

Geographical Cumulative Curriculum

Intent:
Our Geography curriculum aims to ensure that all pupils develop an understanding of geographical processes over time; looking at the interdependence of human and physical geography across the world.
We aim to ensure that all pupils are equipped with the skills to critically analyse and interpret a range of data through experiential fieldwork in order to provide meaningful context and deepen understanding.
We know that it is crucial that our pupils have a deeper understanding of the diversity of Britain and the wider world, and how this has evolved and developed over time, ensuring that they have a secure knowledge of significant places in the world and develop a sense of scale to support this.
In line with our whole curriculum, we want our pupils to leave us with a clear sense of their place in the world and an understanding of how they may begin to protect that place in terms of environmental change.

Key Concepts:



My place in the world



Interdependence



Cultural Awareness



Environmental Change



Pupils will be taught:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge	<p>There are different animals who live on Earth</p> <p>I can name animals that may live on the land or in the sea and can match them to the sounds they make.</p> <p>I know that there are different types of creatures that can be found in different types of places (e.g birds, minibeasts)</p>	<p>On Earth there is land and sea</p> <p>Different types of animals live in different places on Earth</p> <p>I can name animals that may live on the land or in the sea and that those that we may see in zoos/wildlife centres would live in the wild in other countries</p> <p>I know that different types of creatures are found in different parts of the world</p>	<p>I know the names and location of 4 <u>countries</u> and <u>capital cities</u> of <u>the UK/GB</u></p> <p>England has different areas called counties</p> <p>We live in one county called Yorkshire</p> <p>I know that the world can be represented as map or a globe</p>	<p>I know the names and location of seven <u>continents</u> and five <u>oceans</u></p> <p>I know that countries can be grouped together in ways other than in continents</p> <p>I know that the Earth has two poles, the North & South Poles</p> <p>I know where the equator is</p>	<p>I know the names and location of European countries and capital cities</p> <p><u>Central Powers – Germany, Austria-Hungary, Turkey</u></p> <p><u>Allies – France, Great Britain, Russia, Italy, Japan and the USA</u></p> <p>(Link to WWI)</p> <p><u>Turkey, Jamaica, Russia</u> (link to Crimean war)</p> <p>Pakistan – (MY)</p> <p>I know the names and location of nearby <u>towns, cities and counties</u> in UK (<u>Yorkshire, Lancashire, Essex</u></p> <p><u>Leeds, Wakefield, Manchester, Newcastle, London</u>)</p>	<p>I know the names and location of countries and their capital cities in the commonwealth and the British empire</p> <p><u>Australia, Oceania, Canberra</u></p> <p><u>India, Asia, Deli</u></p> <p><u>Jamaica, North America, Kingston</u></p> <p><u>USA, North America, Washington</u></p> <p><u>South Africa, Africa</u></p> <p><u>Johannesburg, Cape Colony, Cape Town</u></p> <p>I know that maps can be used to show physical features, using conventional symbols and keys</p> <p>I know that human activity has a direct impact on the physical geography of different parts of the world</p>	<p>I can identify different parts of the world that are relevant to my own heritage</p> <p>I know the names and location of countries pupils’ families came from.</p> <p>I know that the Earth is one planet within our solar system and I can name the other planets within this system (science)</p> <p>I know that climate affects vegetation and human activity and is dependent on latitude.</p> <p>I know how location, climate and physical features affect places in different areas of the world</p> <p>I know that areas of the world have changed over time due to historic events (industrial revolution, partition of India) and that this has changed how this land has developed</p> <p>I know that human needs, actions, industrial progression can have a negative impact on the environment</p>	<p>I know the names and locations of countries in WWII and those involved in the trade routes</p> <p><u>Axis Powers – Germany, Italy, Japan</u></p> <p><u>Allies – France, Great Britain, USA</u></p> <p>The main route of the transatlantic slave trade -<u>UK, USA, Africa</u></p> <p>I know that different types of information can be obtained from maps, statistics and written texts.</p> <p>I know that global needs can be met by different countries e.g. Food and how human activity is dependent on geographical features.</p> <p>I understand the links between the production of products and the climate, vegetation and physical features of the areas in which it is produced.</p> <p>I have an increased understanding of how our actions have far reaching consequences – the choices we make and the lifestyle we choose impacts on the wider world</p>

