



Geography Curriculum Map 2017/18

			In school	At home
1	Autumn	Where did the wheels on the bus go?	use world maps, atlases and globes to identify the United Kingdom and its countries	Look at maps at home, especially if going on holiday. Look at different types of maps – road maps, 'birds eye view' maps. Go on google earth and find your house.
	Spring	Let's go on Safari	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Look at the globe and on websites to see where the hot and cold places of the world are – look at different photographs of hot and cold places and talk about how they look different.
	Summer	What's going on down at the farm?	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and	Visit a farm and talk to your child about what farms are like. Take photographs at the farm and bring them into school to show everybody. Create a project book about your visit to the farm.



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			shop	
2	Autumn	Where in the world am I?	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.	Go for a walk around the area near school and take some photographs. Talk about the different things that you see on the walk.
	Spring	Where would you prefer to live, England or Australia?	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world	Do you know anybody who lives in a different country? Can your child write to them and send them photographs? Ask them to send photos of where they live and talk to your child about the differences.
	Summer	Where in the world would you like to visit?	Identify seasonal and daily weather patterns in the United Kingdom human and physical features of a small area of the United Kingdom	Visit the beach and talk about what it is like. Take photographs of different things that the children find at the beach. Make a project book about the beach and bring it into school to show everyone.



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3	Autumn	Why do so many people choose to go to the Mediterranean for their holidays?	understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country	Look at photos of people on holiday. What do you notice? If you have been on holiday – have a look at the photos. Talk to your child about what it was like and the things that you did on holiday.
	Spring	Why should the rainforests be important to us all?	Locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.	Look on the internet to find out about Rainforests. Do you know anyone who has been to a rainforest? Interview them to find out what it was like. Look on the map to find out where rainforests are – why are they in the areas that they are?
	Summer	What makes the earth angry?	Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Look on the internet and find out information about volcanoes and earthquakes. Look at a map of the world to identify where the volcanoes and earthquakes have happened.



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4	Autumn	Why is the Ganges so important to India?	Settlements, land use, economic activity, including natural resources, especially energy and water supplies	Visit the Pier Head and look at the river Mersey. Why is it important to Liverpool? Talk about the buildings, perhaps go on a ride on the ferry.
	Spring	Why is Liverpool such a cool place to live?	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	Make a leaflet – ‘All about Liverpool’. List all the things that you can do in Liverpool. Bring it into school to show everyone.
	Summer	Earning a living	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Talk about all the people in your family and what jobs they have. Where do they have to travel to work? Interview them to find out why they have the job that they do? Would they prefer to do a different job. Produce a newspaper report about your family and the jobs that they do.



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5	Autumn	Should the High Street be closed to traffic?	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Walk to <u>Whiston village</u> and look at the shops that are there. Talk about the shops and the traffic. Find out where people park there cars if they are going to the shops. Ask friends and family if they think the high street should be closed to traffic. Record their answers and bring them into school.
	Spring	Why is Brazil in the news again?	locate the world's countries, using maps, to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities.	Do a project on Brazil and produce a powerpoint to take into school to show everyone. Find out as much information about Brazil as you can.
	Summer	Why are the coasts ever changing?	Physical Geography, describe and understand different types of coast, erosion and the impact of this on human geography, how/why coasts overtime.	When visiting the seaside, look at the beach, coastline. Are there any caves, rock formations? Is the coast abroad the same as in England?



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6	Autumn	The Mountain Environment	name and locate counties 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	Walk up Snowdon and take photos of your walk to bring into school to show everyone. Talk about what you see on your walk. Find out about other mountains in the world.
	Spring	Will you ever see the water you drink again?	Understand the water cycle	Find out where your water comes from and how it gets to the tap in the kitchen. Look at a map to locate the reservoir where the water comes from and then where it goes to when it goes down the plug. Write a newspaper report titled 'The journey of a drop of water'.
	Summer	I'm a Year 6 pupil can you get me out of here?	use the eight points of a compass, four-figure grid references, symbols and key	Go for a walk in the woods and take a compass and a map. Can you use the compass and the map to find



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			<p>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>your way around the woods? You may want to go further to somewhere like the Lake District!</p>
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