locational knowledge</u> <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Distribution and climate of deserts How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> Depth focus: The Sahara Desert. Depth focus: The Patagonian Desert. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Interpreting thematic maps and satellite photographs of deserts. Using table of figures to plot bar graph showing climate for the Gobi Desert. 	<p>Why is California so thirsty? How have the actions of people affected the drought in California?</p> <p><u>Locational knowledge</u> <u>Place knowledge</u></p> <ul style="list-style-type: none"> Depth focus on California (region in North America), continuing natural resources theme <i>(revisit water cycle from Year 3).</i> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Water as a resource Water resources in California. Farming - intensive farming, growing almonds. California aqueduct – providing water. The future of water supply in California. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Interpreting a range of thematic maps (water supply and storage in California; types of climate in USA; historical map from 1930s of types of crops grown in California; drought conditions in California). 	<p>Oceans How can oceans affect human behaviour and settlements?</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> Locational framework - <ul style="list-style-type: none"> world oceans seas in Europe <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> Oceans and the land masses we’ve studied in depth – the Atlantic and West Wales. The Pacific and South America. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Oceans and trade, oceans and climate, major currents. Oceans and climate change, the human impact on oceans. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Interpreting world and thematic maps. Describe routes of maritime shipping using a world map, compass directions and names of continents/oceans. Introduction to use of the eight-point compass. Describe direction of ocean currents on world map using eight-point compass. Describe and explain distribution of tsunamis 	<p>Migration Why do people migrate?</p> <p><u>Place knowledge</u> <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Real migration stories in people’s own words, from Northern Ireland to Liverpool and from Turkey to London. How does migration change places? <ul style="list-style-type: none"> London Shetland Islands Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Why do people migrate? Push and pull factors revisited <i>(from Year 5 Autumn 1)</i> and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Asking questions about migration stories - 5Ws and a H. Describing location using eight-point compass.



Hazelwood Schools – Geography Curriculum Overview
 Disciplinary Focus: **Change Diversity Interaction**

					globally using digital technology.	
Vocabulary	<ul style="list-style-type: none"> ● Seaside ● Seaside towns ● Pier ● Amusements ● Llandudno ● Promenade ● Hotels ● Guest houses ● Tourists ● Tourism ● Cultural ● Income ● Souvenirs ● Tourist industry ● Matterhorn ● Minimum ● Maximum ● Skis ● Ski-slope ● Ski-lift ● Advantage ● Disadvantage ● Environment ● Destination ● Airports ● Airlines ● Sunshine holiday ● Mainland ● Travel agencies ● Package holidays ● Accommodation ● Apartments ● Air pollution ● Services ● Economy ● Sustainable ● Sustainability 	<ul style="list-style-type: none"> ● Earthquake ● Tremors ● Aftershocks ● Visible ● Tectonic plates ● Plate boundary ● Fault line ● San Andreas Fault ● Friction ● Epicentre ● Tsunami ● Focus ● Seismic waves ● Seismograph ● Seismogram ● Magnitude ● Richter scale ● Trembling ● Immediate effects ● Tidal wave ● Devastate ● Liquid mud ● Environment ● Rubble ● Landslide ● Subsidence ● Long-term effects ● Prone ● Absorb ● Rubber ● Drill ● Survival ● 	<ul style="list-style-type: none"> ● Hydrated ● Dehydrated ● Desert ● Vegetation ● Arid ● Sahara Desert ● Aridity ● Plummet ● Lush ● Sand dunes ● Oasis ● Oases ● Store ● Camels ● Sahel ● Semi-arid ● Drought ● Productive ● Non-productive ● Desertification ● Physical ● Nutrients ● Overgrazing ● Herd ● Overfarming ● Variety ● Flora ● Fauna ● Obtain ● Desolate ● Succulents ● Cactus ● Cacti ● Spines ● Prevent ● Meerkat ● Burrow 	<ul style="list-style-type: none"> ● Precipitation ● Water cycle ● Treated ● California ● Reservoir ● Irrigation ● Drought ● Groundwater ● Almonds ● Factors ● Rainfall ● Water supply ● Aqueduct ● California Aqueduct 	<ul style="list-style-type: none"> ● Sea ● Ocean ● Atlantic Ocean ● World Ocean ● The Atlantic ● Pacific Ocean ● North Pole ● South Pole ● Nearly enclosed ● Salinity ● Transported ● Trade ● Maritime trade ● Manufactured goods ● Quantities ● Freight ● Maritime shipping routes ● Ocean currents ● Warm currents ● Cold currents ● Gyres ● Phytoplankton ● Atlantic coast ● Oceanic ● Caribbean ● Hurricanes ● Wind stream ● Regulates ● Fossil fuels ● Aral Sea ● Drift-net fishing ● Marine life ● Fish stocks 	<ul style="list-style-type: none"> ● Populated ● Descended ● Migrants ● Inlet ● Mourned Mountains ● Newry ● Remote ● Who ● Where ● When ● How ● Why ● What ● Enquiry ● Internal migration ● International migration ● Border controls ● Pull factors ● Push factors ● Voluntary ● Commute ● Involuntary ● Forced ● Abandon ● Check in ● Passport control ● Self-reliant ● Emigrated ● Immigrant ● Engulfing ● Temporary ● United Nations High Commission for Refugees ● Displaced ● Permanent ● Flee ● Persecution



