United Curriculum

Primary Geography

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 – both conceptual and procedural – is selected to build pupils' understanding of three geographical **vertical concepts**:
  - **Space and Place**

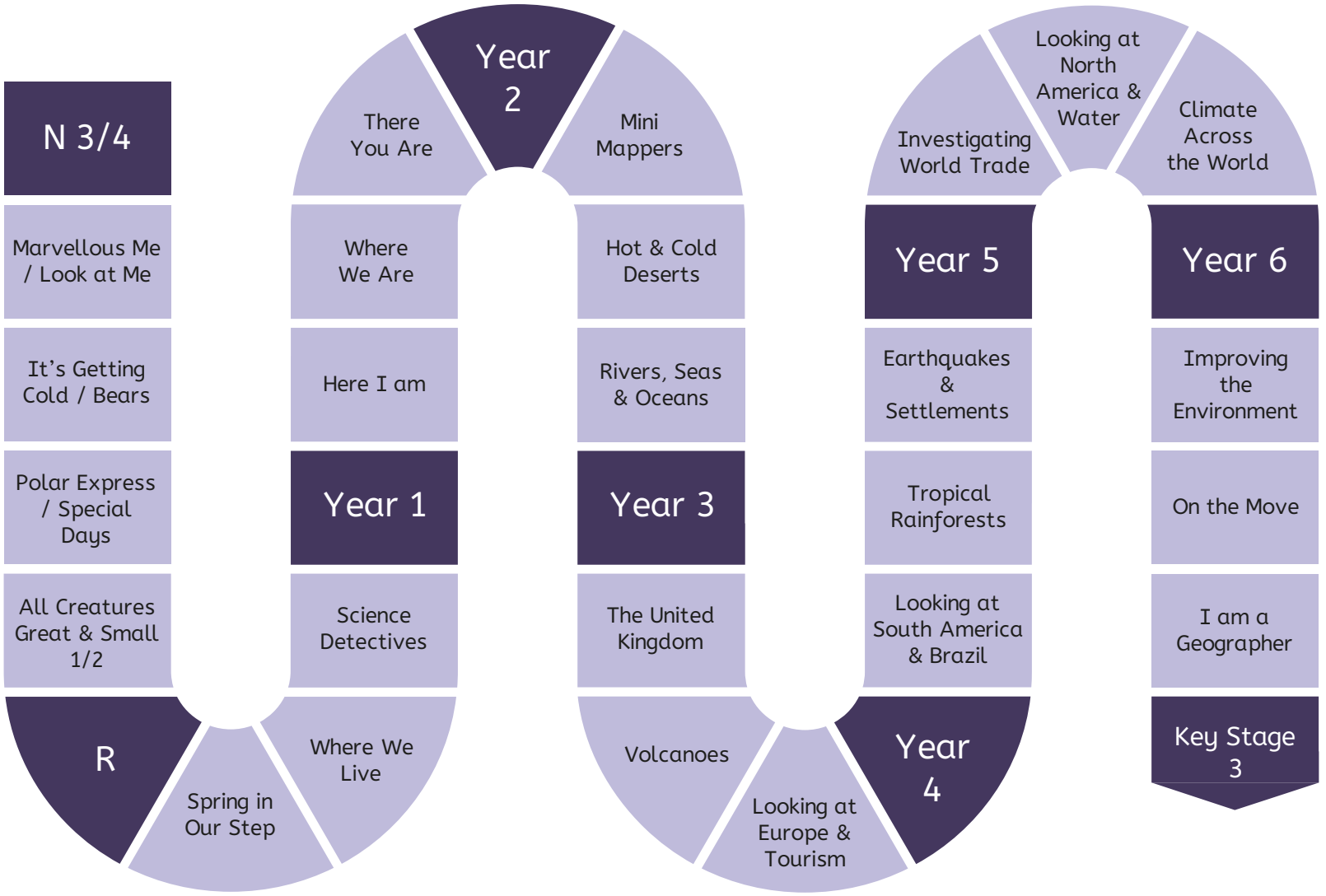
    Developing an understanding of space through ideas related to location, distribution, pattern and distance.

    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 out Use of Resources; the distribution and changes to **Population & Communities**; and the features of **Economy & Development**.
- A balanced view of the countries of the world, to address or event 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 explicitly practise relevant disciplinary knowledge or to reinforce substantive knowledge.

United Curriculum: Geography



United Curriculum: Geography

	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	**Marvellous Me / Look at Me** The house and street I live on **It's getting cold / Bears** Weather and habitats around the world **Polar express / Special days** Polar habitats		**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	**Mini Mappers** Studying the human and physical geography of the local area with an introduction to scale and fieldwork	**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.	**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.	**Investigating world trade** [Aut1] Understanding the distribution of the world's natural resources and these are traded between places across the world	**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.
Spring		**Spring in our step** Weather and wildlife in winter and spring	**Where we are** Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features	**Hot and cold deserts** [Spr 1] Locating hot and cold deserts, and identifying common physical and human features	**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	**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)	**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.	**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.
Summer	**All creatures great and small 1 / 2** Animals that live in grassland and tropical rainforest habitats, and locating these on a globe	**Where we live** Picture maps and plan views, simple human and physical features **Science detectives** Comparing our community with settlements in Kenya	**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	**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	**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	**Earthquakes and human settlements** Understanding why earthquakes take place and what effects they had in Haiti and Japan	**Climate across the world** [Sum 1] Understanding climate zones, biomes, and vegetation belts, and the effects of global warming on vulnerable biomes.	**I am a geographer** Posing questions, completing fieldwork and presenting a geographical investigation

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.

