

Geography

Curriculum Principles

By the end of Year 6, a student of Geography at Dixons Manningham will:

- Understand how physical and human geography influence where settlements develop and how they change over time.
- Compare places using geographical evidence and recognise how locations are connected through trade, migration, culture, resources and technology.
- Understand the significance of Bradford within local, national and global contexts and how migration, industry and trade have influenced its development.
- Use maps, globes, atlases, photographs, data and fieldwork evidence to locate, compare and investigate places, patterns and geographical processes.

The sequence of knowledge is underpinned by the following strategic anchors:

- Immediate locality → comparison of places → physical processes → settlements → climate and environments → global connections → trade and migration → sustainability → independent geographical enquiry.
- Bradford is revisited throughout the curriculum through immediate surroundings, comparison of local places, why Bradford developed where it did, Manningham, Saltaire, Haworth, global connections and future sustainability.

The Geography curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Secure core geographical vocabulary and knowledge of places, including the local area, the UK, Europe and wider world locations named in the curriculum.
- Develop confidence with maps, globes, atlases, symbols, keys, data, photographs and fieldwork so that students can independently access and interpret geographical information.
- Build knowledge progressively from familiar local places and foundational locational knowledge towards global connections, hazards, migration, sustainability and evidence-based geographical enquiry.

Geography Curriculum Overview

	Cycle 1	Cycle 2	Cycle 3
EYFS	Nurse - My School Navigate around school, following instructions. Discuss how to get to and from school. Reception - Me in My World Explore features of the immediate environment - class, school grounds and Manningham (local walk, library). Explore where their family was born.	Nursery – Weather Explore how winter impacts on their lives – travel, clothes and animals. Reception – Hot and cold places Compare local environments to hot and cold places around the world, using maps. Who celebrates what and where are they from?	Nursery - Local Area Explore the local area taking pictures of their favourite places, buildings and shops. Use google earth to help make our own maps. Reception - Me in My World Know about similarities and differences between life in this country and life in other countries, link through growing in different climates. Exploring maps within RE to support with special places.
Year 1 Big Question- How do we find out about the world around us?	What makes our local area special? Students will identify human and physical features, describe their local area, use simple maps and symbols, apply geographical vocabulary accurately, and create simple maps of the school and local environment. Star Words Bradford, Manningham, Local Area, Map, Human Feature, Physical Feature, Community, Fieldwork.	What makes the United Kingdom unique? Students will learn about the four countries of the UK and their capital cities. They will explore different weather patterns and identify physical and human features across the UK. By comparing places, students will begin to understand what makes locations unique and special. Star Words United Kingdom (UK), England, Scotland, Wales, Northern Ireland, Capital City, Weather, Physical Feature, Human Feature, Landmark.	How can we improve our local area? Students will explore Manningham and learn how people can care for and improve their local area. Through observations, fieldwork and map work, children investigate local issues, recognise the importance of green spaces, and suggest ways communities can make places better for everyone. Star Words Environment, Community, Map, Litter, Improve, Responsibility.



Year 2 Big Question - How do people and places change the world?	How can we explore our world? Students will use globes, atlases and maps to explore the wider world. They will locate the seven continents and five oceans, identify the UK within Europe, recognise the Equator, compare different places and use simple symbols and keys. Star Words Globe, Atlas, Map, Continent, Ocean, Europe, United Kingdom (UK), Equator	What is it like in a hot place and a cold place? Students will locate Kenya and the Arctic on maps and globes and explore how location affects climate. They will investigate life in hot and cold environments, consider how people and animals adapt to different conditions, and compare the similarities and differences between two contrasting places. Star Words Kenya, Arctic, Climate, Weather, Hot, Cold, Adapt, Location, Compare, Environment.	How are Bradford and the coast different? Student will act as geographers by comparing Bradford and Scarborough. They use maps, photographs and observations to identify coastal and urban features, explain how places are used, and describe the similarities and differences between an inland city and a coastal town. Star Words Coast, Beach, Cliff, Harbour, City, Town, Tourism, Human Feature, Physical Feature, Map.
Year 3 Big Question - How does geography shape settlements and land use?	Why do people build settlements? Students will learn what settlements are and why people choose particular places to live. They will explore how rivers and other physical features influence settlement locations, why some settlements grow into towns and cities, and how Bradford has changed over time. Star Words Settlement, Village, Town, City, River, Physical Feature, Transport, Jobs, Population	Why are rivers important? Students will explore the features of rivers and learn how they shape landscapes. They will investigate why rivers are important for people, wildlife, farming and settlements, compare the River Nile and the River Aire, and examine the opportunities and challenges rivers create, including flooding. Star Words River, Source, Mouth, Tributary, Flooding, River Aire, River Nile, Settlement, Farming, Wildlife.	How do people use land and farming? Students will explore how land is used and why farming is important. They will learn how farmers grow crops and raise animals, compare rural and urban land use, and investigate how soil and climate affect farming. Star Words Land Use, Farming, Crops, Livestock, Rural, Urban, Soil, Climate, Food Production, Sustainability.