Vocabulary	Earth World Animal Minibeast Bug Insect Bird Home/house Bradford Weather Sun/cloud/rain/wind/snow Hot/cold Next to On/on top of In Behind In front Weather	Land Sea Woods/forest Jungle Deserts Farms Left Right Forwards Backwards Thunder Lightening Drizzle Puddles Wet Dry Cool Warm Season Shop Office	Country County United Kingdom Great Britain Capital Map Globe Atlas City and Area Town Village Street Address Factory Shop Hill Urban Rural North South Temperature Rainfall Forest Ocean Postcode Captivity Tame Wild Endagered Environment	Continents Oceans Equator North pole South pole Hills Rivers Island Sea Climate Vegetation Soil Landscape East West Beach Cliff Coast Valley Mountain Land Location Habitat Extinction Climate change Survival Arctic Antartctic Expedition	European Coast Inland Population Access Land use Economy Economic activity Impact War Conflict Aid	Commonwealth Cape Colony Colony Empire Imperialism Colonialism Settlement Physical features Symbols Keys Human impact Climate change Erosion Coastal Inland Deforestation Conservation Pollution Climate zones Temperate Biomes Vegetation belts Ecosystem Water cycle Terrestrial Topography Volcanoes Earthquake	Longitude Latitude Northern/southern hemisphere Tropics of Cancer/Capricorn Time zones Greenwich meridian Industry Mill Heritage Migration Partition Progression North east South east South west North west Waterway Riverbank River Canal Water cycle Landowner Development Refuge Displacement Segregation Emissions CO2	Statistics Analysis Dependent Production Consequence Future-proofing Consumption Sustainability Landfill Atmosphere Environmental impact Cause and effect Inter-dependence Legacy Grid reference Compass Ethical Territory Safety Refuge
Disciplinary Knowledge: Place	<p>I know that I live in Bradford. I know how I travel to and from school (eg by car, on foot) and if it takes a long or short time</p> <p>I can recognise a range of local buildings such as school and houses</p>	<p>I know my house number and that I live in a city called <u>Bradford</u></p> <p>Our school is in a part of Bradford called <u>Manningham</u></p> <p>Bradford has lots of buildings</p> <p>I can recognise places, buildings and landmarks that are familiar to them in the local area</p> <p>I can talk about the place where I live – what do I see on the way to and from school?</p> <p>I know that there are lots of different places in the world</p>	<p>I can identify the similarities and differences between BD8 and other areas of Bradford, using appropriate geographical vocabulary e.g. urban/rural</p>	<p>I know that there are geographical differences and similarities between Bradford and a contrasting place in terms of:</p> <p>Location Hills Rivers Ocean Island Sea Climate Vegetation</p>	<p>I know the geographical similarities and differences between London and a different capital city in terms of location, physical features, settlement, land use and economic activity</p> <p>I can describe the similarities and differences between capital cities using appropriate geographical vocabulary</p> <p><u>Hills</u> <u>Coasts</u> <u>River</u> <u>Physical features</u> <u>Buildings</u> <u>Diversity of population</u> <u>Access to clean water</u></p>	<p>I can describe how parts of the