

Year Group	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Year 1: Overview Throughout identify seasonal and daily weather patterns in the United Kingdom	Fossil Hunters All about our school and the seaside Children start to learn about their immediately locality – their school and Longhill. They then compare with a coastal resort Lyme Regis.	Heroic Adventures All about our local area (rural) Children look wider than their locality and explore the rural area around Longhill. They compare the rural area with their immediate locality. Children begin to learn about the U.K and the characteristics of each country	Rainforest Romp All about the seasons and hot and cold Children learn about the climate and the different seasons (bringing together their knowledge from looking at the weather throughout the year.) They compare the weather in the U.K with the weather in Brazil and the Amazon Rainforest.	Fiery Dragons All about our school and local area (rural) Children start to learn about their immediately locality - their school and Longhill. They then compare their locality and explore the rural area around Longhill	Colours in the Rainbow All about the seasons and hot and cold Children learn about the climate and the different seasons (bringing together their knowledge from looking at the weather throughout the year.) They compare the weather in the U.K with the weather in The Sahara Desert	Seaside Rescue All about the seaside where we live Children begin to learn about the U.K and the characteristics of each country They look at the physical features of a local coastal resort.
Kingdom National Curriculum Links Year 1	use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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. use basic geographical vocabulary to refer to: [] key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather [] key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. use basic geographical vocabulary to refer to: I key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather I key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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. use basic geographical vocabulary to refer to: [] key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather [] key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. use basic geographical vocabulary to refer to: I key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather I key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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. use basic geographical vocabulary to refer to: [] key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather [] key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Year 2	Fossil Hunters	Heroic Adventures	Rainforest Romp	Fiery Dragons	Colours in the Rainbow	Seaside Rescue
	All about the U.K	All about Australia	All about the weather and	All about the U.K and our	All about the seasons	All about the Coast
Overview			the rainforest	capital city London	around the world and the	
	Children build on their brief	Children build on their knowledge			rainforest	Children build on their knowledge
	knowledge (from Year 1) of the	of their locality and the U.K and	Children build on their knowledge	Children build on their brief	Children build on their	of the seaside from Year 1 and
	U.K throughout Year 2 starting	look at the continents and	of the continents and oceans of	knowledge (from Year 1) of the	knowledge of the U.K and their	look more in depth at coasts and
	with this term.	oceans of the world.	the world and their prior	U.K throughout Year 2 starting	prior knowledge of the seasons	the oceans around the world.
	Building on their knowledge of	Building on their prior knowledge	knowledge of the seasons of the	with this term.	of the U.K and look at weather	They build on their prior
	their locality from Year 1 they	of their locality and the U.K they	U.K and look at weather from	Building on their knowledge of	from around the world	knowledge by visiting the coast
	compare the physical and human	compare this with Australia.	around the world understanding	their locality from Year 1 they	understanding the relation to	and identifying more
	features of Hull, Lyme Regis,	compare mis with rush and.	the relation to the equator	compare the physical and human	the equator	geographical human and physical
	London and their locality		Building on their prior knowledge	features of Hull, London and their	Building on their prior	features.
			of their locality and the U.K they	locality	knowledge of their locality and	They then build on their
			compare this with Brazil	,	the U.K they learn about the	knowledge of the continents of
			·		continents across the world and	the world to compare a local
					compare their locality and	coastal area with a coastal area
					climate with Brazil.	in Africa.
