

Hazel Ley Academy: Geography Curriculum Map

		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
N	Geography	<p><u>All About Me</u> People, Culture and Communities (Geography) Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police.</p>	<p><u>Journeys</u> People, Culture and Communities (Geography) Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>	<p><u>Dinosaurs</u> People, Culture and Communities (Geography) Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p><u>Growing and changing</u> People, Culture and Communities (Geography) Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica</p>	<p><u>Animals and their babies.</u> People, Culture and Communities (Geography) The UK The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p><u>Heroes and adventures</u> People, Culture and Communities (Geography) Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>
R	Geography	<p><u>All About Me</u> People, Culture and Communities (Geography) Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local</p>	<p><u>Transport Past and Present</u> People, Culture and Communities (Geography) Transport in our local area and contrasted with transport for long journeys- children’s experience of</p>	<p><u>Space</u> People, Culture and Communities (Geography) Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p><u>Growing and Changing</u> People, Culture and Communities (Geography) Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be</p>	<p><u>Kings and Queens</u> People, Culture and Communities (Geography) The UK The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the</p>	<p><u>Stories from the Past</u> People, Culture and Communities (Geography) Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families</p>

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		<p>area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police.</p>	<p>transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>		<p>grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica</p>	<p>world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>and communities. Ask an elderly relative to come in and tell the children a story.</p>
Year 1	Geography	<p style="text-align: center;">Spatial Sense</p> <p>To draw a signpost map.</p> <p>To know that maps give us information about places.</p> <p>To understand maps are drawn from an aerial view</p>		<p style="text-align: center;">The UK</p> <p>To be able to locate England, Scotland, Northern Ireland and Wales on a map of the UK.</p> <p>To know England, Northern Ireland, Scotland and Wales form the United Kingdom.</p> <p>To be able to describe some of the landscape of the UK including mountains, valleys and coastline.</p>		<p style="text-align: center;">The Seven Continents</p> <p>There are seven continents on Earth: Asia, Europe, Africa, North America, South America, Australia and Antarctica.</p> <p>We have five oceans on Earth; The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean and the Arctic Ocean.</p> <p>The North Pole is located at the most northern point on Earth and the South Pole is located at the most southern point on Earth. The Equator is an imaginary line around the middle of the Earth.</p> <p>Deserts, grassland and rainforest can be found in some continents around the world.</p> <p>We live in the continent of Europe.</p>	
Year 2	Geography	<p style="text-align: center;">Spatial Sense</p> <p>Draw a simple map.</p>		<p style="text-align: center;">The British Isles</p> <p>Name locations within the British Isles on a map.</p>		<p style="text-align: center;">Northern Europe</p> <p>To be able to describe northern Europe.</p>	

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		<p>Application of Geographical Skills: Use simple compass directions, locational and directional language.</p> <p>Draw a simple map.</p> <p>Geographical Concepts Place- The location of the school in the local area. Location of key building/ services /physical features in the local area.</p> <p>Space- Where places in the local area are in relation to one another, why they are located there.</p> <p>Scale- How different maps can show us different sized areas of land</p>		<p>Application of Geographical Skills: Use maps and atlases to identify locations within the British Isles.</p> <p>Answer geographical questions such as ‘What is it like to live in this place?’</p>		<p>The location of northern Europe means it has quite warm summers and very cold winters.</p> <p>Denmark, Norway and Sweden are Scandinavian countries.</p> <p>People and animals have adapted to survive the cold winters in Northern Europe</p>	
Year 3	Geography	<p style="text-align: center;">Spatial Sense</p> <p>Compare and contrast two locations.</p> <p>Application of Geographical Skills: Use geographical vocabulary to describe a location.</p> <p>Geographical Concepts: Place- The location of the school in the local area (or other location studied).</p> <p>Location of key buildings/services/physical features in the local area.</p> <p>Space- Where places in the local area are in relation to one another, why they are located there.</p> <p>Children will know how to compare two locations using both physical and human features in their response.</p>	<p style="text-align: center;">Settlements</p> <p>To know what a settlement is and be able to name and describe different settlements</p> <p>Specific Knowledge Goals: Settlements are where people live.</p> <p>There are four types of settlement: hamlet, village, town and city.</p> <p>Rural areas have low population density. Urban areas have high population density.</p> <p>Large settlements today need good transport links and many services such as schools, shops and restaurants.</p>	<p style="text-align: center;">Rivers</p> <p>To recognise rivers of the world and how humans are connected to them.</p> <p>To name, locate and describe key rivers in two or more: • Europe • Asia • Africa • South America • North America • Australia</p>	<p style="text-align: center;">UK Geography: The South West</p> <p>To recognise the geography of the South West of England.</p> <p>The South West includes the counties of Gloucestershire, Bristol, Wiltshire, Somerset, Dorset and Devon.</p> <p>The coastline in the South West is eroding gradually year on year.</p> <p>Tourism is a major industry in the South West.</p> <p>Farming is another major industry in the South West.</p> <p>The Southwest of England is one of the warmest parts of Britain because it is the furthest south and is warmed by the Gulf Stream.</p>	<p style="text-align: center;">Western Europe</p> <p>Western Europe has a temperate climate which means it doesn’t get extremely hot or cold.</p> <p>The countries in Western Europe include; France, Germany, the Netherlands, Belgium, Switzerland, Luxembourg and Austria.</p> <p>Countries in Western Europe trade with each other.</p> <p>Paris is the capital of France.</p> <p>France has diverse landscape including sandy beaches, green fields and snowy mountains.</p>	<p style="text-align: center;">Asia: India and China</p> <p>To compare and contrast India and China.</p> <p>Contextual Knowledge Goals: To know that many of the world’s ancient civilisations started near a river.</p> <p>To know the physical and human features of India.</p> <p>To know the physical and human features of China.</p>
Year 4	Geography	<p style="text-align: center;">Spatial Sense</p> <p>To describe changes to Corby over time.</p>	Mediterranean Europe	Eastern Europe	UK Geography: Northern Ireland	UK Geography: London and the South East	Asia- Japan
			To describe and understand key features of eastern Europe.	To know some geographical features of Northern Ireland	To demonstrate knowledge of the South East of England.	To know that Japan has diverse physical and human geography.	

