

## Geography

### Curriculum Principles

**By the end of their education, students at Dixons Manningham will:**

- Understand how human and physical geography are related
- Be able to use a wide range of field skills to answer questions
- Know and locate key places on maps and understand the relationship between countries

**In order to achieve a true understanding of geography, topics have been sequenced based on the following rationale:**

- Some geographical knowledge is broadly hierarchical in nature – students must have a secure understanding of each key block of knowledge before progressing onto the next stage. Therefore, in order to support this, specific ‘geography’ topics have been meticulously planned and ordered to ensure that students are always building on and deepening their previous learning.
- Some geographical concepts are embedded into other areas of the curriculum – this allows students to practice skills such as reading maps and place location. Therefore, in order to support this, geography knowledge forms a key part of each historical period studied.
- All students are expected to use field skills in every key stage and undertake an investigation in each topic. In EYFS the students begin to investigate their immediate environment. KS1 students are introduced to the wider local environment and begin to investigate human concepts such as land use. This range of skills is then consolidated throughout KS2 and broadened out beyond the local environment.

**We fully believe geography can contribute to the personal development of students at DMN:**

- As students carry out field work, they should develop a host of skills and competencies, knowledge and understanding. Field work increases student's capacity to problem solve. Rich opportunities are provided where students explore their own ideas, develop and deepen conceptual understanding.
- Geography promotes independent thinking and reasoning alongside a host of qualities, including resilience, determination and confidence.
- Geography allows students to develop effective communication skills. It broadens and deepens their vocabulary as both technical and scientific vocabulary is learned, practised and used. Students are then able to communicate this evidence in a variety of ways to a range of different audiences.

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- Key individuals are highlighted in every topic. This ensures that students are able to study a range of positive role models from a variety of careers. These are designed to challenge gender and race bias.
- On educational enhancement visits, attention is drawn to the particular roles of people encountered by the students.
- A true love of geography involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in the transition to secondary school:
- Opportunities to explore the historical and scientific links to geography are embedded into the curriculum.
- Key individuals are highlighted to draw students' attention, usually through reciprocal reading. For example, in KS1 students investigate the work of Matthew Henson, and in KS2, Jane Goodall and Tacitus.
- Each topic has a book box for classrooms which contains non-fiction texts as well as linked novels and picture books to further develop knowledge and enthusiasm.

# Geography

## Curriculum overview

	Cycle 1	Cycle 2	Cycle 3
Reception	<p>Nursery - My School/My Family/Space/Celebrations</p> <p>Nursery Garden</p> <p>Explore natural materials inside and out, using senses.</p> <p>Autumn</p> <p>Seasonal change, plant lifecycle</p> <p>Talk about what they see</p> <p>My School</p> <p>Navigate around school, following instructions.</p> <p>Discuss how to get to school</p> <p>Reception - All About Me/ Celebrations</p> <p>Me in My World: explore features of immediate environment - class, school grounds, and Manningham (local walk, library).</p>	<p>Nursery - Superheroes/ Bears</p> <p>Weather</p> <p>Explore how winter impacts on our lives – travel, clothes, animals</p> <p>Reception - Hot and Cold Places/ Woodlands/ Traditional Tales</p> <p>Hot and Cold Places: compare local environment to hot and cold places around the world, using maps.</p> <p>Woodland: explore features of woodland; compare to storybook woodlands. Show concern for the environment (deforestation).</p>	<p>Nursery - Growing/ Farms</p> <p>Local Area</p> <p>Explore local area taking pictures of our favourite places and buildings and shops</p> <p>Use google earth to help make our own maps</p> <p>Reception - Minibeasts/ Pirates</p> <p>Know about similarities and differences between life in this country and life in other countries.</p>
YEAR 1	<p><b>Seasons: Links to Science</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><i>Vocabulary: equator, forecast, meteorologist, polar regions, cirrus, strata, cumulus</i></p> <p><b>Investigation: Observation over time</b></p> <p><b>E.g. How much rain falls in December?</b></p>	<p><b>Animals: Links to Science</b></p> <p>Identify types of animals that live in the local area.</p> <p><i>Vocabulary: habitat, local area</i></p> <p><b>Investigation: Pattern Seeking/ Identifying and Classifying</b></p> <p><b>E.g. What animals live in the school grounds?</b></p>	<p><b>Our local area plants: links to Science &amp; Art</b></p> <p>Naming common plants including flowers and trees; gardening; identifying fruits and vegetables; parts of the plant. Understanding the properties of plants and what they need to grow.</p> <p>Identify which foods come from other countries and why.</p> <p><i>Vocabulary: deciduous, evergreen, seed, root, stem, environment</i></p> <p><b>Investigation: Comparative and fair testing</b></p> <p><b>E.g. What is the best way to grow runner beans?</b></p> <p>Key Figure: Andy Goldsworthy</p> <p><b>United Kingdom</b></p> <p>There are 4 countries: England, Scotland, Northern Ireland and Wales.</p> <p>Flags and capital cities of each country</p> <p>Define village, town, city, county</p> <p>Bradford is in the North of England</p> <p><i>Vocabulary: Flag City Town Village Capital Sea Island river Bradford UK Yorkshire Union Jack England Scotland Wales Northern Ireland</i></p> <p><b>Investigation: Field work</b></p> <p><b>E.g. Where does our food come from?</b></p> <p><b>Key Figure: King Charles</b></p>



