

# High Hazels Academy Wider Curriculum - Geography

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	N/A	N/A	<p><b><u>Here I am</u></b></p> <p>[Aut 1]</p> <p><i>Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</i></p> <p><b><u>Vertical Concept</u></b></p> <p><b>Geographical scale:</b> Our community is at the local scale</p>	<p><b><u>Mini Mappers</u></b></p> <p><i>Studying the human and physical geography of the local area with an introduction to scale and fieldwork</i></p> <p><b><u>Vertical Concept</u></b></p> <p><b>Geographical scale:</b></p> <p>Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1)</p>	<p><b><u>United Kingdom</u></b></p> <p>[Aut 1]</p> <p><i>Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in one region</i></p> <p><b><u>Vertical Concept</u></b></p> <p><b>Location &amp; place:</b></p> <p>Rivers of the UK; UK, Great Britain, British Isles; counties and regions in the UK; land use in the UK</p>	<p><b><u>Brazil</u></b></p> <p><i>Locating lines of longitude and latitude; understanding Brazil's physical features and climate, and its human settlements</i></p> <p><b><u>Vertical Concept</u></b></p> <p><b>Location &amp; place:</b></p> <p>Locating countries in South America</p> <p><b>Location &amp; place:</b></p> <p>Physical and human features of Brazil</p> <p><b>Location &amp; place:</b></p> <p>Lines of longitude and latitude</p>	<p><b><u>Investigating world trade</u></b></p> <p><i>Understanding the distribution of the world's natural resources and these are traded between places across the world</i></p> <p><b><u>Vertical Concept</u></b></p> <p><b>Location &amp; place:</b></p> <p>Locating countries in North America</p> <p><b>Geographical scale:</b> Trade takes place at the local, national and global scale; over time, trade has tended to become more and more global</p>	<p><b><u>Improving the environment</u></b></p> <p>[Aut 2]</p> <p><i>Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment</i></p> <p><b><u>Vertical Concept</u></b></p> <p><b>Geographical scale:</b> Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate</p>

							<b>Interconnections:</b> Many places at the local, national and global scale rely on trading with other places across the world	
<b>Spring</b>	<p><b><u>Where we Live.</u></b> <i>Locating our home and where they live and identifying our locality on a map.</i></p> <p><b><u>Vertical Concept</u></b> <b><i>Geographical scale:</i></b> Our community is</p>	<p><b>Where we are</b> <i>Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</i></p> <p><b><u>Vertical concept</u></b> <b>Geographical scale:</b> Our country is at the national scale <b>Location &amp; place:</b> Countries and</p>	<p><b>Hot and cold deserts</b> [Spr 1] <i>Locating hot and cold deserts, and identifying common physical and human features</i></p> <p><b><u>Vertical concept</u></b> <b>Location &amp; place:</b> Locating hot and</p>	<p><b>Investigating mountains and volcanoes</b> <i>Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere</i></p>	<p><b>Rainforests</b> <i>Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)</i></p> <p><b><u>Vertical concept</u></b> <b><i>Interconnections:</i></b> <i>Human activity</i></p>	<p><b>Investigating water</b> <i>Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn</i></p> <p><b><u>Vertical concept</u></b></p>	<p><b>On the move</b> [Spr 1] <i>Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK</i></p>	

		at the local scale.	<p>capital cities of the UK; some human and physical features of the UK</p> <p><b>Interconnections:</b> Humans are affected by physical features everyday (e.g. weather)</p>	<p>cold deserts across the world</p> <p><b>Geographical scale:</b> Some physical features – like rivers or deserts – span local, national and even global scales</p> <p><b>Interconnections:</b> Human features are often shaped by physical features</p>	<p><b>Vertical concept</b></p> <p><b>Location &amp; place:</b> <i>Locating volcanoes across the world; location and effects of eruption at La Soufrière (Saint Vincent) and Etna (Italy)</i></p> <p><b>Geographical scale:</b> <i>The effects of physical features – like volcanoes – can be felt at the local, national and even global scale</i></p>	<p><i>can affect physical features (e.g. deforestation of Amazon)</i></p>	<p><b>Location &amp; place:</b> Human and physical features around a local river and Danube, Mississippi and Severn rivers</p> <p><b>Location &amp; place:</b> Distribution of the world's water</p>	<p><b>Vertical concept</b></p> <p><b>Location &amp; place:</b> Migration from Syria to countries in Europe; and Northern Triangle to USA</p> <p><b>Interconnections:</b> Migration is usually the result of a related set of push and pull factors</p>
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Summer	<p><b>Cycle 1</b></p> <p>Marvelous me</p> <p>Polar express</p> <p><b>Cycle 2</b></p> <p>Look at me</p> <p>Bears</p> <p>Locating their home and school.</p> <p>Locating Africa on a map.</p>	<p><b>There you are</b></p> <p>Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya</p> <p><b>Vertical concept</b></p> <p><b>Location &amp; place:</b> Seven continents; Equator, North Pole and South Pole</p> <p><b>Location &amp; place:</b> Comparison of areas in UK with areas in contrasting non-European country (Kenya)</p>	<p><b>Rivers, seas and oceans</b></p> <p>Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p> <p><b>Vertical concept</b></p> <p><b>Location &amp; place:</b> Seas surrounding the UK</p> <p><b>Location &amp; place:</b> Five oceans</p>	<p><b>Looking at Europe</b></p> <p>[Sum 1]</p> <p>Comparing the human and physical features of the Alps, Lake District, Bournemouth and the Amalfi Coast, and exploring the impact of tourism in these areas</p> <p><b>Vertical concept</b></p> <p><b>Location &amp; place:</b> Locating countries (including Russia) in Europe; Human and physical features of the Amalfi Coast and the Alps</p> <p><b>Interconnections:</b> There are similarities and differences</p>	<p><b>Earthquakes and human settlements</b></p> <p>Understanding why earthquakes take place and what effects they had in Haiti and Japan</p> <p><b>Vertical concept</b></p> <p><b>Location &amp; place:</b> Location and effects of earthquakes in Haiti/Japan</p> <p><b>Geographical scale:</b> While physical effects are felt most at the local or national scale, the response can</p>	<p><b>Climate across the world</b></p> <p>[Sum 1]</p> <p>Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming</p> <p><b>Vertical Concept</b></p> <p><b>Location &amp; place:</b> Locating climate zones and biomes across the world; time zones</p>	<p><b>I am a geographer</b></p> <p>Posing questions, completing fieldwork and presenting a geographical investigation</p> <p><b>Vertical concept</b></p> <p><b>Location &amp; place:</b> Pupils build locational and place knowledge in KS3 by revisiting Europe, North America and South America, and expanding this to Asia and Africa (KS3)</p>
	<p><b>Vertical concept</b></p> <p><b>Location &amp; place:</b> walk around locality</p>						

			<p><b>Geographical scale:</b> Continents are at the global scale</p> <p><b>Geographical scale:</b> When making comparisons, the two places need to be at the same scale</p>		<p><i>between places, even if they have similar physical and/or human features</i></p> <p><b>Geographical scale:</b> <i>Recognise maps at the local, national and global level and select the most appropriate one</i></p>	<p>be at the global scale</p> <p><b>Interconnections:</b> Humans adapt to living in earthquake-prone areas</p> <p><b>Interconnections:</b> There are similarities and differences between LICs, MICs and HICs</p>		
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