DIXONS TRINITY CHAPELTOWN

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 11, 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**
YEAR 1	**Knowledge introduced**	**Me and the UK** Continents, oceans, countries of the UK, capital cities, location of Leeds, 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	NA	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	NA	Different maps have different map scales, locating places on a world map	Locating places on a world map,
YEAR 2	**Knowledge introduced**	**Our School Site** Location of Chapeltown, local area study, sustainability	**Dinosaurs** How our planet has changed over time, the rock cycle (fossils), evolution, volcanic eruptions, concept of how far back in time different events have occurred on our planet	**Explorers and the Sea** Geography as a career, how explorers mapped our world, storms at sea, modern mapping (satellites), how different climate zones affect ocean temperature and ecosystems
	Geographical skills introduced	Fieldwork skills around school site, OS maps e.g. grid references, tally charts	Using evidence to support writing, evidence for dinosaurs	Atlas skills, compass directions, coordinates, poles, and hemispheres
	Knowledge revisited	UK map, location of Leeds, habitats and animal adaptations, physical and human features	Climate zones, biomes, animal adaptations, weather and climate	Equator, continents and oceans, climate zones, biomes, physical and human features, animal and plant adaptations, the hydrological cycle
	Geographical skills revisited	Satellite imagery, graphical skills	Accurate diagram and annotations	Interpreting satellite imagery
YEAR 3	**Knowledge Introduced**	**Villages, Towns and Cities** Locating UK cities on a map, differences between urban and rural areas	**Mountains, Volcanoes and Earthquakes** Use of school houses as examples, 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)
	Knowledge revisited	UK cities (including Leeds 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 different geographical features and events	World map scale, option to revisit cross sections looking at the inside of a hurricane

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	**Cycle 2**	**Cycle 3**
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
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
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 polices	**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
YEAR 7	**Knowledge introduced**	**Geography mastery** Foundations of geography, focus on building of knowledge from primary curriculum This knowledge is vital for accessing and progressing through all subsequent topics	**Biomes and climate** Climate change and our biosphere, ecosystems, threats and management, natural and human climate change, adaption and mitigation, sustainability	**Contrasting urban areas (and local fieldwork)** Urbanisation, megacities, population, urban development challenges and opportunities, sustainability
	Geographical skills introduced	Cartographic skills focus (e.g. latitude and longitude coordinates)	Statistical and graphical skills focus (e.g. percentage increase and decrease)	Numerical and fieldwork skills focus (e.g. all stages of fieldwork in micro-climate school site investigation)
	Knowledge revisited	Geography of the UK, human and physical features, continents, oceans	Photosynthesis, weather and climate, climate zones, hydrological cycle	Climate change, migration, slum settlements, push and pull factors, sustainability
	Geographical skills revisited	Graphical skills (e.g. line graphs and bar charts)	Numerical skills (e.g. area and scale)	Cartographic skills (e.g. contrasting OS maps of settlements) Also Graphical skills (e.g. population pyramids)

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	**Cycle 2**	**Cycle 3**
YEAR 8	**Knowledge introduced**	**Tropical storms** Examples of natural hazards, causes, impacts, responses, contrasting LIC and HIC case studies, sustainability	**Landscape systems** Glacial landscapes, processes, landforms, uses of the landscape and conflicts, sustainability	**Global development (and issue evaluation)** Global development trends, contrasting levels of development case studies, reducing the development gap, sustainable development
	Geographical skills introduced	Numerical skills focus (e.g. magnitude and frequency)	Cartographical skills focus (e.g. comparing OS map features to photographs using contour lines)	Fieldwork skills and issue evaluation focus (e.g. all stages of fieldwork and Issue Evaluation writing – Malham expedition)
	Knowledge revisited	Weather and climate, hydrological cycle, latitude, hazards, cause, impact, response, HIC / LIC differences	UK map, upland and lowland areas, links to biomes (cold environments), rock cycle, hydrological cycle, concept of how a place changes over a long period of time, human uses of landscapes	HIC/ LIC differences, push and pull factors, migration, and globalisation
	Geographical skills revisited	Cartographic skills (e.g. cross sections, satellites)	Graphical skills (e.g. pie charts, scatter graphs, flow / desire lines)	Graphical and statistical (e.g. histograms and choropleth maps)
YEAR 9	**Knowledge introduced**	**Natural hazards** Tectonic hazards, weather hazards, climate change, hazard processes, cause, impact, response Contrasting development level case studies	**The living world** Ecosystem systems, tropical rainforests, cold environments Characteristics, challenges, opportunities in contrasting biomes	**Physical landscapes (UK)** Coasts and Rivers Landscape systems and processes, geology, landform characteristics and formation, sustainable management of physical landscapes in the UK
	Geographical skills introduced	Numerical and Statistical Skills Focus All previous skills revisited and built upon	Graphical skills focus - All previous revisited and built upon	Cartographical Skills Focus - All previous skills revisited and built upon
	Geographical knowledge revisited	Weather and climate, tectonic hazards, cause, impact response, contrasting levels of wealth	Weather and climate, biomes, ecosystems, food chains, nutrient cycling, hydrological cycle, threats to the biosphere, atmospheric processes, economic development, climate change, sustainability	Hydrological cycle, landscape processes (from study of glaciation), landforms and management, climate change, stakeholder viewpoints
	Skills Revisited	Cartographic skills – previous skills revisited and built upon	Numerical and statistical skills – previous skills revisited and built upon	Graphical skills – previous skills revisited and built upon
YEAR 10	**Knowledge introduced**	**Urban issues and challenges** Global urbanisation trends, megacities, challenges and opportunities in LIC / NEE city, challenges and opportunities in HIC city (Leeds), sustainable development	**Changing economic world** Global development trends, the development gap, closing the development gap, economic development in LIC / NEE country, economic development in HIC country (UK)	**Resource management** Global resource management (food, water, energy), unequal resources, opportunities, resources in the UK, challenges, sustainable management
	Geographical skills introduced	Statistical and numerical skills focus – all previous skills revisited and built upon	Graphical skills focus - All previous skills revisited and built upon	Cartographical skills focus – all previous skills revisited and built upon
	Geographical knowledge revisited	Migration, push and pull factors, slum settlements, urban rural differences, HIC/LIC urban differences, challenges and opportunities	Differences between LIC/HIC wealth and development, migration, differences in management of natural hazards	Sustainability, sustainable management, natural resources, renewable and non-renewable, climate change, biome threats, economic development, globalisation
	Geographical skills revisited	Fieldwork skills (local/school site investigation practice) – previous skills revisited and built upon	Statistical and numerical skills – previous skills revisited and built upon	Issue Evaluation (resource conflicts) – previous skills revisited and built upon
YEAR 11	**Knowledge introduced**	**Fieldwork** All aspects of GCSE fieldwork requirements for Paper 3 examination, including unseen fieldwork section	**Issue evaluation** Pre-release available close to exam dates; all aspects of GCSE issue evaluation pre-release	

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	**Cycle 2**	**Cycle 3**
YEAR 11	**Geographical skills introduced**	Stages of fieldwork investigation (covered previously, but will be built upon and reinforced)	Final Revision	
	Knowledge revisited	Fieldwork the provides opportunity to not only prepare students for the Paper 3 examination, but to also revisit all previous concepts from their study of Geography	Final Revision	
	Geographical skills revisited	All categories of geographical skills to be revisited whilst undertaking fieldwork investigations	Final Revision	

*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.