

# 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.



## Hazelwood Schools – Geography Curriculum Overview

Disciplinary Focus: **Change Diversity Interaction**

### **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.
- Summative assessment is recorded termly on Insight, identifying those working at ARE, as well as those below and above ARE.

#### **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 apply their knowledge in End of Unit Quizzes and apply it to Opening Worlds Synoptic task.

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."



# Hazelwood Schools – Geography Curriculum Overview

Disciplinary Focus: **Change Diversity Interaction**

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



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

	<ul style="list-style-type: none"> <li>Outdoor Area</li> <li>Toys</li> <li>Carpet spaces</li> </ul>			<ul style="list-style-type: none"> <li>Favourite</li> <li>Special</li> </ul>	<ul style="list-style-type: none"> <li>Spain</li> <li>World</li> </ul>	
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Reception	Understanding the world – Educational programme (EYFS Statutory Framework 2021)					
	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children’s <b>personal experiences increases their knowledge and sense of the world around them</b> – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, <b>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</b> . 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: <b>People, Culture and Communities and The Natural World</b> )					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Ourselves</b>  <b>Where do things belong in our learning environment?</b></p> <ul style="list-style-type: none"> <li>Our learning environment</li> <li>Locating areas of learning and resources</li> <li>Locating places in learning environment and school</li> </ul> <p><b><u>Locational Knowledge &amp; Place Knowledge, Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe my own environment and local area</li> </ul> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Explore and talk about the world using what I know from stories/ non-fiction.</li> </ul>	<p><b>All around the world</b>  <b>Where do...live?</b>  <b>Where in the world are my family from?</b></p> <ul style="list-style-type: none"> <li>Linked to Science (Animals and their habitats) (Antarctica)</li> <li>Linked to places that their family’s come from a places they might have visited</li> </ul> <p><b><u>Locational Knowledge, Place Knowledge</u></b>            talk about the differences in lives in other countries</p> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe another environment e.g. desert, Artic etc</li> <li>Similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<p><b>Our Community</b>  <b>Who helps in the community?</b>            People who help us</p> <p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know our school is on Hazelwood Lane in Palmers Green</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Places important to Community -library, shops, bank, parks</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>talk about my family and people in the community and their roles</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and</li> </ul>		<p><b>We are going wild</b>  <b>What is the same about...Australia?</b>  <b>What is different?</b></p> <ul style="list-style-type: none"> <li>Linked to Science (Animals and their habitats) (Australia, Africa, Oceans))</li> </ul> <p><b><u>Locational Knowledge, Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>talk about the differences in lives in other countries</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>describe another environment e.g. desert, Artic etc</li> <li>similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps (linked to animals)</li> </ul>	<p><b>Minibeast</b>  <b>Where in school can you find minibeasts?</b>  <b>What is on a map?</b>            Mapping where they find insects in the school grounds</p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Create simple map (Outdoor space)</li> <li>Use positional language to describe</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> </ul>



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### Disciplinary Focus: Change Diversity Interaction

