

# Geography Curriculum Road Map



## Spring: Transport

- \* Playmat for children to drive vehicles on.
- \* Road marked out in the outside environment.
- \* Ride along vehicles

## Summer: Transport

- \* Play bus comes into the school

## Autumn: Transport

- \* Rhymes like 'wheels on the bus' being recited by children.

## Spring 1: Why can't a penguin live on the equator?

- \* Name and locate the world's 7 continents and 5 oceans. Identify seasonal and daily weather patterns. Use world maps, atlases and globes.

## Summer 1: Where do the wheels on the bus go?

- \* Use simple compass directions and directional language. Use basic vocabulary to refer to key physical features.



## Autumn 2: What are seasons?

- \* Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator. Use and construct basic symbols in a key.

## Autumn 1: What's it like where we live?

- \* Fieldwork, observational skills. Simple compass directions and directional language.

## Spring: Where would you prefer to live: England or Kenya?

- \* Understand geographical similarities and differences through studying a small area of the UK and a contrasting non-European country. Use world maps, atlases and globes.

## Summer 2: Could I be a UK tour guide?

- \* Name and locate counties and cities of the UK, geographical regions and their identifying human and physical



## Autumn 2: What makes the Earth angry?

- \* Locate the world's countries, using maps to concentrate on their environmental regions. Describe and understand key aspects of physical geography, including volcanoes.



## Summer: What would Dora the Explorer find exciting about Hounslow?

- \* Use aerial photographs and plan perspectives to recognise landmarks and human/physical features. Name, locate and identify characteristics of the 4 countries and

## Spring 1: How do we use our land?

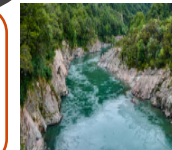
- \* Use fieldwork to observe the human/physical features in the local area. Name and locate key topographical features.

## Spring 2: Can I be a Geographer? (field work)

- \* Use fieldwork to observe, measure, record and present the

## Spring 1: Where does all our stuff come from?

- \* Describe and understand key aspects of human geography, including: types of settlement and land use, economic activities/trade links. distribution of



## Spring 2: Are we damaging our world?

- \* Describe and understand key aspects of human geography, including: land use, economic activity including trade links and

## Autumn 1: Where on Earth are we?

- \* Identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemisphere, tropics of Cancer/Capricorn, Arctic, Antarctic circle, Prime/Greenwich meridian.



## Summer 1: Why are most of the world's cities located near rivers?

- \* Describe rivers and the water cycle, describe key aspects of human geography including types of settlement, land use, economic activity and the distribution of natural resources.

## Autumn 1: How does Hounslow compare to Beziers?

- \* Understand geographical similarities and differences through the study of human/physical geography of a region of the UK and a region in a

## Spring 1: Why should the rainforests matter to all of us?

- \* Understand geographical similarities and differences between a region of the UK and a region within North or South America. Describe and understand key aspects of physical geography.

## Autumn 2: Why has Brazil got one of the world's fastest growing economies? (I'm a Year 6 pupil . Can you get me out of here?)

- \* Use maps to focus on S.America, study human and physical geography of

## Summer 2: How marvellous are maps?

- \* Use the 8 points of a compass, 4/6 figure grid references, symbols and keys. Locate the world's countries using maps.