Year 4 Big Question - How does the environment influence people's lives around the world?	How are places in Europe similar and different? Students will locate European countries and capital cities, explore Europe's physical features and climates, and investigate how countries are connected. They will compare different places across Europe and explore how geography has influenced kingdoms and civilisations Star Words Europe, Country, Capital City, Climate, Physical Feature, Trade, Compare, Civilisation	How does climate affect where people live? Students will explore climate zones and biomes around the world. Using maps, data and comparisons, students will investigate how climate affects plants, animals, settlements and lifestyles, and learn how people adapt to different environments. Star Words Climate, Weather, Climate Zone, Biome, Rainforest, Desert, Tundra, Adaptation, Settlement, Biodiversity.	How has our local area changed over time? Students will investigate how Bradford and Manningham have changed over time. Using maps, photographs, fieldwork and local studies, children explore how industry, transport, migration and changing land use have shaped the area. They compare the past and present and learn how geographical change influences communities today. Star Words Bradford, Manningham, Saltaire, Industry, Transport, Land Use, Migration, Community.
Year 5 Big Question - How does the Earth, shape the way people live?	Why do some places experience more earthquakes and volcanoes than others? Students will learn about the structure of the Earth and how tectonic plates move. They will investigate how volcanoes and earthquakes occur, why they happen in certain locations, and explore why people continue to live in areas at risk from these natural hazards Star Words Earth Structure, Tectonic Plates, Plate Boundary, Volcano, Earthquake, Magma, Lava, Natural Hazard, Ring of Fire	Why are mountains important to people and places? Students will explore mountain environments around the world. Using maps, data and case studies, children investigate how mountains influence climate, settlement, farming, tourism and biodiversity, and how people adapt to living in these unique landscapes. Star Words Mountain, Altitude, Climate, Settlement, Tourism, Biodiversity, Resources, Adaptation, Pennines, Andes.	How does trade connect the world? Students will explore how trade links countries around the world. Using maps, data and case studies, students will investigate imports, exports and global trade routes, developing an understanding of how people, places and economies are connected. Star Words Trade, Import, Export, Globalisation, Port, Fairtrade, Economy, Producer, Consumer, Transport Network.



Year 6

Big Question -

How has Britain become the country it is today?

How does migration change places?

Students will explore why people migrate and how migration changes communities. They will investigate migration patterns, examine how migration has shaped Bradford's population and culture, and evaluate its opportunities and challenges.

Star Words

Migration, Population, Diversity, Culture, Community, Census, Push Factors, Pull Factors, Evidence, Bradford.

How can people protect the environment?

Students will explore environmental challenges such as pollution, climate change and habitat loss. Using data, evidence and case studies, students will investigate how sustainable choices, conservation and community action can help protect the environment for future generations.

Star Words

Sustainability, Renewable, Non-renewable, Pollution, Climate Change, Conservation, Recycling, Biodiversity, Ecosystem, Renewable Energy

What can geographical enquiries tell us about our world?

Students will develop their geographical enquiry skills through fieldwork and investigation. Using data, maps, surveys and observations, students learn how geographers collect evidence, identify patterns and draw reliable conclusions about the world around them.

Star Words

Enquiry, Fieldwork, Data, Evidence, Observation, Survey, Analysis, Pattern, Conclusion, Reliability.