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



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



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

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

## Hazelwood Schools – Geography Curriculum Overview

### Disciplinary Focus: Change Diversity Interaction

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

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

# Hazelwood Schools – Geography Curriculum Overview

## Disciplinary Focus: Change Diversity Interaction



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



## Hazelwood Schools – Geography Curriculum Overview

Disciplinary Focus: **Change Diversity Interaction**

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



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



# Hazelwood Schools – Geography Curriculum Overview

## Disciplinary Focus: Change Diversity Interaction

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



# Hazelwood Schools – Geography Curriculum Overview

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

						<ul style="list-style-type: none"><li>● Prevent</li><li>● Meerkat</li><li>● Burrow</li><li>● Nocturnal</li><li>● Chameleon</li><li>● Antarctica</li><li>● Penguins</li><li>● Polar bears</li><li>● Blubber</li><li>● Lichen</li><li>● Modern</li><li>● Divert</li><li>● Indigenous</li><li>● Steppe</li><li>● Great Steppe</li><li>● Silk Road</li><li>● Yurts</li><li>● Portable</li><li>● Patagonia</li><li>● Rain shadow</li><li>● Hostile</li><li>● Patagonian Desert</li><li>● Exceeds</li><li>● Feature</li><li>● Exposes</li><li>● Extinct</li></ul>
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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><b>Why is California so thirsty?</b>  <b>Why is California so thirsty?</b></p> <p>Informal letter to a future Californian informing them of the factors contributing to the drought in the state.</p> <p><b>Locational knowledge</b>  <b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• <b>Depth focus</b> on California (region in North America), continuing natural resources theme (<i>revisit water cycle from Year 3</i>).</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Water as a resource</li> <li>• Water resources in California.</li> <li>• Farming - intensive farming, growing almonds.</li> <li>• California aqueduct – providing water.</li> <li>• The future of water supply in California.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>	<p><b>Oceans</b>  <b>How can oceans affect human behaviour and settlements?</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Locational framework -           <ul style="list-style-type: none"> <li>○ world oceans</li> <li>○ seas in Europe</li> </ul> </li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Oceans and the land masses we've studied in depth – the Atlantic and West Wales.</li> <li>• The Pacific and South America.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Oceans and trade, oceans and climate, major currents.</li> <li>• Oceans and climate change, the human impact on oceans.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Interpreting world and thematic maps.</li> <li>• Describe routes of maritime shipping using a world map, compass directions and names of continents/oceans.</li> <li>• Introduction to use of the eight-point compass.</li> <li>• Describe direction of ocean currents on world map using eight-point compass.</li> <li>• Describe and explain distribution of tsunamis</li> </ul>	<p><b>Migration</b>  <b>Why do people migrate?</b></p> <p><b>Place knowledge</b>  <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London.</li> <li>• How does migration change places?           <ul style="list-style-type: none"> <li>○ London</li> <li>○ Shetland Islands</li> <li>○ Cambridgeshire</li> </ul> </li> <li>• 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.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Why do people migrate? Push and pull factors revisited (<i>from Year 5 Autumn 1</i>) and extended in new contexts.</li> <li>• Refugees, persecution, asylum, asylum seekers; challenges for refugees.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Asking questions about migration stories - SWs and a H.</li> </ul>	<p><b>North and South America</b>  <b>What are the pros and cons of living in a megacity?</b></p> <p><b>Locational knowledge</b>  <b>Place knowledge</b>  <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Human and physical characteristics of North and South America, including population distribution and climate.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Megacities including Lima and depth focus on Brazil's megacities.</li> </ul> <p><b>Human and Physical Geography</b>  <b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Urban-rural migration in Brazil, including informal settlements, like <i>favelas</i>.</li> <li>• Challenge stereotypes often held of the <i>favelas</i>.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Using four-figure references to locate places on a map.</li> <li>• Interpreting a variety of thematic maps.</li> </ul>	<p><b>The Amazon</b>  <b>In what ways does the geography of South America affect life in the Amazon?</b></p> <p><b>Place knowledge</b>  <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon.</li> <li>• The Amazon river – course and characteristics.</li> <li>• The Amazon ecosystem – vegetation, animals and food chains.</li> <li>• Ecosystem processes.</li> <li>• Causes and effects of deforestation.</li> <li>• Futures for the Amazon rainforest.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Interpreting a variety of flow diagrams, including their parts: stores, flows and cycles.</li> <li>• Interpreting satellite photos.</li> </ul>	<p><b>Interconnected Amazon</b>  <b>How does agriculture in the Amazon interact with other parts of the world?</b></p> <p>Written debate considering to what extent is the Amazon connected with the rest of the world.</p> <p><b>Place knowledge</b>  <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1).</li> <li>• Primary, secondary, and tertiary industry.</li> <li>• Effects of changes in trade.</li> <li>• Environmental connections, carbon cycle, impacts of deforestation.</li> <li>• Social connections, globalisation.</li> </ul> <p><b>Place knowledge</b>  <b>Human and Physical Geography</b>  <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• The journey of soy produced in Bolivia.</li> <li>• International trade.</li> <li>• Trans-national companies.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Interpreting and drawing bar graphs.</li> <li>• Engaging in a simple enquiry process.</li> <li>• Developing and using a questionnaire to collect class data.</li> </ul>