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		<p>Application of Geographical Skills: Use grid references to locate places on a map.</p> <p>Geographical concepts: Place- The location of the school in the local area. Location of key buildings/ services/physical features in the local area.</p> <p>Space- Where places in the local area are in relation to one another, why they are located there.</p>	<p>Describe and understand key physical and human features of Mediterranean Europe.</p> <p>Mediterranean Europe is located in southern Europe.</p> <p>The Mediterranean climate is warm and dry in the summer, cool and wet in the winter.</p> <p>The warm, dry climate in Mediterranean Europe allows olives to grow.</p> <p>There are several mountain ranges in Mediterranean Europe</p> <p>Application of Geographical Skills: Describe an area including its physical and human features.</p> <p>Locate countries in Europe.</p>	<p>Specific Knowledge Goals: Eastern Europe covers a wide area, with many countries, peoples, cities and rivers.</p> <p>Some Eastern European countries are grouped into Balkan or Baltic Countries.</p> <p>Eastern European countries have different languages.</p> <p>Eastern Europe has a continental climate.</p> <p>There are some very long rivers in Eastern Europe, including the Volga and the Daube</p> <p>In 2022 there was conflict between Russia and Ukraine that caused many people to flee their homes in search of safety.</p>	<p>Specific Knowledge Goals: Northern Ireland is one of the countries in the United Kingdom.</p> <p>It is located on the island of Ireland.</p> <p>Belfast is the capital city of Northern Ireland.</p> <p>The Republic of Ireland was partitioned from Northern Ireland in 1922. Giant’s Causeway is a landscape of rock columns made from basalt. It was created by an ancient volcanic eruption.</p> <p>The Marble Arch Caves were formed by water flowing slowly through rocks and gradually dissolving the stone away.</p>	<p>Specific Knowledge Goals: The South East is an area of England.</p> <p>London is located in the South East of England.</p> <p>The Romans built London as a useful port for trading.</p> <p>Canterbury is a historical place with a rich history.</p> <p>Brighton is a seaside town, popular with tourists.</p> <p>Dover is a town and major ferry port.</p>	<p>Japan is located in the Northern Hemisphere in the continent of Asia.</p> <p>Japan is made up of four main islands and many smaller islands.</p> <p>Japan has a varied climate, influenced by air masses from the continent and from the ocean.</p> <p>Japan has many cities, including Tokyo and Kyoto.</p> <p>In the past, Japan had a feudal system.</p>
Year 5	Geography	<p>Spatial Sense</p> <p>To be able to read and understand how to use a range of maps</p> <p>Specific Knowledge Goals: Cartographers draw imaginary lines to divide the world into sections.</p> <p>Lines of latitude are parallel to the equator running from east to west.</p> <p>Lines of longitude run from north to south.</p> <p>There are four hemispheres.</p> <p>The Equator divides the Southern and Northern hemisphere and the Prime Meridian divides the Eastern and Western hemisphere.</p> <p>Coordinates to locate places on a map.</p>	<p>Mountains</p> <p>To know that a mountain is a large landform that rises above surrounding land.</p> <p>To know that the Alps are the largest mountain range in Western Europe.</p> <p>To know that the Himalayas are the largest mountain range in the world and that Mount Everest, in the Himalayas, is the world’s tallest mountain (above sea level)</p> <p>To know there are three main mountain ranges in North and South America: The Andes in South America, and the Rockies and Appalachians in North America.</p> <p>To know that Kilimanjaro in Africa is notable, not only for its height, but for the fact that it stands alone and is not part of a mountain range.</p>	<p>UK Geography: East Anglia, The Midlands, Yorkshire and Humberside</p> <p>East Anglia is a region of the UK that is very flat.</p> <p>The marshland in East Anglia was drained leaving fertile land to grow crops and today East Anglia is known as ‘breadbasket of Britain’.</p> <p>The Midlands is an area with many businesses in towns and cities, and also rural areas.</p> <p>Birmingham is a large city in the Midlands.</p> <p>Yorkshire is a large area to the North of England.</p> <p>The Yorkshire Dales have high hills, steep valleys and fast flowing rivers.</p>	<p>Australia</p> <p>To use my knowledge from fieldwork to explain an important local issue.</p> <p>Contextual Knowledge Goals: To understand that geographers think about problems in local areas and suggest ways they can be solved.</p> <p>To know a graph is a mathematical drawing that shows information using lines, shapes and colours.</p>	<p>New Zealand and the South Pacific</p> <p>To locate and describe New Zealand and the South Pacific Islands.</p> <p>Specific knowledge goals :New Zealand is located in the South Pacific Ocean.</p> <p>New Zealand has volcanoes, geysers and can experience earthquakes.</p> <p>Scientists think Maori people came from Polynesia to New Zealand around 700 years ago.</p> <p>New Zealand has a temperate climate with lots of rainfall and sunshine.</p> <p>Melanesia, Micronesia and Polynesia are groups of islands in the Pacific Ocean.</p>	<p>Local Study</p> <p>To use my knowledge from fieldwork to explain an important local issue.</p> <p>Contextual Knowledge Goals: To understand that geographers think about problems in local areas and suggest ways they can be solved.</p> <p>To know a graph is a mathematical drawing that shows information using lines, shapes and colours.</p>

