

## Geography

### Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 6, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
EYFS	Knowledge introduced	<b>Where we live (Space)</b> Introduction to vocab <b>Introducing Earth and Space, recognising what Earth looks like, naming planets</b>	<b>Pirates</b> <b>What an ocean is. Introduction to different countries.</b> <b>Introduction to travel transport.</b>	<b>Holidays</b> <b>Study of one different country (exploring food, culture, dress, traditions). Travel transport.</b>
	Geographical skills introduced	Introduction to Earth on google maps, comparing sizes of planets	Introduction to the world map and globe, comparing sizes of countries.	Locating the UK and contrasting country on a map.
	Knowledge revisited	NA	Vocabulary (city, country, world Earth)	Introduction to different countries. What an ocean is
	Geographical skills revisited	NA		Introduction to the world map and globe
	Enrichment	Space visit	Treasure hunt in the local area	Going on holiday to a different country (making passports, going in an aeroplane)
YEAR 1	Knowledge introduced	<b>Me and the UK</b> Continents, oceans, countries of the UK, capital cities, location of Bradford, seasons/climate of UK <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Missed learning:</b>  <b>Children have the holidays topic in EYFS and may not be able to locate the UK on a map</b> </div>	<b>Africa</b> Biomes, animal and plant adaptations, climate, lines of latitude with focus on equator	<b>Under the Sea</b> Hydrological cycle, marine animal adaptations, threats to our oceans, protecting our oceans
	Geographical skills introduced	Fieldwork skills (school site or local area walk), map scale, locating places on a UK map, locating places on a world map, human and physical features, compass directions	Option to introduce basics of climate graphs (links to daily weather graphs), comparing map distances (how far away is a place)	Interpreting satellite imagery (e.g. oceans from space), pictograms
	Knowledge revisited	Vocabulary (city, town, country, Earth, world)	Continents and oceans, climate zones, human and physical features	Ocean names, animal adaptations, threats to ocean e.g. plastics, how the temperatures of oceans links to climate zones, human and physical features



Knowledge, skills and understanding to be gained at each stage\*

		Cycle 1	Cycle 2	Cycle 3
	<b>Geographical skills revisited</b>	Locating the UK on a world map	Different maps have different map scales, locating places on a world map	Locating places on a world map,
	<b>Enrichment</b>	Create models of Bradford landmarks	African experience day - African dances, zoolab visit, African food	Charity fundraising day to raise money to protect the oceans
<b>YEAR 2</b>	<b>Knowledge introduced</b>	<b>Our School Site</b> Location of Little Horton, local area study, Ordnance survey maps and their purposes	<b>Dinosaurs</b>  <div style="border: 1px solid black; padding: 5px;"> <b>Missed learning:</b>  <b>Children need to be taught marine animal adaptations before this unit - See year one 'Under the sea' SoW</b> </div> How our planet has changed over time, the rock cycle (fossils), evolution, volcanic eruptions, concept of how far back in time different events have occurred on our planet	<b>Explorers and the Sea</b>  <div style="border: 1px solid black; padding: 5px;"> <b>Missed learning:</b>  <b>Children need to be taught the hydrological cycle before this unit – see year one 'Under the sea' SoW</b> </div> Geography as a career, how explorers mapped our world, storms at sea, modern mapping (satellites), how different climate zones affect ocean temperature and ecosystems
	<b>Geographical skills introduced</b>	Fieldwork skills around school site, OS maps e.g. grid references, tally charts	Using evidence to support writing, evidence for dinosaurs	Atlas skills, compass directions, coordinates, poles, and hemispheres
	<b>Knowledge revisited</b>	UK map, location of Bradford, habitats and animal adaptations, physical and human features	Climate zones, biomes, animal adaptations, weather and climate	Equator, continents and oceans, climate zones, biomes, physical and human features, animal and plant adaptations, the hydrological cycle
	<b>Geographical skills revisited</b>	Satellite imagery, graphical skills	Accurate diagram and annotations	Interpreting satellite imagery
	<b>Enrichment</b>	To design a new town by creating a 3d junk map (with key)	Dinosaur egg found in school - visit from a dinosaur specialist	Create model boats to re-enact Columbus journey
<b>YEAR 3</b>	<b>Knowledge Introduced</b>	<b>Villages, Towns and Cities</b>  <div style="border: 1px solid black; padding: 5px;"> <b>Missed learning:</b>  <b>Children missed learning compass directions - may need pre-teach</b> </div> Locating UK cities on a map, differences between urban and rural areas	<b>Mountains, Volcanoes and Earthquakes</b>  Introduce the key vocabulary cause and impact, the layers of the Earth, locate tectonic regions on world map	<b>Water, Weather and Climate</b>  <div style="border: 1px solid black; padding: 5px;"> <b>Missed learning:</b>  <b>Children missed learning about 'storms at sea' in Y2. This may need a pre-teach before this unit.</b> </div> Linking of tectonic hazards to weather hazards such a hurricanes, key knowledge to be taught includes the specific differences between the definition of weather and climate
	<b>Geographical skills introduced</b>	Accurate annotations, locating places, introduction to OS maps,	Cross sectional diagrams (Earth layers)	Climate graphs (temperature and precipitation)