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

		globally using digital technology.	<ul style="list-style-type: none"> <li>Describing location using eight-point compass.</li> <li>Use fieldwork to investigate what makes Palmers Green attractive – focus on pull factors</li> </ul>			
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Vital</li> <li>Precipitation</li> <li>Treated</li> <li>Arizona</li> <li>State lines</li> <li>Los Angeles</li> <li>Abundant</li> <li>Scant</li> <li>Iconic</li> <li>Veneer</li> <li>Sufficient</li> <li>Obtain</li> <li>Unpredictable</li> <li>downpours</li> <li>Mesas</li> <li>Rugged</li> <li>Barren</li> <li>Radiant</li> <li>Colorado River</li> <li>Snowmelt</li> <li>Vividly</li> <li>Brackish</li> <li>Unwholesome</li> <li>Insufficient</li> <li>Intensified</li> <li>Almonds</li> <li>Factors</li> <li>Water supply</li> <li>Drought-prone</li> <li>California Aqueduct</li> <li>Remarkable</li> <li>Residents</li> <li>Lawn</li> <li>Native plants</li> <li>Drought-tolerant</li> <li>Deluges</li> <li>Snowpack</li> <li>Compressed</li> <li>Crucial</li> </ul>	<ul style="list-style-type: none"> <li>Sea</li> <li>Ocean</li> <li>Atlantic Ocean</li> <li>World Ocean</li> <li>The Atlantic</li> <li>Pacific Ocean</li> <li>North Pole</li> <li>South Pole</li> <li>Nearly enclosed</li> <li>Salinity</li> <li>Transported</li> <li>Trade</li> <li>Maritime trade</li> <li>Manufactured goods</li> <li>Quantities</li> <li>Freight</li> <li>Maritime shipping routes</li> <li>Ocean currents</li> <li>Warm currents</li> <li>Cold currents</li> <li>Gyres</li> <li>Phytoplankton</li> <li>Atlantic coast</li> <li>Oceanic</li> <li>Caribbean</li> <li>Hurricanes</li> <li>Wind stream</li> <li>Regulates</li> <li>Fossil fuels</li> <li>Aral Sea</li> <li>Drift-net fishing</li> <li>Marine life</li> <li>Fish stocks</li> </ul>	<ul style="list-style-type: none"> <li>Populated</li> <li>Descended</li> <li>Migrants</li> <li>Inlet</li> <li>Mourne Mountains</li> <li>Newry</li> <li>Remote</li> <li>Who</li> <li>Where</li> <li>When</li> <li>How</li> <li>Why</li> <li>What</li> <li>Enquiry</li> <li>Internal migration</li> <li>International migration</li> <li>Border controls</li> <li>Pull factors</li> <li>Push factors</li> <li>Voluntary</li> <li>Commute</li> <li>Involuntary</li> <li>Forced</li> <li>Abandon</li> <li>Check in</li> <li>Passport control</li> <li>Self-reliant</li> <li>Emigrated</li> <li>Immigrant</li> <li>Engulfing</li> <li>Temporary</li> <li>United Nations High Commission for Refugees</li> <li>Displaced</li> <li>Permanent</li> <li>Flee</li> <li>Persecution</li> <li>Refugees</li> </ul>	<ul style="list-style-type: none"> <li>North America</li> <li>South America</li> <li>Central America</li> <li>Combined</li> <li>Population</li> <li>Canada</li> <li>Northerly</li> <li>Brazil</li> <li>Megacity</li> <li>New York City</li> <li>Natural disasters</li> <li>Lima</li> <li>Sustain</li> <li>São Paulo</li> <li>Tropic of Capricorn</li> <li>Rio De Janeiro</li> <li>Christ The Redeemer</li> <li>Populous</li> <li>The Americas</li> <li>Makeshift</li> <li>Favelas</li> <li>Grid</li> <li>Locate</li> <li>Eastings</li> <li>Northings</li> <li>Four-figure grid reference</li> <li>Favela</li> <li>Outskirts</li> <li>Sewers</li> <li>Stereotypes</li> <li>Portrayed</li> <li>Favelado</li> </ul>	<ul style="list-style-type: none"> <li>Situated</li> <li>Basin</li> <li>Piranha</li> <li>Ecosystem</li> <li>Interact</li> <li>Canopy</li> <li>Orchids</li> <li>Emergent</li> <li>Drenched</li> <li>Humid</li> <li>Buttress</li> <li>Camouflage</li> <li>Predators</li> <li>Anteater</li> <li>Termite</li> <li>Food chain</li> <li>Micro-organisms</li> <li>Interactions</li> <li>Nutrients</li> <li>Nutrient cycle</li> <li>Decomposition</li> <li>Compost</li> <li>Decomposers</li> <li>Carbon cycle</li> <li>Companies</li> <li>Deforestation</li> <li>Ranching</li> <li>Deforested</li> <li>Conflict</li> <li>Power</li> <li>Yanomami</li> </ul>	<ul style="list-style-type: none"> <li>Ayore</li> <li>Garabatá</li> <li>Dye</li> <li>Clearing</li> <li>Mass produce</li> <li>Primary</li> <li>Raw materials</li> <li>Secondary</li> <li>Manufacturing</li> <li>Tertiary</li> <li>Interconnected</li> <li>Products</li> <li>Subsistence</li> <li>Commercial</li> <li>Scale</li> <li>Profit</li> <li>Wholesalers</li> <li>Demand</li> <li>Supply</li> <li>Adequate</li> <li>Cattle</li> <li>Recent</li> <li>Colonised</li> <li>Trans-national companies</li> <li>Brands</li> <li>Flow diagrams</li> <li>Atone</li> <li>Globalisation</li> <li>Geographical enquiry</li> <li>Analyse</li> <li>Findings</li> <li>Interconnection</li> <li>Questionnaire</li> </ul>