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	<ul style="list-style-type: none">• Coral reef• Ecotourism		<ul style="list-style-type: none">• Nocturnal• Chameleon• Antarctica• Penguins• Polar bears• Blubber• Lichen• Modern• Divert• Indigenous• Steppe• Great Steppe• Silk Road• Yurts• Portable• Patagonia• Rain shadow• Hostile• Patagonian Desert• Exceeds• Feature• Exposes• Extinct		<ul style="list-style-type: none">• Refugees• Official• Officially• Asylum-seekers• Mechanisation• Expansion• Demand• Fens• Family tree• Depopulation• Identity• Scale• Neighbourhood• Dual nationality• Belonging
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Hazelwood Schools – Geography Curriculum Overview
 Disciplinary Focus: **Change Diversity Interaction**

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Tourism How do tourists interact with a place?</p> <p><u>Locational knowledge</u> <u>Place knowledge</u> <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Types of tourism (e.g. visiting friends and family activity holidays). Depth focus: Llandudno, Wales - a seaside town. <p><i>(Link back to coastal processes in previous unit).</i></p> <ul style="list-style-type: none"> Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Interpreting climate data for Zermatt, Switzerland and Palma, Majorca. Using and analysing continuous data (from Maths NC) – focussing on the concept of ‘average’ in mathematical terms. Using table of figures to create bar graph showing British tourists’ 	<p>Earthquakes How do earthquakes affect people and environments?</p> <p><u>Locational knowledge</u> <u>Place knowledge</u></p> <ul style="list-style-type: none"> Depth focus: The Christchurch earthquake, New Zealand. Depth focus: California & San Andreas fault, Indian Ocean tsunami. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Causes of earthquakes: tectonic plates, fault lines. Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan). <p><i>(Revisits knowledge on volcanoes from Year 4 Spring 1).</i></p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Using thematic maps to identify tectonic plates and plate boundaries. Using table of figures to create bar graph showing magnitude of earthquakes. 	<p>Deserts Why are deserts located where they are?</p> <p><u>Locational knowledge</u> <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Distribution and climate of deserts How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> Depth focus: The Sahara Desert. Depth focus: The Patagonian Desert. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Interpreting thematic maps and satellite photographs of deserts. Using table of figures to plot bar graph showing climate for the Gobi Desert. 	<p>Why is California so thirsty? How have the actions of people affected the drought in California?</p> <p><u>Locational knowledge</u> <u>Place knowledge</u></p> <ul style="list-style-type: none"> Depth focus on California (region in North America), continuing natural resources theme <i>(revisit water cycle from Year 3)</i>. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Water as a resource Water resources in California. Farming - intensive farming, growing almonds. California aqueduct – providing water. The future of water supply in California. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Interpreting a range of thematic maps (water supply and storage in California; types of climate in USA; historical map from 1930s of types of crops grown in California; drought conditions in California). 	<p>Oceans How can oceans affect human behaviour and settlements?</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> Locational framework - <ul style="list-style-type: none"> world oceans seas in Europe <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> Oceans and the land masses we’ve studied in depth – the Atlantic and West Wales. The Pacific and South America. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Oceans and trade, oceans and climate, major currents. Oceans and climate change, the human impact on oceans. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Interpreting world and thematic maps. Describe routes of maritime shipping using a world map, compass directions and names of continents/oceans. Introduction to use of the eight-point compass. Describe direction of ocean currents on world map using eight-point compass. Describe and explain distribution of tsunamis globally using digital technology. 	