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		Cycle 1	Cycle 2	Cycle 3
		introduction to map distances, settlement features on a map		
	<b>Knowledge revisited</b>	UK cities (including Bradford and London), UK countries, human and physical features	Storms on the sea (another example of a hazard) Tectonic hazards revisiting study of Africa	Continents, oceans, difference places have different climates, tectonic and weather hazards, the hydrological cycle
	<b>Geographical skills revisited</b>	Grid references, OS maps, scale, distance, compass directions	Accurate annotations, locating places, how different places have different geographical features and events	World map scale, option to revisit cross sections looking at the inside of a hurricane
	<b>Enrichment</b>	Japan day - difference between city life and rural japan life - Japanese experiences	To create a working volcano	To plan and create a weather forecast and film with ipads
<b>YEAR 4</b>	<b>Knowledge introduced</b>	<b>Rivers</b> River processes, characteristics and landforms, flooding (causes, impacts, responses)	<b>Migration</b>  <b>Missed learning:</b> <b>Children have missed learning the difference between weather and climate. Will need a pre-teach.</b>	<b>Natural resources</b>  <b>Missed learning:</b> <b>Children have missed learning the difference between weather and climate. Will need a pre-teach.</b>
	<b>Geographical skills introduced</b>	Linking river features (photos / diagrams) to map features, option to introduce contour lines or gradient	Graph skills to show movement of people e.g. flow lines	Fieldwork skills (e.g. traffic count/tally, pollution survey, school sustainability assessment)
	<b>Knowledge revisited</b>	Cause, impact, response, hydrological cycle, rock cycle	Difference between countries (especially wealth and climate)	Rock cycle, weather and climate
	<b>Geographical skills revisited</b>	Cross sections, OS maps	Pictograms	Climate graph, pictograms
	<b>Enrichment</b>	Children to choose a river and make a 3d river and present to class	Charity fundraising day for Syrian refugees	To design and make a new product using waste resources
<b>YEAR 5</b>	<b>Knowledge introduced</b>	<b>Slum settlements</b> Challenges of living in slum settlements, opportunities to improve quality of life in slum settlements	<b>Biomes</b> Biome comparisons, threats to biomes, why different biomes have different climates, nutrient cycles, photosynthesis, ways to protect biomes	<b>Energy and sustainability</b>  <b>Missed learning:</b> <b>Children missed the whole unit on Y3 natural resources. See KO</b>
				Social, economic and environmental sustainability,



**Knowledge, skills and understanding to be gained at each stage\***

	Cycle 1	Cycle 2	Cycle 3
			sustainable places, sustainable cities
<b>Geographical skills Introduced</b>	Analysis of photographic evidence	Using atlas skills to compare biome characteristics	Fieldwork option - sustainability of school site
<b>Knowledge revisited</b>	Migration, continents, push and pull factors	Animal and plant adaptations, cause, impact, response	Natural resources, renewable energy, sustainability in slum settlements
<b>Geographical skills revisited</b>	Satellite images, settlement features on maps	Climate graphs, analysis of photographic evidence, satellite imagery (e.g. deforestation)	Settlement patterns on maps
<b>Enrichment</b>	To come up with a charity day to raise money to improve slum settlements	To create protest and activist art in the style of Bob and Roberta Smith informing people about climate change	Recycling day - Recycling games and activities, litter picking etc
<b>YEAR 6</b>	<b>Knowledge introduced</b>	<b>Local fieldwork</b> How to undertake a fieldwork investigation, stages of a fieldwork enquiry	<b>Population</b> Population change in the UK, population change in an LIC / NEE, reasons for population change, population polices
	<b>Geographical skills introduced</b>	Data collection techniques, data presentation techniques (e.g. pie charts, scatter graphs), evaluating an investigation, statistical skills (e.g. mean, median)	<b>Globalisation</b> Where does our food, toys and clothes come from? How has technology increased globalisation? What are the impacts of globalisation on HICs compared to LICs
	<b>Knowledge revisited</b>	Options for student autonomy to choose from multiple previous themes such as migration, sustainability, climate, settlement, ecosystems, flooding	<div style="border: 1px solid black; padding: 5px; width: fit-content;"><b>Missed learning:</b> <b>Children have missed the sustainability unit - will need a pre-teach lesson about economic sustainability.</b></div>
	<b>Geographical skills revisited</b>	Choice to practice all previous graph skills as data presentation	Population pyramids
		Push and pull factors, differences in wealth between countries	Choropleth maps
		Continents and oceans, migration, sustainability, natural resources	
		Atlas skills and flow lines	
		Selecting suitable data presentation techniques to present graphical data with accuracy (population pyramid)	



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<b>Enrichment</b>	Fieldwork study day -	Charity fundraising day to raise money for poorer countries	To design new clothing from an old piece of clothing to raise awareness of fast fashion.

\*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