world are constantly changing using appropriate geographical vocabulary</p> <p><u>Land use</u> <u>Vegetation; animal life</u> <u>Human impact</u> <u>Climate change</u> <u>Erosion – natural and man-made</u> <u>Deforestation and effect on climate change/pollution</u> <u>Conservation</u></p> <p>I can begin to understand how our actions have far reaching consequences</p>	<p>I can describe the position of the Earth within our solar system (science)</p> <p>I can research area own family comes from and present a geographical description of it using appropriate geographical vocabulary.</p> <p>Identify the effect of physical geography on human activity.</p> <p>I understand that similar geographical features may provide similar outcomes, but differences may cause different human activity</p>	<p>I can compare different parts of the world in terms of industry, transport, population, vegetation, biomes and relate this to life in different places</p>
Disciplinary Knowledge: Location			<p>I know that there are different areas of Bradford and their location</p> <p>Navigational language makes it easier to describe the location of a place in relation to another.</p> <p>I can talk about the location of the 4 <u>countries</u> and <u>capital cities</u> of the <u>UK/GB</u> in relation to one another using geographical vocabulary</p>	<p>I can locate hot/cold areas relative to the equator, north and south poles</p> <p>I understand that location in the world affects climate which in turn affects how people and animals live</p> <p>Additional locations: Mexico America Canada Spain Key family links – Pakistan/Bangladesh/India/Slovakia/Hungary etc...based on cohort</p>	<p>I know that land use and economic use are influenced by physical features</p> <p><u>Land use</u> <u>Roads</u> <u>Trade links</u> <u>Natural resources</u> <u>Food/water</u></p> <p>I can make links between locations and their physical features.</p>	<p>I know that land use and economic use are influenced by physical features</p> <p>I can explain how the climate and vegetation belts are affected by location and how these affect human activity.</p> <p>I understand that climate affects biomes and vegetation belts and is dependent on latitude</p> <p>Additional locations: Amazon Rainforest – South America Covers Brazil, Peru, Colombia, Bolivia, Guyana, Equador, Venezuela, Suriname Britain – Dorset (MA) The Caribbean Australia</p>	<p>I can locate key places and identify effects on the climate from physical features and/or human activity</p> <p><u>Partition of India – why did people go/where?</u></p> <p>I can locate the countries pupils’ families originated from using a range of maps and globes</p> <p>I can describe location of family countries in the world and position relative to other countries, using correct geographical terminology.</p> <p>Additional locations – Russia (Soviet Union – USSR), USA – Space Race – link back to WW2 West Virginia, USA – KJ New York - AL</p>	<p>I can locate countries and cities across the world on different maps and relate these to world events (WW2)</p> <p>I can talk about areas of the world which have higher levels of pollution and gives reasons why</p> <p>Additional locations: Netherlands (AF) South Africa Montgomery, Alabama (RP) Pakistan</p>