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Disciplinary Focus: Change Diversity Interaction

	<p>destinations data and analyse.</p> <ul style="list-style-type: none"> 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. (British Museum – Autumn 2) 				
Vocabulary	<ul style="list-style-type: none"> Seaside Seaside towns Pier Amusements Llandudno Promenade Hotels Guest houses Tourists Tourism Cultural Income Souvenirs Tourist industry Matterhorn Minimum Maximum Skis Ski-slope Ski-lift Advantage Disadvantage Environment Destination Airports 	<ul style="list-style-type: none"> Earthquake Tremors Aftershocks Visible Tectonic plates Plate boundary Fault line San Andreas Fault Friction Epicentre Tsunami Focus Seismic waves Seismograph Seismogram Magnitude Richter scale Trembling Immediate effects Tidal wave Devastate Liquid mud Environment Rubble Landslide 	<ul style="list-style-type: none"> Hydrated Dehydrated Desert Vegetation Arid Sahara Desert Aridity Plummet Lush Sand dunes Oasis Oases Store Camels Sahel Semi-arid Drought Productive Non-productive Desertification Physical Nutrients Overgrazing Herd Overfarming 	<ul style="list-style-type: none"> Precipitation Water cycle Treated California Reservoir Irrigation Drought Groundwater Almonds Factors Rainfall Water supply Aqueduct California Aqueduct 	<ul style="list-style-type: none"> Sea Ocean Atlantic Ocean World Ocean The Atlantic Pacific Ocean North Pole South Pole Nearly enclosed Salinity Transported Trade Maritime trade Manufactured goods Quantities Freight Maritime shipping routes Ocean currents Warm currents Cold currents Gyres Phytoplankton Atlantic coast Oceanic Caribbean



Hazelwood Schools – Geography Curriculum Overview

Disciplinary Focus: Change Diversity Interaction

<ul style="list-style-type: none">• Airlines• Sunshine holiday• Mainland• Travel agencies• Package holidays• Accommodation• Apartments• Air pollution• Services• Economy• Sustainable• Sustainability• Coral reef• Ecotourism	<ul style="list-style-type: none">• Subsidence• Long-term effects• Prone• Absorb• Rubber• Drill• Survival	<ul style="list-style-type: none">• Variety• Flora• Fauna• Obtain• Desolate• Succulents• Cactus• Cacti• Spines• Prevent• Meerkat• Burrow• Nocturnal• Chameleon• Antarctica• Penguins• Polar bears• Blubber• Lichen• Modern• Divert• Indigenous• Steppe• Great Steppe• Silk Road• Yurts• Portable• Patagonia• Rain shadow• Hostile• Patagonian Desert• Exceeds• Feature• Exposes• Extinct	<ul style="list-style-type: none">• Hurricanes• Wind stream• Regulates• Fossil fuels• Aral Sea• Drift-net fishing• Marine life• Fish stocks
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