
THE UNITED LEARNING GEOGRAPHY CURRICULUM



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

The UL Geography Curriculum: Rationale

The geography curriculum at United Learning provides children with a:

- **Relevant, coherent, progressive** knowledge of the world and an ability to find their place in it, explored through the lenses of ‘geographical concepts’:
 - **‘Location’**
Where is this place?
 - **‘Region’**
What are the distinctive characteristics of this place?
 - **‘Place’**
What are the physical and/or cultural attributes of a place?
 - **Density, Dispersion, Pattern**
How are things arranged? Is the arrangement regular? Is there a pattern to the distribution?
 - **Spatial Interaction**
How has an event in one region affected another area?
- **Grounding in core disciplinary knowledge**, and the ability to approach challenging, geographically-valid enquiry questions



The UL Geography Curriculum: Rationale

Key knowledge provides pupils the opportunity to **develop geographical concepts**, and to **consider the world in the same way as geographers**.

Substantive knowledge is aligned to the National Curriculum, and **prepares pupils for KS3**.

Geographical concepts are revisited in every unit, providing a consistent context that allows pupils to **situate new knowledge in their wider geographical understanding**.

Year	Substantive knowledge	Disciplinary knowledge	Key knowledge	Geographical concepts
5	Investigating world trade	Mapwork Analyse data	Investigating the process by which food is grown, traded and transported to our supermarkets	<ul style="list-style-type: none"> • Location • Region • Place • Spatial interaction
5	Climate across the world	Mapwork Analyse data	Understanding the water cycle and the features of rivers	<ul style="list-style-type: none"> • Location • Place • Spatial interaction
5	Investigating water	Mapwork Fieldwork Analyse data	Understanding time zones, climate zones and biomes, and the effects of global warming	<ul style="list-style-type: none"> • Location • Region • Place • Spatial interaction
6	Improving the environment: Access for all	Mapwork Fieldwork Analyse data	Understanding the need to reduce waste and the use of non-renewable energy	<ul style="list-style-type: none"> • Region • Place • Spatial interaction
6	Living on the Edge	Mapwork Analyse data	Comparing a European refugee camp to an Indian slum, and understanding push and pull factors for each?	<ul style="list-style-type: none"> • Location • Region • Place • Density, dispersion, pattern
6	I am a geographer	Mapwork Fieldwork Analyse data	Posing questions, completing fieldwork and presenting a geographical investigation	<ul style="list-style-type: none"> • Location • Region • Place • Density, dispersion, pattern • Spatial interaction

Pre learning quizzes highlight the core **substantive knowledge required** for the new unit.

Disciplinary knowledge is taught alongside substantive knowledge, and is **revisited and developed across KS1 and KS2**. Mapwork is embedded in all units.

Pre learning quizzes highlight the core **substantive knowledge required** for the new unit.

The UL Geography Curriculum: KS1

Year	Substantive knowledge	Disciplinary knowledge	Key knowledge	Geographical concepts
1	Here I am	Fieldwork Mapwork	Exploring key human and physical features in the UK and introducing fieldwork	<ul style="list-style-type: none"> • Location • Place
1	There you are	Fieldwork Mapwork	Comparing the human and physical features of the UK with a non-European country	<ul style="list-style-type: none"> • Location • Region • Place
1	Where we are	Fieldwork Mapwork	Locating countries, continents and oceans and exploring some human and physical features	<ul style="list-style-type: none"> • Location • Density, dispersion, pattern
2	Mini Mappers	Fieldwork Mapwork	Studying the geography of the local area	<ul style="list-style-type: none"> • Location • Region • Density, dispersion, pattern
2	Hot and cold deserts	Mapwork Analyse data	Comparing the features of the Sahara and Antarctica	<ul style="list-style-type: none"> • Location • Region • Place
2	Investigating rivers	Mapwork Fieldwork	Understanding key features of rivers, and the opportunities and challenges that settlements near rivers face	<ul style="list-style-type: none"> • Location • Place • Density, dispersion, pattern