Alignment to the National Curriculum (KS1)

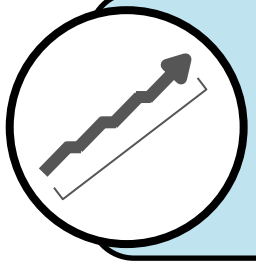
The below tables outlines where the statutory content from the National Curriculum is first taught across KS1 or KS2. The curriculum has been sequenced so that much of the content is reviewed in subsequent units.

Locational knowledge	
Name and locate the world's seven continents and five oceans	**Y1 Sum:** There you are
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	**Y1 Spr:** Where we are
Place knowledge	
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	**Y1 Sum:** There You Are
Human and physical geography	
Identify seasonal and daily weather patterns in the United Kingdom	**Y1 Aut2 Science**: Seasonal changes
Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	**Y2 Spr:** Hot and cold deserts
Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and port	**Y1 Aut:** Here I am **Y1 Spr:** Where we are **Y2 Sum:** Rivers, seas and oceans
Geographical skills and fieldwork	
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	**Y1 Sum:** There you are **Y2 Sum:** Rivers, seas and oceans
Use simple compass directions (North, South, East and West)	**Y2 Aut:** Minimappers
Use locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map	**Y1 Aut:** Here I am
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	**Y2 Sum:** Rivers, seas and oceans
Devise a simple map; use and construct basic symbols in a key	**Y2 Aut:** Minimappers
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	**Y1 Aut:** Here I am **Y2 Aut**: Minimappers

Alignment to the National Curriculum (KS2)

Locational knowledge	
Locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries and major cities: • Europe • North America • South America	**Y3 Sum:** Looking at Europe and tourism **Y5 Aut:** Investigating world trade **Y4 Aut:** Looking at South America and Brazil
Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	**Y3 Aut:** UK **Y5 Spr:** Looking at North America and water
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Topics of Cancer and Capricorn, Artic and Antarctic Circle, the Prime Meridian	**Y4 Aut**: Looking at South America and Brazil
Place knowledge	
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	**Y5 Spr:** Looking at North America and water
Human and physical geography	
Describe and understand key aspects of physical geography including: • Climate zones, biomes and vegetation belts • Rivers • Volcanoes • Mountains • Earthquakes • The water cycle	**Y5 Sum:** Climate across the world **Y5 Spr:** Looking at North America and water **Y3 Spr** Volcanoes **Y3 Aut** UK **Y4 Sum:** Earthquakes **Y5 Spr:** Looking at North America and water
Describe and understand key aspects of human geography including: • Types of settlement and land use • Economic activity including trade links • Distribution of natural resources including energy, food, minerals and water	**Y3 Aut:** UK **Y5 Aut:** Investigating world trade **Y5 Sum:** Investigating world trade; **Y5 Spr**: Looking at North America and water
Geographical skills and fieldwork	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	*[See the last column in Disciplinary Knowledge to see when each map type is introduced]*
Use the eight compass points	**Y3 Aut:** UK
Four-figure grid references	**Y5 Aut:** Investigating world trade
Six-figure grid-references	**Y6 Sum:** I am a geographer
Symbols and key (including OS maps)	**Y3 Aut:** UK
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	**Y2 Aut**: Minimappers; **Y6 Sum**: I am a geographer

Using the United Geography Curriculum

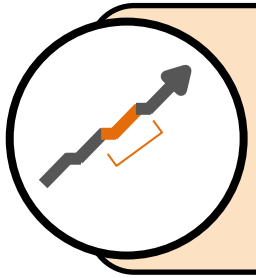


Within the Subject

The United Geography Curriculum has been very carefully sequenced to ensure coverage and appropriate progression through substantive and disciplinary knowledge.

Case studies have been chosen to meet the requirements of the National Curriculum, but some can be changed by teachers

Implement the longer-term subject plan; avoid swapping units or 'pick and mixing' with other schemes.

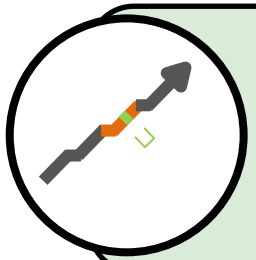


Within the Unit

Each unit clearly sets out the knowledge that should be taught and reviewed in the sequence of lessons.

Each unit is planned to cover six 1-hour lessons; this allows time before and after the unit for you to fill gaps or address misconceptions as required. A sequence of four 1-hour lessons is also provided for each unit; this allows you to teach the core, non-negotiable knowledge for the unit while allowing additional time to fill gaps if required.

Teach the core content in order suggested in the lesson sequence, filling gaps and addressing misconceptions as required.



Within the Lesson

Lesson slides and worksheets follow the principles of the Great Teaching Toolkit; content is broken down into small steps and 'I', 'We', and 'You' sections allow for modelling, guided practice and independent practice.

Lesson slides provide **just one way** to teach the required knowledge. You should adapt these slides as much or as little as is required to meet the needs of your class.

Adapt the lesson slides as much as is required to meet the needs of your class.