

# United Curriculum: Geography



|        | N3-4                                                                                                                                                                                                                        | Reception                                                                                                                                                                              | Year 1                                                                                                                                                                                        | Year 2                                                                                                                                                                     | Year 3                                                                                                                                                                                                                                       | Year 4                                                                                                                                                                                    | Year 5                                                                                                                                                                           | Year 6                                                                                                                                                                                                                |
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| Autumn | <p><b>Marvellous Me / Look at Me</b><br/>The house and street I live on</p> <p><b>It's getting cold / Bears</b><br/>Weather and habitats around the world</p> <p><b>Polar express / Special days</b><br/>Polar habitats</p> |                                                                                                                                                                                        | <p><b>Here I am</b><br/>[Aut 1]<br/>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><br/>Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>                                     | <p><b>United Kingdom</b><br/>[Aut 1]<br/>Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in one region</p>                                         | <p><b>Brazil</b><br/>Locating lines of longitude and latitude; understanding Brazil's physical features and climate, and its human settlements</p>                                        | <p><b>Investigating world trade</b><br/>Understanding the distribution of the world's natural resources and these are traded between places across the world</p>                 | <p><b>Improving the environment</b><br/>[Aut 2]<br/>Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment</p>                            |
| Spring |                                                                                                                                                                                                                             | <p><b>Spring in our step</b><br/>Weather and wildlife in winter and spring</p>                                                                                                         | <p><b>Where we are</b><br/>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><br/>[Spr 1]<br/>Locating hot and cold deserts, and identifying common physical and human features</p>                                       | <p><b>Investigating mountains and volcanoes</b><br/>Understanding the structure of the Earth; how fold mountains and 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><br/>Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)</p> | <p><b>Investigating water</b><br/>Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn</p> | <p><b>On the move</b><br/>[Spr 1]<br/>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><b>All creatures great and small 1 / 2</b><br/>Animals that live in grassland and tropical rainforest habitats, and locating these on a globe</p>                                                                        | <p><b>Where we live</b><br/>Picture maps and plan views, simple human and physical features</p> <p><b>Science detectives</b><br/>Comparing our community with settlements in Kenya</p> | <p><b>There you are</b><br/>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><b>Rivers, seas and oceans</b><br/>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</b><br/>[Sum 1]<br/>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><br/>Understanding why earthquakes take place and what effects they had in Haiti and Japan</p>                                                 | <p><b>Climate across the world</b><br/>[Sum 1]<br/>Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming</p>                  | <p><b>I am a geographer</b><br/>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.