The UL Geography Curriculum: Lower KS2

Year	Substantive knowledge	Disciplinary knowledge	Key knowledge	Geographical concepts
3	United Kingdom	Mapwork Fieldwork Analyse data	Understanding the key geographical features of the United Kingdom	<ul style="list-style-type: none"> • Location • Region • Place
3	Investigating mountains and volcanoes	Mapwork Analyse data	Understanding how volcanoes are formed and the human and physical impacts they can have	<ul style="list-style-type: none"> • Location • Place • Spatial interaction
3	Looking at Europe	Mapwork Analyse data	Comparing the human and physical features of the Alps and the Amalfi coast, and exploring how these features interact with tourism	<ul style="list-style-type: none"> • Location • Region • Place • Spatial interaction
4	A Village in Brazil	Mapwork Analyse data	Understanding the physical features and climate of Brazil, and the human settlements and economy	<ul style="list-style-type: none"> • Location • Region • Place • Density, dispersion, pattern
4	Rainforests	Mapwork Analyse data	Understanding the key features of a rainforest ecosystem, the benefits they have and the threats they face	<ul style="list-style-type: none"> • Location • Region • Place • Density, dispersion, pattern
4	Earthquakes	Mapwork Analyse data	Understanding why earthquakes take place and what affects they can have on human settlements	<ul style="list-style-type: none"> • Location • Place • Spatial interaction



The UL Geography Curriculum: Upper KS2

Year	Substantive knowledge	Disciplinary knowledge	Key knowledge	Geographical concepts
5	Investigating world trade	Mapwork Analyse data	Investigating the process by which food is grown, traded and transported to our supermarkets	<ul style="list-style-type: none"> • Location • Region • Place • Spatial interaction
5	Climate across the world	Mapwork Analyse data	Understanding the water cycle and the features of rivers	<ul style="list-style-type: none"> • Location • Place • Spatial interaction
5	Investigating water	Mapwork Fieldwork Analyse data	Understanding time zones, climate zones and biomes, and the effects of global warming	<ul style="list-style-type: none"> • Location • Region • Place • Spatial interaction
6	Improving the environment: Access for all	Mapwork Fieldwork Analyse data	Understanding the need to reduce waste and the use of non-renewable energy	<ul style="list-style-type: none"> • Region • Place • Spatial interaction
6	Living on the Edge	Mapwork Analyse data	Comparing a European refugee camp to an Indian slum, and understanding push and pull factors for each?	<ul style="list-style-type: none"> • Location • Region • Place • Density, dispersion, pattern
6	I am a geographer	Mapwork Fieldwork Analyse data	Posing questions, completing fieldwork and presenting a geographical investigation	<ul style="list-style-type: none"> • Location • Region • Place • Density, dispersion, pattern • Spatial interaction



United Learning Primary Geography Curriculum: Y1

	Unit title	Geographical concepts	Key knowledge
Autumn	Here I am	Location Place	<ul style="list-style-type: none"> The United Kingdom, capitals and surrounding seas. Use fieldwork and observational skills (maps, landmarks, types of buildings and observing the difference between human and physical geography) based on your school and grounds. This should include the relevant human features of your local area, weather patterns in local area and directional language (North, East, South, West, left, right, near, far (similar directional prepositions) when directing someone around the school building/grounds. (Primary and secondary data). This is a feature of all KS4 specs. Include British values in children's learning.
Spring	There you are	Location Region Place	<ul style="list-style-type: none"> Compare previous study of the UK with a contrasting European place (rural vs urban) using skills and concepts previously taught in Here I Am (map skills, capitals and surrounding seas, key human and physical features, landmarks and types of buildings). Use relevant key vocabulary from National Curriculum to support. Use world maps, atlases and globes to identify where this city is compared to where the pupils live. Google Earth is an important medium to do this.
Summer	Where we are	Location Density, dispersion, pattern	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans using maps and globes. Introduce the terms equator and tropics. Make learning relevant to the class you have (holidays, where their family comes from). Begin to discuss more advanced concepts such as migration, refugees and travel thinking about why people travel between countries.

