

Geography Curriculum

Rationale

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 how the optimum knowledge is sequenced enabling children to deepen and build upon prior knowledge to build secure schema.

Knowledge, skills and understanding to be gained at each stage				
		Cycle 1	Cycle 2	Cycle 3
Year N	Knowledge Introduced	Discussing homes and their features. Where we live	Where different animals live e.g. ocean, jungle, farm, woods	Different types of transport e.g. train, car, bike etc
	Subject Specific Knowledge	Similarities and differences in homes.	Similarities and differences in animal homes.	Similarities and differences in types of transport.
	Prerequisite concepts, knowledge, and skills	N/A	N/A	N/A
Year R	Knowledge Introduced	Introducing Earth, country and city we live in. recognising what Earth looks like.	What an ocean is. Introduction to different countries. Introduction to travel transport.	Study of one different country (exploring food, culture, dress, traditions). Travel transport.
	Subject Specific Knowledge	Introduction to Earth on google maps, where our city is, where our street is	Introduction to the world map and globe, comparing sizes of countries.	Locating the UK and contrasting country on a map.
	Prerequisite concepts, knowledge and skills	Where our homes are and what they look like	Vocabulary (city, country, world Earth)	Introduction to different countries. What an ocean is

		Cycle 1	Cycle 2	Cycle 3
Year 1	Knowledge Introduced	Continents, oceans, countries of the UK, capita cities, location of Bradford, seasons/climate of UK	Comparing the different countries of the UK and their capital cities	Hydrological cycle, marine animal adaptations, threats to our oceans, protecting our oceans
	Subject Specific Knowledge	Locating places on a UK map, locating places on a world map, human and physical features, compass directions	Learning how to discuss similarities and differences	Interpreting satellite imagery (e.g., oceans from space), pictograms
	Pre-requisite concepts, knowledge, and skills	Our planet, what country and city we live in	Countries of the UK, what a country is/what a city is	Ocean names, human and physical features
Year 2	Knowledge Introduced	Location of Allerton, local area study, ordnance survey maps and their purposes	Different hot and cold places, introduction to climate	Study of Africa, Biomes, animal and plant adaptations, climate, lines of latitude with focus on the equator
	Subject Specific Knowledge	Fieldwork skills around school site, OS maps. e.g., grid references, tally charts	Climate graphs, plotting data	Option to include basic of climate graphs (links to daily weather graphs), comparing map distances (how far away is a place)
	Pre-requisite concepts, knowledge, and skills	UK map, location of Bradford, habitats and animal adaptations, physical and human features	Oceans, physical and human features, similarities, and differences	Continents and oceans, climate zones, human and physical features
Year 3	Knowledge Introduced	Difference between village, town and city, locating UK cities on a map, differences between urban and rural areas	How mountains and volcanoes are formed, how earthquakes occur, the layers of the Earth, tectonic regions on maps	Differences between weather and climate, linked tectonic hazards to weather hazards
	Subject Specific Knowledge	Accurate annotations, locating places, introduction to OS maps, introduction to map distances, settlement	Cause and impact, cross sectional diagrams (Earth layers)	Climate graphs (temperature and precipitation)
	Pre-requisite concepts, knowledge, and skills	UK countries and cities, human and physical features , grid references, OS maps, scale, distance, compass directions	Revisit tectonic hazards in Africa and other hazards; accurate annotations, locating places, different geographical features	Continents, oceans, different places have different climates, tectonic and weather hazards, the hydrological cycle

Year 4	Knowledge Introduced	River processes, characteristics and landforms, flooding (causes, impacts, responses)	Migration: push and pull factors, international migrations and national migration (rural-urban)	Carbon cycle, types of resources, renewable and non-renewable, climate change, sustainability, air pollution
	Subject Specific Knowledge	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)
	Pre-requisite concepts, knowledge, and skills	Cause, impact, response, hydrological cycle, rock cycle	Difference between countries (especially wealth and climate), villages, towns, and cities	Climate graph, pictograms, rock cycle, weather, and climate
Year 5	Knowledge Introduced	Challenges of living in slum settlements, opportunities to improve quality of life in slum settlements	Biome comparisons, threats to biomes, why different biomes have different climates, nutrient cycles, ways to protect	Social, economic, and environmental sustainability. Sustainable places, sustainable cities
	Subject Specific Knowledge	Analysis of photographic evidence	Using atlas skills to compare biome characteristics	Fieldwork option – sustainability of school site
	Pre-requisite concepts, knowledge, and skills	Migration, continents, push and pull factors, satellite images, settlement features on maps	Climate graphs, analysis of photographic evidence, satellite imagery, animal and plant adaptations, cause, impact, response	Natural resources, renewable energy, sustainability in slum settlements, settlement patterns on maps
Year 6	Knowledge Introduced	How to undertake a fieldwork investigation, stages of a fieldwork enquiry	Population change in an LIC/NEE, reasons for population change, population policies	Where does our food and clothes come from? How has technology increased globalisation? What are the impacts of
	Subject Specific Knowledge	Data collection, data presentation techniques (e.g., pie charts, scatter graphs), evaluating an investigation	Population pyramids	Choropleth maps
	Pre-requisite concepts, knowledge, and skills	Options for student to choose from previous themes such as migration, sustainability, climate, settlement, flooding	Push and pull factors, differences in wealth between countries, selecting suitable data presentation	Continents and oceans, migration, sustainability, natural resources, atlas skills and flow lines