YEAR 2		<p><b>Journeys: Links to History</b> Names and locations of the world's oceans, Names and locations of continents Physical and human geography of the local area</p> <p><i>Vocabulary; continent, ocean, explorers, mill,</i></p> <p><b>Investigation: Compare and Contrast:</b> <b>E.g. Local area study</b></p> <p><b>Key individuals: Neil Armstrong, Christopher Columbus, Amelia Earhart, Tim Peake</b></p> <p><b>Commotion in the Ocean: Links to science and art</b> Names and location of the world's oceans and continents Ocean habitats Plastic pollution in the sea</p> <p><i>Vocabulary: continut, ocean, sea, pollution</i></p> <p><b>Key Individual: David Attenborough, Rachel Carson</b></p>	<p><b>Seasides: Links to History</b> Seasides are found where the sea meets the land. The UK is an island that is surrounded by the sea Physical features of a seaside Man-made features of a seaside Plastic pollution in the sea</p> <p><i>Vocabulary: physical human cliff lifestyle bathing</i></p> <p><b>Investigation: Field work</b> <b>How is Bradford different to the seaside?</b></p> <p><b>Key Individual: Billy Butlin</b></p> <p><b>Enhancement: Scarborough</b></p>
YEAR 3	<p><b>Plants and Rainforests: Links to science</b> Rainforests are located around the Tropics There are 5 layers Rainforests are damp and humid</p> <p><i>Vocabulary: canopy shrub humid emergent</i></p> <p><b>Investigation: Research</b> <b>E.g. Why is it so hot in a rainforest?</b></p> <p><b>Key Individual: Jane Goodall</b></p> <p><b>Enhancement: Manor Heath Jungle Experience</b></p>		<p><b>Rivers in European Countries: Links to Scsence</b> How a river is formed Europe is made up of 46 countries Names, capital cities and flags of main European countries</p> <p><i>Vocabulary: summit/peak mouth Country Continent Europe atlas course</i></p> <p><b>Investigation: Field Work</b> <b>E.g. How fast does the River Aire flow?</b></p> <p><b>Key Individual: Vincent Van Gogh</b></p> <p><b>Enhancement: Malham</b></p>
YEAR 4	<p><b>Romans in Britain: Links to history</b> Spread of the Roman Empire was affected by geographical features - settlement, land use, trade etc Locate spread of empire on a map Locate key places on a map of UK and understand why they are located in this landscape</p> <p><i>Vocabulary: outpost colony settlement agriculture</i></p> <p><b>Investigation: Research</b> <b>E.g. Where did the Romans get their food from?</b></p> <p><b>Key Individual: Tacitus</b></p>	<p><b>Egypt: Links to history</b> Locate Egypt on a world map Understand how land use, trade, settlement has changed in Egypt over time Importance of the River Nile</p> <p><i>Vocabulary: civilisation kingdom settlement agriculture fertile land-use irrigation Nile</i></p> <p><b>Investigation: Compare and Contrast</b> <b>E.g. How are modern and ancient Egypt the same?</b></p> <p><b>Key Individual: Hatshepsut</b></p>	<p><b>Bradford: Links to history</b> Location of Manningham and Saltaire on a map Land use in Manningham and Saltaire Compare and contrast localities</p> <p><i>Vocabulary: legacy immigrant consequence land-use settlement urbanisation industry / industrial</i></p> <p><b>Investigation: Field Work</b> <b>E.g. How are Manningham and Saltaire the same or different?</b></p> <p><b>Key Figure: Titus Salt</b></p> <p><b>Enhancement: Visit to Saltaire, local area walks</b></p>



YEAR 5	<p><b>Anglo Saxons and Vikings: Linkes to history</b> Location of Scandinavian countries on a map of Europe Anglo Saxon settlements and kingdoms, place names and village life</p> <p><i>Vocabulary: invasion settlement</i></p> <p><b>Key Figures: Bede, Harald Hardrada, Cnut</b></p> <p><b>Enhancement: Visitor from Merton Park</b></p>	<p><b>Early Islamic Civilisation: Linkes to history</b> Why and how Baghdad was built Location of Baghdad on a map</p> <p><i>Vocabulary: fertile palace government accommodation trade irrigation agriculture Mesopotamia</i></p> <p><b>Investigation:</b> <b>Why was Baghdad built near two rivers?</b></p> <p><b>Key Figure: Caliph Harun al-Rashid</b></p> <p><b>Enhancement: Calligraphy workshop at Cartwright Hall</b></p>	<p><b>Volcanoes and Earthquakes: Links to geography</b> Layers of the earth: inner core, outer core, mantle crust There are a range of ways that mountains form: fold, fault-block, dome, shield volcano and strato-volcano Earthquakes are caused by tectonic plates that rub against each other</p> <p><i>Vocabulary: natural disasters volcano altitude ascent magma earthquake lava summit</i></p> <p><b>Investigation: Research</b> <b>E.g. Why do people live near volcanoes?</b></p> <p><b>Key Figures: Donna O'Meara Edmud Hillary, Tenzing Norgay</b></p>
YEAR 6		<p><b>Ancient Greece: Links to history</b> How geography of Greece impacted on government and culture Pelopponesian Wars Comparisons of Athens and Sparta</p> <p><i>Vocabulary: democracy legacy empire independent tyrant Sparta Athens Acropolis Chiton Hoplite -polis trireme</i></p> <p><b>Key Figure: Aristotle</b></p>	<p><b>Bradford: links to history</b> How geography of Bradford impacted on immigration A comparison between Bradford City Centre and Haworth</p> <p><i>Vocabulary: industry cottage</i></p> <p><b>Investigation: Map work - plotting a route</b></p> <p><b>Enhancement: Visit to Bronte Waterfalls</b></p>