United Learning Primary Geography Curriculum: Y2

	Unit title	Geographical concepts	Key knowledge
Autumn	Mini Mappers	Location Region Density, dispersion, pattern	<ul style="list-style-type: none"> Carry out a local study of key human and physical features and landmarks in your local area. Students to create a hypothesis to test/ formulate enquiry questions. Use aerial photographs to identify landmarks and key human and physical features depending (use National Curriculum key vocabulary to support you). Through the study of maps and visiting your local area, devise your own simple map with symbols and a key. Build on Year 1 directional language; include compass directions (NE, NW, SE and SW), routes on a map and prepositional language.
Spring	Hot and cold deserts	Location Region Place	<ul style="list-style-type: none"> Identify seasons and weather in hot and cold deserts (dry with strong winds). Introduce to diurnal differences. Identify key physical features of the Sahara Desert including an oasis, sand dunes and salt flats. Use aerial photographs to identify features and label. Identify key physical features of Antarctica including glaciers, icebergs, ice caves and Ice Mountains. Use aerial photographs to identify features and label. Analyse the human features of hot and cold deserts thinking about how humans live, eat and work. Include human impact on our environment and the effect of this in hot and cold deserts. Use the term 'opportunity and challenge'. Locate the Equator, North and South Poles and the relevant weather and seasonal patterns linked to them. (Importance of latitude). Include human impact on our environment and the effect of this in hot and cold deserts.
Summer	Investigating rivers	Location Place Density, dispersion, pattern	TBC

United Learning Primary Geography Curriculum: Y3

	Unit title	Geographical concepts	Key knowledge
Autumn	United Kingdom	Location Region Place	<ul style="list-style-type: none"> Carry out a local study of key human and physical features and landmarks in your local area. Students to create a hypothesis to test/ formulate enquiry questions. Use aerial photographs to identify landmarks and key human and physical features depending (use National Curriculum key vocabulary to support you). Through the study of maps and visiting your local area, devise your own simple map with symbols and a key. Build on Year 1 directional language; include compass directions (NE, NW, SE and SW), routes on a map and prepositional language.
Spring	Investigating Mountains and Volcanoes	Location Place Spatial interaction	<ul style="list-style-type: none"> Identify the key features of a volcano such as the crust, mantle, vent, tectonic plates, lava, volcanic ash and the magma chamber. Identify the causes of them and the effect they have on the area and people surrounding them. Crust, mantle and tectonics plates not features (more linked to causes) Identify the different types of volcanoes you can have (active, dormant and extinct). Include a cast study of Mount Etna and Kilauea (link learning to the news if possible). Investigate Fold Mountains and the causes of them.
Summer	Looking at Europe	Location Region Place Spatial interaction	<ul style="list-style-type: none"> Choose two contrasting countries in Europe to compare and contrast human and physical features (Alps and a coastal region). Use maps, atlases, globes and digital/computer mapping to investigate key countries.



United Learning Primary Geography Curriculum: Y4

	Unit title	Geographical concepts	Key knowledge
Autumn	A Village in Brazil	Location Region Place Density, dispersion, pattern	<ul style="list-style-type: none"> Identify where South America is, the countries within it including the key cities (Sao Paulo, Buenos Aires, Rio de Janeiro, Bogota, Lima, Santiago, Brasilia, Montevideo, Sucre, Asuncion, Georgetown, Quito, Paramaribo, Caracas, La Paz, Cayenne, Stanley and King Edward Point) and the surrounding seas. Investigate the climate zones that make up Brazil (equatorial, tropical, highland tropical, subtropical and semi-arid) and the key physical features within it (the Amazon, Iguazu Falls, Amazon river and river basin, highlands, pampas and Copacabana beach) Focus on the human characteristics of a city/ village in Brazil including types of settlement (Long-house to bring in indigenous settlements), land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Spring	Rainforests	Location Region Place Density, dispersion, pattern	<ul style="list-style-type: none"> Understand the key physical characteristics of a rainforest such as understory, canopy, forest floor, emergent layer, vines (lianas), buttress roots and timber. Use technology (such as analysing weather patterns) to investigate the rainforest and our use of natural resources and how this affects the rainforest. Identify animals and humans that have adapted to live in this ecosystem.
Summer	Earthquakes	Location Place Spatial interaction	<ul style="list-style-type: none"> Understand the key physical characteristics of an earthquake magnitude, epicentre, Richter scale, seismometer, after shock, tremors, fault lines and seismic waves including a case study in a specific area in Japan. Identify how humans have adapted to living on fault lines such as reinforcing their buildings. Analyse the causes of an earthquake and the different movements of tectonic plates (building on previous learning in Term One). Use technology to record data (a good line of enquiry could be to compare two earthquakes (from a LIC and HIC) and consider the role development plays.

