

Hainford		Hainford Geography Curriculum map: Deep Studies Map work will be present in all units		
		Autumn	Spring	Summer
Class 1	Yr 1 A	<p style="text-align: center;">Our Local Area</p> <p style="text-align: center;">What's it like where we live?</p> <p>Place Knowledge: Human and Physical Geography <i>Can use basic geographical vocabulary city, town, village, house, road, woods, train, map, transport</i></p> <p>Skills and Fieldwork: <i>Hainford (village walk)</i> As a class: devise a simple map (<u>Hainford</u>); and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> ○ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ○ use simple fieldwork and observational skills to study the geography of their school and its grounds and the <u>key human</u> and physical features of its surrounding environment. <p><i>Deeper question: Why do people live in Hainford? Where is the most important place in Hainford?</i></p>	<p style="text-align: center;">Our Weather</p> <p><i>Processes: Why does it snow?</i></p> <p>Human and Physical Geo: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <i>Season, weather,</i></p> <p>Locational knowledge: name and locate the world's seven continents Where is the coldest place on earth? (Antarctica & southern ocean) <i>BBC series</i> <i>Where is the hottest place on earth? Death Valley Cal. USA <u>North America</u></i></p> <p><i>We are going on a trip to Antarctica/ Death Valley. What 5 things should we take with us? How would we get there?</i></p> <p>Skills and Fieldwork: <i>Globes and Google earth</i></p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Journeys – Food</p> <p><i>Human process: transport of fruit</i></p> <p>Place Knowledge: <i>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i> <i>Trip to a farm Terry's / Norwich (McCarthy's Fruit importer)</i></p>	<p style="text-align: center;">Our country</p> <p>Locational Knowledge <i>Can name the four countries of the United Kingdom and identify some characteristics.</i> name and locate the world's seven continents and five oceans: <i>Focus: <u>Europe, Atlantic, island</u></i></p> <p>Our world – linked to the Olympics Country Study: USA Where in the world do these people live? Locational knowledge: name and locate the world's seven continents and five oceans: <i>Focus: Europe, Asia, Pacific</i> <i>Review: North America</i></p> <p>Skills and Fieldwork:</p>

		<p>Skills and Fieldwork: locational and directional language [for example, near and far; left and right], to describe the location of features and <u>routes on a map</u> <u>Routes of fruit coming into the UK</u> Locational Knowledge Human and Physical Geography <i>Can use basic geographical vocabulary city, town, village, island</i> Locational knowledge: name and locate the world's seven continents and five oceans Where does our food come from? Area study: Jamaica Focus: North & South America <i>Atlantic</i></p> <hr/> <p><i>Deeper question: Is it right to eat bananas? (food miles)</i></p>	
	<i>WO: captions for the map</i>	<i>WO: explanation of where bananas come from</i> <i>Fruit fact-file / Antarctica fact-file(weather)</i>	<i>WO: Country fact file</i>
Year 1 B	<p>Our Local Area / What's it like In our school? Skills and Fieldwork: Map work <i>Hainford school (Physical areas around so fields / woods)</i> As a class: devise a simple map (<u>Hainford school</u>); and use and construct basic symbols in a key use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> ○ use simple fieldwork and observational skills to 	<p>Animals and their Habitats Where do our favourite animals live / come from? Locational knowledge: name and locate the world's seven continents and five oceans Where do out pets come from? Area study:</p> <hr/> <p><i>North & South America</i> Human and Physical Geography <i>Can use basic geographical vocabulary Jungle, wood, island,</i></p>	<p>The Beach: Physical geography Tide / sand. Place Knowledge: <i>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i> Locational Knowledge: <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> Human and Physical Geography <i>Can use basic geographical vocabulary city,</i></p>