# Hazelwood Schools – Geography Curriculum Overview

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

	<ul style="list-style-type: none"><li>• Trend</li><li>• Crucially</li></ul> <p>New updated vocabulary for this updated unit</p>		<ul style="list-style-type: none"><li>• Official</li><li>• Officially</li><li>• Asylum-seekers</li><li>• Mechanisation</li><li>• Expansion</li><li>• Demand</li><li>• Fens</li><li>• Family tree</li><li>• Depopulation</li><li>• Identity</li><li>• Scale</li><li>• Neighbourhood</li><li>• Dual nationality</li><li>• Belonging</li></ul>			
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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>Areas highlighted are additions to the curriculum overview as they are new units to Year 6 this academic year</p>	<p><b>Energy and climate change</b>  <b>How do local actions in the UK affect global climate?</b></p> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>How people use energy</li> <li>Types of energy (reviewing those covered and extending)</li> <li>Renewable and non-renewable energy sources</li> <li>The greenhouse effect</li> <li>Enhanced greenhouse effect – causes (including energy use and farming)</li> </ul> <p><b>Human and Physical Geography</b>  <b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK</li> <li>How can we respond? Local and global</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Interpreting line graphs.</li> </ul>	<p><b>Ethiopia</b>  <b>How do global changes affect local places in Ethiopia?</b></p> <p><b>Place knowledge</b>  <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>An in-depth place focus to complement knowledge gained in History and Religion.</li> <li>What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life</li> <li>Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Population pyramids.</li> <li>Exploring longitude and time zones.</li> </ul>	<p><b>Changing Birmingham</b>  <b>How much did Birmingham change between 1750 and the present day?</b></p> <p><i>This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes.</i></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Where is Birmingham?</li> </ul> <p><b>Place knowledge</b>  <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>How has Birmingham changed in the past?</li> <li>Growth and development of the city, industry, migration, deindustrialisation, redevelopment</li> <li>How is Birmingham changing now? Current issues, link to UN sustainable development goals, climate change</li> <li>What might Birmingham be like in the future? Possible, probable, and preferable futures</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Interpretation and presentation of data.</li> </ul>	<p><b>Jamaica</b>  <b>What is a preferable future for Jamaica's tourist industry?</b></p> <p><i>An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History.</i></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Where is Jamaica?</li> <li>Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean.</li> <li>Revise children's global locational frameworks including selected lines of latitude, continents, oceans, hemispheres and time zones.</li> </ul> <p><b>Place knowledge</b>  <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry.</li> <li>Sustainable futures – environmental challenges faced due to tourism, ways forward</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Interpreting photographs</li> <li>Using thematic maps</li> </ul>	<p><b>Local area enquiry</b>  <b>How has Firs Farm changed over time?</b></p> <p><b>Disciplinary focus: How geographers investigate a place</b></p> <ul style="list-style-type: none"> <li>Thematic enquiry</li> <li>Geographical theme: landscape and ecosystems</li> <li>How do geographers find out about a place?</li> <li>Ordnance survey maps, revision of symbols, 8-point compass and four-figure grid references, extending to 6-figure grid references.</li> <li>Interpreting maps and data, bringing together geographical skills from a range of topics in KS2</li> <li>What questions can we ask about the local area?</li> <li>Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings).</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Ordnance survey maps</li> <li>6-figure grid references</li> <li>Enquiry process</li> <li>Local area fieldwork including an array of data collection methods (see fieldwork information sheet for further information)</li> </ul>	

