

United Curriculum

Primary Geography

For Teachers



United Curriculum
Primary

Part of United Learning

United Curriculum Principles



Building on the Framework for Excellence, The United Learning Primary Curriculum has six core principles:

- **Entitlement**
All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it
- **Coherence**
Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects
- **Mastery**
We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts
- **Adaptability**
The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes
- **Representation**
All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience
- **Education with character**
Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart

Subject-specific rationales are built on these six principles.



United Curriculum Principles: Geography



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

- **Relevant** and **coherent substantive knowledge** of the world that is built gradually using **subject-specific pedagogy** from EYFS to Year 6 and beyond.
- Substantive knowledge is selected to build pupils' understanding of three geographical **vertical concepts**:
 - **Location and place**
The location of the world's continents, countries and places, and the key physical and human characteristics of each
 - **Geographical scale**
Considering the local, national and global scale and understanding how causes and effects occur at all scales
 - **Interconnections**
How are the human and physical worlds connected? How are different locations connected at different scales?
- A balanced view of the countries of the world, to address 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 explicitly practise relevant disciplinary knowledge or to reinforce substantive knowledge.

NB. We are constantly reviewing the curriculum to improve it, these vertical concepts may be subject to change from September 2023 following feedback from subject leads.



United Curriculum: Geography



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Marvellous Me / Look at Me The house and street I live on</p> <p>It's Getting Cold / Bears Weather and habitats around the world</p> <p>Polar Express / Special Days Polar habitats</p>		<p>Here I Am [Aut 1] Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p>	<p>Mini Mappers Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>	<p>United Kingdom [Aut 1] Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of one region.</p>	<p>Looking at South America and Brazil Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio De Janeiro.</p>	<p>Investigating World Trade [Aut1] Understanding the distribution of the world's natural resources and these are traded between places across the world</p>	<p>Improving the Environment [Aut 2] Recognising the importance of renewable energy through investigating wind power. Reducing waste, and the actions that humans can take to improve the environment.</p>
Spring		<p>Spring in Our Step Weather and wildlife in winter and spring</p>	<p>Where We Are Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>	<p>Hot and Cold Deserts [Spr 1] Locating hot and cold deserts, and identifying common physical and human features</p>	<p>Volcanoes 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>Tropical Rainforests [Spr 2] Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)</p>	<p>Looking at North America and Water 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>On the Move [Spr 1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK.</p>
Summer	<p>All Creatures Great and Small 1 / 2 Animals that live in grassland and tropical rainforest habitats, and locating these on a globe</p>	<p>Where We Live Picture maps and plan views, simple human and physical features</p> <p>Science Detectives Comparing our community with settlements in Kenya</p>	<p>There You Are 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 Kenya</p>	<p>Rivers, Seas and Oceans Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p>	<p>Looking at Europe and Tourism [Sum 1] 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>Earthquakes and Human Settlements Understanding why earthquakes take place and what effects they had in Haiti and Japan</p>	<p>Climate Across the World [Sum 1] Understanding climate zones, biomes, and vegetation belts, and the effects of global warming on vulnerable biomes.</p>	<p>I am a Geographer Posing questions, completing fieldwork and presenting a geographical investigation</p>

Most of the case studies used come from the UK, Europe, 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 your pupils.