Disciplinary Knowledge: Environmental, human & physical	<p>I can discuss the weather outside in the moment and discuss the appropriate clothing for the weather</p> <p>I know that the weather can change many times within a day. I can notice changes in the weather as I experience it</p>	<p>I know that we experience different types of weather</p> <p>I can describe the weather on any given day and know which clothing is best to suit that weather</p> <p>I know that the weather can change many times within a day</p> <p>We have four different seasons Spring Summer Autumn Winter</p>	<p>I know that there are weather patterns in the UK and that these are linked to seasons</p> <p>I know that the way in which animals live is affected by the geographical environment (landscape, land use, economic activity – urban/rural)</p>	<p>I know that weather patterns vary in relation to location of <u>Equator and North and South Poles</u></p> <p>I understand that location in the world affects vegetation which in turn affects how people and animals live</p> <p>I know that carbon emissions are damaging the planet and contributing to global warming, which is affecting weather patterns</p>	<p>I can make links between locations and their physical features, and I understand that physical features have had an impact on human activity.</p> <p>I can identify the effect of physical geography on human activity and understand the importance of physical features on human activity now and in the past</p>	<p>I can link key features of an area with their use (e.g diamond mines, SA) and subsequent economic impact</p> <p>I can compare climate, physical features, economic activity and land use.</p> <p>I know how to use globes, world maps and atlases to locate places and work out climate and vegetation.</p>	<p>I know that human activity is dependent on physical features and climate (latitude) but also on other factors – war, political change – link to migration now</p>	<p>I know that human activity in terms of farming/food production impacts on different parts of the world. (Consumption)</p> <p>I know that people are dependent on the environment in which they live and the environment depends on people looking after it.</p> <p>I can debate the need for sustainability over human needs.</p> <p>I can talk about the impact of human activity on the environment</p> <p>I can explain the link between location, climate, biomes and vegetation belts.</p>
Disciplinary Knowledge: Geographical skills	<p>I can use simple positional language to explain where a given object is, and I can follow a simple instruction using positional language.</p>	<p>I can describe simple journeys using directional language, e.g how to get to the outdoor provision, find treasure on a simple map</p> <p>I can talk about the place where I live – what do I see on the way to and from school?</p>	<p>Local areas can be represented as a map, using symbols to make it clear.</p> <p>I know how to: Locate countries within the UK using a map Use directional language to describe a route or features on a map. Use aerial photographs to recognise school and City Park. Identify difference between Manningham and other parts of Bradford. Devise my own sketch map of a route in the local area.</p>	<p>I can describe the geographical differences and similarities between two contrasting places using appropriate geographical vocabulary.</p> <p>I can locate the seven continents and five oceans on a globe and world map</p> <p>Locate oceans, continents and UK on globe and world map Use directional language/compass directions to describe route To describe a journey, using appropriate geographical vocabulary and drawing sketch maps. Identify equator, north and south pole on a globe and world map</p>	<p>I know how to use globes, world maps and atlases to find a wider range of locations</p> <p>I can locate European countries on different maps</p> <p>Interpret aerial photographs</p> <p>I can compare maps from the past and present and identify change over time</p>	<p>I know how to locate countries and cities on different types of maps</p> <p>I can use directional language/compass directions to describe location. I can link to topographical features Interpret Aerial photographs to show physical features, vegetation, human use of land. Compare older photographs with present. Devise own maps using own symbols and providing a key.</p>	<p>I can research a particular geographical area and explain how climate and physical features affect human activity</p> <p>I can use maps, globes, digital mapping and texts to gather information</p> <p>I know how to: Use globes, world maps and atlases to locate places. Use directional language/compass directions to describe location. Aerial photographs of countries in the last 30 years. Give location of specific places in using 6 figure grid references. Draw sketch maps to show where families came from and key physical and human features in the area.</p>	<p>I know how to: Use aerial photographs to show impact of man. Gather data about production and its impact on the environment and people. Analyse and draw conclusions. Present findings in different ways – charts/tables</p>
Disciplinary Knowledge: Fieldwork	<p>I can record the weather each day on our class chart</p> <p>I can name some of the creatures that I see when I am playing outdoors</p>	<p>I can carry out simple studies of the weather and record on a daily chart, e.g sun/cloud/rain/wind</p> <p>I can use my surroundings to study the wildlife that visits our school grounds (Nursery gardens)</p>	<p>I can record <u>temperature/rain/fall</u> daily To collate and analyse results over a week, the term, the year To identify weather over a term/<u>seasonal patterns</u></p>	<p>Use weather maps to compare weather in the North/South of UK and analyse this data to share findings.</p>	<p>I can analyse data from different cities in the world to compare climate, population and economic activity</p>	<p>Seaside visit – study a coastal area over time to see how it has changed</p> <p>Seaside visit – fossil hunt – how can we still discover fossils from so long ago?</p>	<p>I can interview people of different generations and find out about their migration stories; looking at the routes they may have taken and why.</p> <p>I can study how waterways were used to transport goods and consider why mills were built in certain places.</p> <p>I can look at the most common ways of transporting goods today.</p>	<p>I can research food production processes and how this impacts on the environment</p> <p>I can visit local food production sites (Morrisons) and ask questions about environmental impact and sustainability</p>