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

				<ul style="list-style-type: none"> <li>Using satellite images</li> <li>Using online material as a resource.</li> <li>Lesson 6 involves a decision-making exercise which will support the development of skills needed for the Year 6 enquiry unit in the Summer Term.</li> <li>Revising selected lines of latitude, continents, oceans, hemispheres and time zones.</li> </ul>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Solar panels</li> <li>Generate</li> <li>Energy mix</li> <li>Emissions</li> <li>Net zero</li> <li>Solar power</li> <li>Renewable</li> <li>Non-renewable</li> <li>Tidal power</li> <li>Wave power</li> <li>Geothermal power</li> <li>Biofuel</li> <li>Potential</li> <li>Knot</li> <li>Prevailing</li> <li>Grind</li> <li>National Grid</li> <li>Electricity</li> <li>Pylons</li> <li>Offshore</li> <li>Onshore</li> <li>Wind farm</li> <li>Planning permission</li> <li>Controversial</li> <li>Visual pollution</li> <li>Opinion</li> <li>Priorities</li> <li>Justify</li> <li>Controversy</li> <li>Reasoned</li> </ul>	<ul style="list-style-type: none"> <li>Time Zone</li> <li>Teff</li> <li>Workforce</li> <li>Employment structure</li> <li>Relief</li> <li>Rift Valley</li> <li>Great Rift Valley</li> <li>Contemporary</li> <li>Diversity</li> <li>Relative</li> <li>Position</li> <li>Variations</li> <li>Relationship</li> <li>Latrine</li> <li>Representative</li> <li>Terrorist</li> <li>Underrepresented</li> <li>Charcoal</li> <li>Sanitation</li> <li>Water-borne</li> <li>Environmentally-friendly</li> <li>Tropics</li> <li>Semi-arid</li> <li>Overhangs</li> <li>Oxen</li> <li>Over-grazing</li> <li>Bunds</li> <li>Water tower</li> <li>Radiate</li> <li>Khartoum</li> </ul>	<ul style="list-style-type: none"> <li>Built environment</li> <li>Incorporated</li> <li>Geographical skills</li> <li>Accessible</li> <li>Trend</li> <li>Natural increase</li> <li>Poverty</li> <li>Construction</li> <li>Abounded</li> <li>Industrialisation</li> <li>Industrialists</li> <li>Colliery</li> <li>Expense</li> <li>Funded</li> <li>Profitable</li> <li>Shares</li> <li>Filigree</li> <li>Narrowboats</li> <li>Converge</li> <li>Black Country</li> <li>Back-to-back houses</li> <li>Yard</li> <li>Deteriorated</li> <li>Tenants</li> <li>Racial discrimination</li> <li>Heritage</li> <li>Inner city</li> <li>Industrial decline</li> <li>Unemployment</li> <li>Redevelopment</li> </ul>	<ul style="list-style-type: none"> <li>Gully</li> <li>Plantations</li> <li>Motto</li> <li>Mangrove swamps</li> <li>Limestone</li> <li>Sinkhole</li> <li>Eye-witness</li> <li>Storm surge</li> <li>Tropical storm</li> <li>Tornadoes</li> <li>Eye</li> <li>Peak</li> <li>Landfall</li> <li>Severity</li> <li>Devastation</li> <li>Hurricane-prone</li> <li>Sandbags</li> <li>Motivate</li> <li>Botany</li> <li>Snorkel</li> <li>Scuba diving</li> <li>Aqualung</li> <li>Yachts</li> <li>Pursuits</li> <li>Plantation</li> <li>Enliven</li> <li>Mahogany</li> <li>Reggae</li> <li>Bob Marley</li> <li>All-inclusive resort</li> </ul>	<ul style="list-style-type: none"> <li>Firs Farm</li> <li>Wetlands</li> <li>Enquiry process</li> <li>Enquiry question</li> <li>Data collection</li> <li>Data analysis</li> <li>Presenting findings</li> <li>Ecosystem</li> <li>Landscape</li> <li>Amenity</li> <li>Nursery (agriculture)</li> <li>Market garden</li> <li>Allotments</li> <li>Requisition</li> <li>Watercourse</li> <li>Engineered</li> <li>Interconnected</li> <li>Sustainable Drainage System (SuDS)</li> <li>Artificial</li> <li>Flood relief</li> <li>Basin</li> <li>Pollutants</li> <li>Sediment</li> <li>Waterlogged</li> <li>Filtration</li> <li>Mitigate</li> <li>Biodiversity</li> <li>Native species</li> <li>Hibernacula</li> <li>Bunds</li> </ul>

