

# United Curriculum

## Primary Geography

Information for School Websites



**United Curriculum**  
Primary

Part of United Learning

# Principles of the Geography Curriculum



The United Curriculum for geography provides all children, regardless of their background, with:

- **Relevant** and **coherent substantive knowledge** of the world, which is built gradually using **subject-specific pedagogy** from EYFS to Year 6 and beyond.
- Substantive knowledge – both conceptual and procedural – is selected to build pupils’ understanding of three geographical **vertical concepts**:
  - **Space and Place**

Developing an understanding of space through ideas related to location, distribution, pattern and distance.

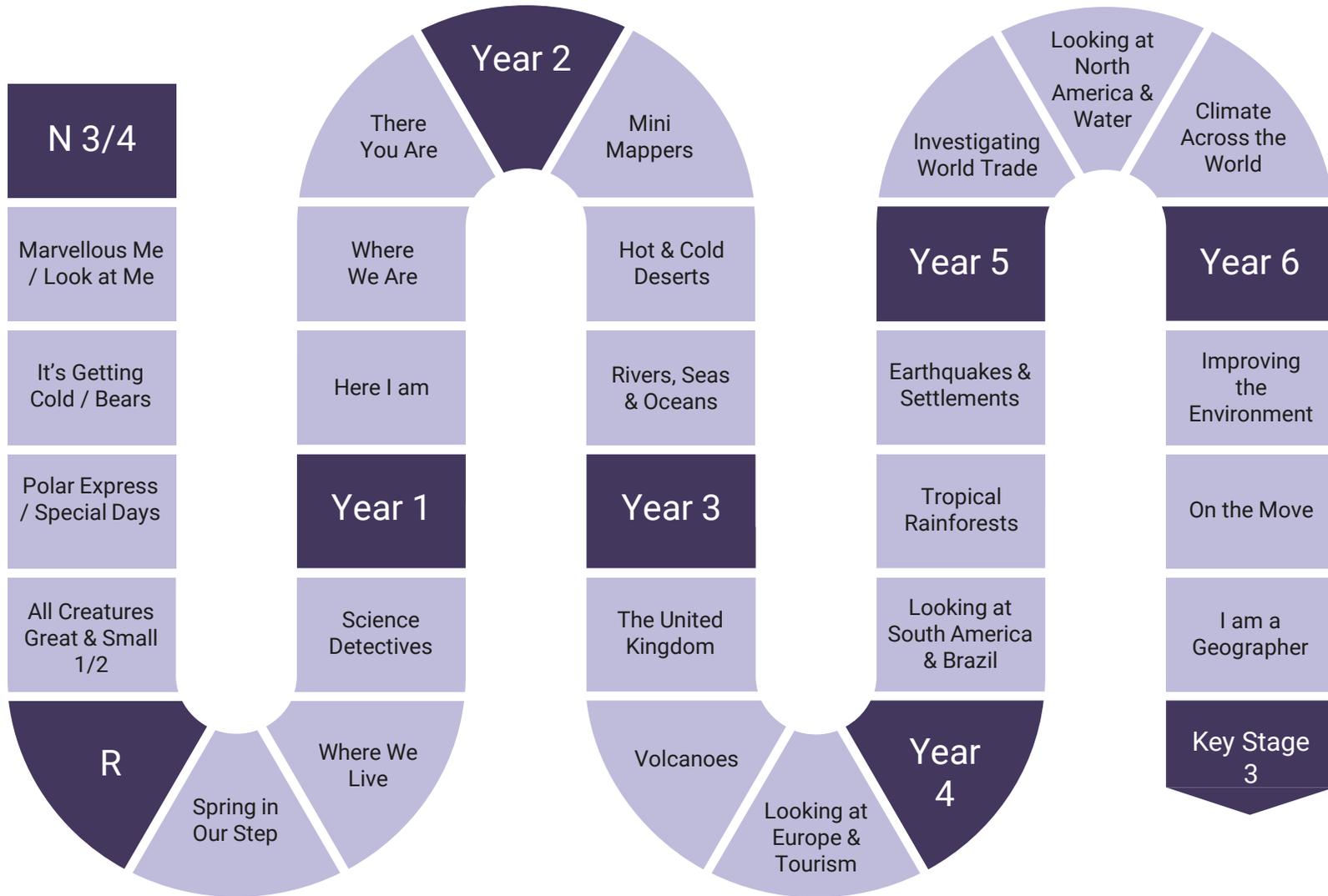
Developing a sense of place and character through ideas related to identity, home, community, landscapes and diversity, and examining a range of case studies from across the globe.
  - **Physical Processes**