Year 2	name, locate and identify	name and locate the world's	name and locate the world's	characteristics of the four	name and locate the world's	name and locate the world's
	characteristics of the four	seven continents and five oceans	seven continents and five oceans	countries and capital cities of the	seven continents and five	seven continents and five oceans
National	countries and capital cities of			United Kingdom and its	oceans	
Curriculum	the United Kingdom and its	understand geographical	identify seasonal and daily	surrounding seas	identify seasonal and daily	understand geographical
	surrounding seas	similarities and differences	weather patterns in the United		weather patterns in the United	similarities and differences
Links	use simple compass directions	through studying the human and	Kingdom and the location of hot	use simple compass directions	Kingdom and the location of	through studying the human and
	(North, South, East and West)	physical geography of a small	and cold areas of the world in	(North, South, East and West)	hot and cold areas of the world	physical geography of a small
	and locational and	area of the United Kingdom, and	relation to the Equator and the	and locational and	in relation to the Equator and	area of the United Kingdom, and
	directional language [for	of a small area in a contrasting	North and South	directional language [for example,	the North and South	of a small area in a contrasting
	example, near and far; left and	non-European country	Poles	near and far; left and right], to	Poles	non-European country
	right], to describe the location			describe the location of features	understand geographical	
	of features and routes on a map	use basic geographical vocabulary to refer to:	understand geographical similarities and differences	and routes on a map	similarities and differences	use basic geographical
	use aerial photographs and plan perspectives to recognise	key physical features,	through studying the human and	use aerial photographs and plan	through studying the human and physical geography of a small	vocabulary to refer to: key physical features,
	landmarks and basic human and	including: beach, cliff, coast,	physical geography of a small	perspectives to recognise	area of the United Kingdom,	including: beach, cliff, coast,
	physical features;	forest, hill, mountain, sea,	area of the United Kingdom, and	landmarks and basic human and	and of a small area in a	forest, hill, mountain, sea,
	use world maps, atlases and	ocean, river, soil, valley,	of a small area in a contrasting	physical features;	contrasting non-European	ocean, river, soil, valley,
	globes to identify the United	vegetation, season and weather	non-European country		country	vegetation, season and weather
	Kingdom and its countries, as	key human features, including:	····· • • • • • • • • • • • • • • • • •	use world maps, atlases and		key human features, including:
	well as the countries, continents	city, town, village, factory, farm,	use basic geographical	globes to identify the United	use basic geographical	city, town, village, factory, farm,
	and oceans studied at this key	house, office, port, harbour and	vocabulary to refer to:	Kingdom and its countries, as well	vocabulary to refer to:	house, office, port, harbour and
	stage	shop	key physical features,	as the countries, continents and	key physical features,	shop
	use basic geographical		including: beach, cliff, coast,	oceans studied at this key stage	including: beach, cliff, coast,	
	vocabulary to refer to:	use world maps, atlases and	forest, hill, mountain, sea,		forest, hill, mountain, sea,	use world maps, atlases and
	key physical features,	globes to identify the United	ocean, river, soil, valley,	use basic geographical vocabulary	ocean, river, soil, valley,	globes to identify the United
	including: beach, cliff, coast,	Kingdom and its countries,	vegetation, season and weather	to refer to:	vegetation, season and weather	Kingdom and its countries,
	forest, hill, mountain, sea,	as well as the countries,	key human features, including:	key physical features, including:	key human features, including:	as well as the countries,
	ocean, river, soil, valley,	continents and oceans studied at	city, town, village, factory, farm,	beach, cliff, coast, forest, hill,	city, town, village, factory,	continents and oceans studied at
	vegetation, season and weather	this key stage	house, office, port, harbour and	mountain, sea,	farm, house, office, port,	this key stage
	key human features, including:		shop	ocean, river, soil, valley,	harbour and shop	
	city, town, village, factory, farm,	use world maps, atlases and	use world maps, atlases and	vegetation, season and weather	use world maps, atlases and	use world maps, atlases and
	house, office, port, harbour and	globes to identify the United	globes to identify the United	key human features, including:	globes to identify the United	globes to identify the United
	shop	Kingdom and its countries, as	Kingdom and its countries,	city, town, village, factory, farm,	Kingdom and its countries,	Kingdom and its countries, as
		well as the countries, continents	as well as the countries,	house, office, port, harbour and	as well as the countries,	well as the countries, continents
		and oceans studied at this key	continents and oceans studied at	shop	continents and oceans studied	and oceans studied at this key
		stage	this key stage		at this key stage	stage