		study the geography of their school and its grounds and the <u>key human</u> and physical features of its surrounding environment.	Skills and Fieldwork: maps	<i>town, village, island, North sea, cliff, beach</i> Locational knowledge: name and locate the world's seven continents and <u>five oceans</u> Different beaches: Europe
Class 2	Year A	<p style="text-align: center;">Our World</p> <p>Locational Knowledge: continents, oceans Human and physical geography Hot: Jungles / Deserts (Tin Forest) Cold places: North and south pole. What is the difference between the arctic and the Antarctic</p> <p>How would we survive in these places? (links with Tin Forest) Why can't we survive in the oceans?</p> <p>Weather: Why is it getting colder? Apply Science: What do we need to survive? Why is it hard for humans to survive in the arctic? (What did early settlers need) link to Anglo-Saxons</p>	<p style="text-align: center;">Uk & the Caribbean</p> <p>Place Knowledge: <i>Caribbean understand geographical similarities and differences through studying the human and <u>physical geography</u> of a small area of the United Kingdom, and of a small area in a contrasting <u>non-European country</u></i></p> <p>Yr3: Skills and Fieldwork: Map work Ks2: migration of people</p>	<p style="text-align: center;">Land Use & settlements</p> <p>Hainford Ks2: human geography, including: types of settlement and <u>land use</u>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Skills and Fieldwork</p> <ul style="list-style-type: none"> ○ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ○ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its <u>surrounding environment</u>.
	Year B	<p style="text-align: center;">Coasts & the seaside</p> <p><u>Processes:</u> Beach & cliff erosion Locational knowledge: name and locate the world's seven continents and <u>five oceans</u> <i>island, North sea</i> Trip to Cromer RNLI Coastline abroad</p>	<p style="text-align: center;">Extreme Earth</p> <p>Earthquakes and volcanoes (Wild Fires, Floods)</p> <p>Processes: Italy Volcanos (versuvius Earthquakes (san Francisco/ California) Wild Fires</p>	<p style="text-align: center;">London, Rome & New York</p> <p style="text-align: center;"><i>LK: Europe</i></p> <p>Ks2: Place knowledge: geographical similarities and differences <u>through the study of human and physical geography of a region of the United Kingdom</u>, a region in <u>a European country</u>, and a region within North or South America London & Rome (North sea & Mediterranean?) Traditional Food / climate / vegetation Ks2: migration of people <u>Climate and Weather</u></p>

				Why is climate important?
	Class 3			
Year A	The UK	Planet Earth	Holiday Destinations	
	<p>Locational knowledge - Name and locate counties, cities geographical regions of the UK and their topographical features and land-use patterns. Understand how some of these aspects have changed over time - Anglo-Saxon maps</p> <p>Biomes: (Woodland) Map work Fieldwork</p>	<p>Locational knowledge - Identify the position of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the time zones (day and night) - Planet Earth Latitude, longitude, equator</p> <p>Extreme weather (process) Geography: Rivers and the Water Cycle Map work Fieldwork : taking measurements How does the water go round and round?</p>	<p>Place knowledge – Understand similarities and differences of a region in the UK, Europe and North or South America.–</p> <p>holiday destinations: Norfolk, Russia and Mexico.</p> <p>Fieldwork</p>	
Year B	<p>Human Geography: Settlements – local geo study (Changes in our Local Environment) How is our local area changing? Topical in the local area: litter/fly tipping, new developments</p> <p>Skills: maps of local area / satellite images Field work</p> <p>Rivers: Why do rivers flood? (Process)</p>	<p>Transport and Trade: Where does ??? come from</p> <p>Human Geography - describe and understand: economic activity, trade links and the distribution of natural resources – Food miles, carbon footprint and sustainability. Make wind, solar and hydro energy. (Clean energy)</p> <p>Import, export, trade, Why are so many big cities next to the sea (KQ)</p>	Blue Planet	
			<p>Oceans, seas and rivers: (Medieval: Is the world flat?) Physical Geography: local study (rivers)</p> <p>Field works skills: From source to the sea (Yare to Yarmouth)</p>	

	Year C	Mountains, Volcanos and earthquakes Mountains (core regions) Process of an eruption.. KV: magma, crust, lava, Possible inquiries: seismologist looking for a location for a documentary / alps / snowden Mountain vs Hill The Water cycle	North & South America Physical geography - Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, the water cycle – in North and South America Biomes The Rainforest vs Savannah – grass land for cows Are we damaging our world? deforestation	Europe – a study inc. russia <u>Human</u> and physical characteristics Maps: routes
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