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		<p>Map scale is the proportion between the distance on a map and the actual distance on the earth's surface.</p> <p>A relief map shows the height of land</p>		<p>The Ribblehead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside.</p>			
Year 6	Geography	<p style="text-align: center;">Spatial Sense</p> <p>To be able to read and understand how to use a range of maps</p> <p>Maps can help us to understand data about people, places and the environment.</p> <p>Quality of life and standards of living differ across the globe.</p> <p>Within a time zone, people observe the same time as it is convenient for business, trade and communications.</p>	<p style="text-align: center;">British Geographical Issues</p> <p>I can explain some of the environmental challenges we face in Britain.</p> <p>Specific Knowledge Goals: The air in many UK cities contains pollution that is harmful to people, plants and animals.</p> <p>To know that climate change causes more frequent and severe flooding in the UK.</p> <p>To know that in UK we produce millions of tonnes of waste every year from our homes, businesses and industry, managing this waste is a challenge.</p> <p>Litter is waste left in open, public spaces. It can cause environmental damage.</p>	<p style="text-align: center;">North American Geography</p> <p>I know North America is a large and diverse continent.</p> <p>Specific Knowledge Goals: The North American continent spreads from close to the North Pole, south towards the equator.</p> <p>Rivers stretch across the continent providing a source of water and also transport links.</p> <p>Many of North America's major rivers have been affected by human actions. Many people live in large cities in North America, this presents challenges.</p>	<p style="text-align: center;">South American Geography</p> <p>To explain human and physical features of South America.</p> <p>Specific Knowledge Goals: Identify countries in South America.</p> <p>Identify the Andes Mountains.</p> <p>Explain the significance of Machu Picchu.</p> <p>Describe the challenges caused by human interaction with the Amazon Rainforest.</p>	<p>Africa</p> <p>To show an understanding of issues faced by more time to some African countries, including desertification and food security.</p>	<p style="text-align: center;">Globalisation</p> <p>To know that globalisation is the process of interaction and integration among people, companies and governments worldwide, and that this process has changed the world.</p> <p>Contextual Knowledge Goals: Globalisation is a process of interaction among people around the world.</p> <p>Globalisation has seen companies working in many countries around the world.</p> <p>Global trade has seen companies move production to the locations where products can be produced cheaply.</p> <p>Advantages of globalisation in some cases can include global sharing of information, exchange of ideas, economic development.</p> <p>Disadvantages of globalisation in some cases can include; job losses, low wages, unsafe working practices, environmental damage.</p>