United Learning Primary Geography Curriculum: Y5

	Unit title	Geographical concepts	Key knowledge
Autumn	Investigating water	<p>Location</p> <p>Region</p> <p>Place</p> <p>Spatial interaction</p>	<ul style="list-style-type: none"> Whilst studying a river in the UK, learn about how to use an Ordnance Survey map including four and six figure grid references, OS symbols and key/ contour lines. Learn about the water cycle (hydrological cycle) and our use of water. Key features and issues relating to water such as water cycle, flooding, oxbow lake. Increases flood risk (human v physical factors). How rivers affect our land use and trade links (build on Year 2 knowledge). Use for example the River Tees (to tell the story of source to mouth).
Spring	Climate across the world	<p>Location</p> <p>Place</p> <p>Spatial interaction</p>	<ul style="list-style-type: none"> Focus on different climate zones, climate change and our impact on the environment. Discuss how population and climate have changes over time. Looking at our land use in different climate zones for example how someone might use the land in a polar climate zone compared to a tropical climate zone.
Summer	Investigating world trade	<p>Location</p> <p>Region</p> <p>Place</p> <p>Spatial interaction</p>	<ul style="list-style-type: none"> Carry out fieldwork within their local supermarket in order to see where food comes from by creating surveys and going to their supermarket and analysing where food comes from and talking to customers. Look at the difference between qualitative and quantitative data. Study the import/export routes to teach about the position and significance of the lines of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian, time zones, economic and trade links. Focus on where the food is grown to learn about types of settlement and how land is used to grow/create products such as by following the journey of a type of food. Identify the term subsistence lifestyle: supporting oneself, family, or community only

United Learning Primary Geography Curriculum: Y6

	Unit title	Geographical concepts	Key knowledge
Autumn	Improving environment: Access for all	Region Place Spatial interaction	<ul style="list-style-type: none"> Looking at our environment and our lifestyles, what might our environment look like in the future? Examples of renewables (wind/ solar). Think about human geography, land use, types of settlement, our effect on the environment in your local area. Sustainable settlement – e.g. BEDzED
Spring	Living on the edge	Location Region Place Density, dispersion, pattern	<ul style="list-style-type: none"> Make a comparison between two different groups of people ‘living on the edge’. Study of an Indian slum (Dharavi, Mumbai) compared to a European refugee camp. Link to the terms quality of life and standard of living. Think about settlement use and why people move (push/pull factors) and human/physical features that affect that. Link to the term rural-urban migration
Summer	I am a geographer	Location Region Place Density, dispersion, pattern Spatial interaction	<ul style="list-style-type: none"> Geographical study and investigation based on a question. Such as: As a member of the local council what would you build on this land in our local area and why? Their learning should include fieldwork to see the local area, survey of what people think about the local area and presenting their scheme of work.

TRANSITION



13



United Learning
The best in everyone™

- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination

Ensuring continuity

As we transition to a new curriculum, we are aware that there will be some gaps in pupils' knowledge and conceptual understanding.

Teachers will take this into account at the start of a new unit when they check for prior knowledge.

Units will be adapted slightly at the start to take account of this but teachers will ensure that the key knowledge and concepts from the new unit are applied and understood by pupils.