How the Earth’s natural processes shape and change the surface of the Earth. This includes both **Geology & Earth Science** aspects, such as the structure of the Earth and physical features we see on the land, as well as **Environmental Science** aspects, such as the weather and our changing climate. Both of these are threaded through the **science** curriculum too.
  - **Human Processes**

The processes and phenomena that are caused by or relate to people, including our **Use of Resources**; the distribution and changes to the **Population & Communities**; and the features of the **Economy & Development**.
- A balanced view of the countries of the world, to address or even preempt misconceptions and negative stereotypes.
- Explicit teaching of core **disciplinary knowledge**, and the ability to approach challenging, geographically-valid questions. Geographical enquiry skills have been sequenced across the year groups and, where appropriate, review and build on relevant knowledge that is first taught in **mathematics** or **science**, such as interpreting line graphs or setting hypotheses.
- Opportunities to undertake **fieldwork**, outside the classroom and virtually. Fieldwork is **purposeful**, and either gives pupils the opportunity to put into practice relevant disciplinary knowledge or to reinforce their substantive knowledge.



# United Curriculum: Geography



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	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>Marvellous Me / Look at Me</b> The house and street I live on</p> <p><b>It's getting cold / Bears</b> Weather and habitats around the world</p> <p><b>Polar express / Special days</b> Polar habitats</p>		<p><b>Here I am</b> [Aut1] Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p>	<p><b>Mini mappers</b> Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>	<p><b>United Kingdom</b> [Aut1] Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of <b>one region</b></p>	<p><b>Looking at South America and Brazil</b> Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in <b>Rio de Janeiro</b></p>	<p><b>Investigating world trade</b> [Aut1] Understanding the distribution of the world's natural resources and how these are traded between places across the world</p>	<p><b>Improving the environment</b> [Aut2] Recognising the importance of renewable energy through investigating wind power. Learning about reducing waste, and the actions that humans can take to improve the environment</p>
Spring		<p><b>Spring in our step</b> Weather and wildlife in winter and spring</p>	<p><b>Where we are</b> Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>	<p><b>Hot and cold deserts</b> [Spr1] Locating hot and cold deserts, and identifying common physical and human features</p>	<p><b>Volcanoes</b> Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere</p>	<p><b>Tropical rainforests</b> [Spr2] Understanding the key features of a rainforest ecosystem, the contributions they make to the world and the threats they face (using the <b>Amazon Rainforest</b>)</p>	<p><b>Looking at North America and water</b> Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America</p>	<p><b>On the move</b> [Spr1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and from Syria to countries in Europe; understanding the benefits of migration to the UK</p>
Summer	<p><b>All creatures great and small 1 / 2</b> Animals that live in grassland and tropical rainforest habitats, and locating these on a globe</p>	<p><b>Where we live</b> Picture maps and plan views, simple human and physical features</p> <p><b>Science detectives</b> Comparing our community with settlements in Kenya</p>	<p><b>There you are</b> Understanding where we live on the global scale; locating continents; and comparing the human and physical features of an area in the UK with an area in <b>Kenya</b></p>	<p><b>Rivers, seas and oceans</b> Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p>	<p><b>Looking at Europe and tourism</b> [Sum1] Comparing the human and physical features of the Alps, the Amalfi Coast and a local area, and exploring the impact of tourism in these areas</p>	<p><b>Earthquakes and human settlements</b> Understanding why earthquakes take place and what effects they had in Haiti and <b>Japan</b></p>	<p><b>Climate across the world</b> [Sum1] Understanding climate zones, biomes and vegetation belts, and the effects of global warming on vulnerable biomes</p>	<p><b>I am a geographer</b> Posing questions, completing fieldwork and presenting a geographical investigation</p>

Most of the case studies used come from the UK, Europe or North or South America, as per the requirements of the National Curriculum. However, teachers may choose to change the **highlighted case studies** to reflect the interests or backgrounds of pupils.

