

United Curriculum: Geography



| | <u>N3-4</u> | 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 <u>[Aut 1]</u> 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 <u>[Aut 1]</u> 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 <u>[Aut 1]</u> Understanding the distribution of the world's natural resources and these are traded between places across the world</p> | <p>Improving the environment <u>[Aut 2]</u> 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 <u>[Spr 1]</u> 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 <u>[Spr 2]</u> 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 <u>[Spr 1]</u> 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 <u>[Sum 1]</u> 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 <u>[Sum 1]</u> 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> |