

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	Where we live (Space) Introduction to vocab Introducing Earth and Space, recognising what Earth looks like, naming planets	Pirates What an ocean is. Introduction to different countries. Introduction to travel transport.	Holidays Study of one different continent (exploring food, culture, dress, traditions). Travel transport.
	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	Me and the UK Continents, oceans, countries of the UK, capital cities, location of Bradford, seasons/climate of UK	Africa Biomes, animal and plant adaptations, climate, lines of latitude with focus on equator	Under the Sea 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
	Geographical skills revisited	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,



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YEAR 2	Enrichment	Create models of Bradford landmarks. How is Bradford different to London?	African experience day - African dances, zoolab visit, African food. How is life different in Africa than the UK?	Charity fundraising day to raise money to protect the oceans. How can we help to protect the oceans?
	Knowledge introduced	Our School Site Location of Little Horton, local area study, Ordnance survey maps and their purposes	Hot and Cold Places Flags and maps of the UK. Capital cities, population, locations and size of settlement types. Seas and oceans around the UK. Physical and human feature. Villages, towns, cities	Comparing Countries Continents, atlas, weather and climate, temperatures around the world, (biomes). How does temperature affect hot/cold places, adaptations of animals to hot/cold places
	Geographical skills introduced	Fieldwork skills around school site, OS maps e.g. grid references, tally charts	Using evidence to support writing, using directional language. Similarities and differences between places. Locational knowledge	Atlas skills, continents, poles, temperature range, climate zones
	Knowledge revisited	UK map, location of Bradford, habitats and animal adaptations, physical and human features	Using evidence to support writing, using directional language. Similarities and differences between places. Locational knowledge	Equator, continents and oceans, climate zones, biomes, physical and human features, animal and plant adaptations
YEAR 3	Geographical skills revisited	Satellite imagery, graphical skills	Accurate diagram and annotations	Interpreting satellite imagery
	Enrichment	To design a new town by creating a 3d junk map (with key) How can we make towns more sustainable?	Dinosaur egg found in school - visit from a dinosaur specialist What is palaeontology?	Create a map of journey to school for Christopher Columbus How do you get to school?
	Knowledge Introduced	Villages, Towns and Cities Locating UK cities on a map, differences between urban and rural areas	Mountains, Volcanoes and Earthquakes Introduce the key vocabulary cause and impact, the layers of the Earth, locate tectonic regions on world map	Water, Weather and Climate 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
	Geographical skills introduced	Accurate annotations, locating places, introduction to OS maps, introduction to map distances, settlement features on a map	Cross sectional diagrams (Earth layers)	Climate graphs (temperature and precipitation)
YEAR 3	Knowledge revisited	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
	Geographical skills revisited	Grid references, OS maps, scale, distance, compass directions	Accurate annotations, locating places, how different places have	World map scale, option to revisit cross sections looking at the inside of a hurricane



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			different geographical features and events	
	Enrichment	Visit to a farm What is the difference between urban and rural life different in Yorkshire.	To create a working volcano How do volcanoes erupt?	To plan and create a weather forecast and film with ipads How do we predict the weather?
YEAR 4	Knowledge introduced	Rivers River processes, characteristics and landforms, flooding (causes, impacts, responses)	Migration Push and pull factors, international migration and national migration (rural-urban)	Natural resources Carbon cycle, types of resources, renewable and non -renewable, climate change, sustainability, air pollution
	Geographical skills introduced	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)
	Knowledge revisited	Cause, impact, response, hydrological cycle, rock cycle	Difference between countries (especially wealth and climate)	Rock cycle, weather and climate
	Geographical skills revisited	Cross sections, OS maps	Pictograms	Climate graph, pictograms
	Enrichment	Children to make a 3d river and present to class Why are rivers important?	Charity fundraising day for Syrian refugees What is life like for a migrant?	To design and make a new product using waste resources How can the UK be more sustainable?
YEAR 5	Knowledge introduced	Slum settlements Challenges of living in slum settlements, opportunities to improve quality of life in slum settlements	Biomes Biome comparisons, threats to biomes, why different biomes have different climates, nutrient cycles, photosynthesis, ways to protect biomes	Energy and sustainability Social, economic and environmental sustainability, sustainable places, sustainable cities
	Geographical skills Introduced	Analysis of photographic evidence	Using atlas skills to compare biome characteristics	Fieldwork option - sustainability of school site
	Knowledge revisited	Migration, continents, push and pull factors	Animal and plant adaptations, cause, impact, response	Natural resources, renewable energy, sustainability in slum settlements
	Geographical skills revisited	Satellite images, settlement features on maps	Climate graphs, analysis of photographic evidence, satellite imagery (e.g. deforestation)	Settlement patterns on maps
	Enrichment	To come up with a charity day to raise money to improve slum settlements How do slums change cities?	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 What can you do to lead a sustainably lifestyle.



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			How is climate change affecting biomes?	
YEAR 6	Knowledge introduced	Local fieldwork How to undertake a fieldwork investigation, stages of a fieldwork enquiry	Population Population change in the UK, population change in an LIC / NEE, reasons for population change, population policies	Globalisation 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
	Geographical skills introduced	Data collection techniques, data presentation techniques (e.g. pie charts, scatter graphs), evaluating an investigation, statistical skills (e.g. mean, median)	Population pyramids	Choropleth maps
	Knowledge revisited	Options for student autonomy to choose from multiple previous themes such as migration, sustainability, climate, settlement, ecosystems, flooding	Push and pull factors, differences in wealth between countries	Continents and oceans, migration, sustainability, natural resources
	Geographical skills revisited	Choice to practice all previous graph skills as data presentation	Selecting suitable data presentation techniques to present graphical data with accuracy (population pyramid)	Atlas skills and flow lines
	Enrichment	Fieldwork study day - How do we collect and interpret data?	Charity fundraising day to raise money for poorer countries How is the quality of life affected by population size?	To design new clothing from an old piece of clothing to raise awareness of fast fashion. How has globalisation changed shopping?

*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.