# Hazelwood Schools – Geography Curriculum Overview

## Disciplinary Focus: Change Diversity Interaction

	<ul style="list-style-type: none"> <li>• Reactor</li> <li>• Access</li> <li>• Uranium</li> <li>• Atomic</li> <li>• By-product</li> <li>• Reactors</li> <li>• Radioactivity</li> <li>• High court</li> <li>• Methane</li> <li>• Paris Agreement</li> <li>• Implement</li> <li>• Meltwater</li> <li>• Acidification</li> <li>• Tornadoes</li> <li>• Vulnerable</li> <li>• Wildfires</li> <li>• Intense</li> <li>• Conserve</li> <li>• Intergovernmental Panel on Climate Change</li> <li>• Sustainable Development Goals</li> <li>• Afforestation</li> <li>• Saplings</li> <li>• Insulation</li> <li>• Heat pumps</li> <li>• Surplus</li> </ul>	<ul style="list-style-type: none"> <li>• Indisputably</li> <li>• Feat</li> <li>• At full capacity</li> <li>• Evergreen</li> <li>• Primate</li> <li>• Marginal</li> <li>• Habitable</li> <li>• Commitment</li> <li>• Food insecurity</li> <li>• Projected</li> <li>• Informal</li> <li>• Impervious</li> <li>• Floodplain</li> <li>• Sewerage</li> <li>• Substantial</li> <li>• Malaria</li> <li>• Sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Redeveloped</li> <li>• Hub</li> <li>• Image</li> <li>• Long-term impact</li> <li>• Habitation</li> <li>• Congestion</li> <li>• Conference</li> <li>• Renovated</li> <li>• Promotes</li> <li>• Leisure</li> <li>• Futuristic</li> <li>• Hospitality</li> <li>• Bypass</li> <li>• Tram</li> <li>• Urban planning</li> <li>• Budget</li> <li>• Connectivity</li> <li>• Resilience</li> <li>• Funding</li> <li>• Consult</li> <li>• Sample</li> <li>• Representative</li> <li>• Research</li> <li>• Anti-social behaviour</li> <li>• District</li> <li>• Data</li> <li>• Commonwealth Games</li> <li>• Host city</li> </ul>	<ul style="list-style-type: none"> <li>• Package</li> <li>• Disembark</li> <li>• Moorings</li> <li>• Invest</li> <li>• Investment</li> <li>• Quality of life</li> <li>• Social impacts</li> <li>• Compensate</li> <li>• Environmental impacts</li> <li>• Mass tourism</li> <li>• Community tourism</li> <li>• Strategy</li> <li>• Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Barracks</li> <li>• Pond dipping</li> <li>• Primary data collection</li> <li>• Secondary data collection</li> <li>• QuADS grid (Question, Answer, Details, Source)</li> </ul>
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