Year 3	<u>Stone Age</u>	Vicious Invaders or	The Frozen Planet	<u>Were the Tudors really</u>	The Lonely Planet	<u>Romans</u>
	All about counties in	Sensible Settlers	All about the Polar Regions	<u>terrible?</u>	All about climate change	All about Italy, Volcanoes
Overview	Yorkshire	All about Scandinavia and	(Alaska)	All about counties in		and Earthquakes
	Building on our knowledge about the U.K in KS1 children will look in more details counties of the U.K. They will look in depth at the county of Yorkshire Children will build on their map skills and begin to look at OS maps using letters and number grids.	<u>Mountains</u> Building on our knowledge of the U.K and our knowledge of a small area of a non-European country children begin to look at European countries with a focus on the Scandanavian countries. In looking at the physical features of Scandinavia children will learn in more detail about mountains and specifically The Scandes	Children will encounter their first knowledge of environmental geography. They will build on their knowledge of the world and the equator from KS1 and look at world maps and start to understand the significance of the hemispheres and equator. We will focus on the polar regions and how these are changing, Children will continue to build on their knowledge of the word with a focus on Alaska	<u>Yorkshire</u> Building on our knowledge about the U.K in KS1 children will look in more details counties of the U.K. They will look in depth at the county of Yorkshire. Children will build on their map skills and begin to look at OS maps using letters and number grids.	Children will encounter their first knowledge of environmental geography. Children will have their first experience of looking at the distribution of natural resources including energy, food, minerals, and water supplies	Building on our knowledge of the U.K and our knowledge of a small area of a non-European country children begin to look at European countries with a focus on Italy. In looking at the physical features of Italy children will learn in more detail about volcanoes and earthquakes and why Italy is more likely to have these.
Year 3 National Curriculum Links	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 use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Locate the world's countries, using maps to focus on Europe and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, describe and understand key aspects of: physical geography, including: mountains, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies Understand geographical similarities and differences through the study of human and physical geography of a region or area of region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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 use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, key Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom, a region or area in a European country describe and understand key aspects of: physical geography Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	locate the world's countries, using maps to focus on Europe and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify key topographical features and land-use patterns; and understand how some of these aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, describe and understand key aspects of: physical geography, volcanoes and earthquakes. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Year 4	<u>Stone Age</u>	Vicious Invaders or	The Frozen Planet	Were the Tudors really	<u>Our Global Community</u>	Romans
Overview	All about contrasting	Sensible Settlers	All about the Polar Regions	<u>terrible?</u>	All about climate change	All about Volcanoes
Jverview	counties in the U.K	All about Scandinavia and	Alaska	All about contrasting		
		<u>Mountains</u>	Children will build on their	counties in the U.K	Children will build on their first	Building on our knowledge of the
	Building on our knowledge of	Building on our knowledge of the	knowledge of environmental		encounter knowledge of	U.K, our knowledge of a small
	counties in Year 3 children will	U.K, our knowledge of a small	geography from Year 3 where	Building on our knowledge of	environmental geography from	area of a non European country
	develop their knowledge of more	area of a non European country	they looked at the distribution	counties in Year 3 children will	The Frozen Planet. They will	and our knowledge of Europe in
	of the counties of the U.K	and our knowledge of Europe in	of natural resources including	develop their knowledge of more	build on their knowledge of	Year 3 children look at Europear
	outside of Yorkshire.	Year 3 children look at European	energy, food, minerals, and	of the counties of the U.K outside	what is happening in the polar	countries with a focus on Italy.
	Building on their knowledge of	countries with a focus on the	water supplies. They will build on	of Yorkshire.	regions by looking at the	In looking at the physical
	what an OS map is they will know	Scandinavian countries and know	their knowledge of sustainability to understand what is happening	Building on their knowledge of	distribution of natural	features of Italy and building or
	how to use 4 figure grid	where they and other European	in the polar regions.	what an OS map is they will know	resources including energy,	their knowledge of mountains in Year 3 children will learn in more
	references.	countries are	They will build on their	how to use 4 figure grid	food, minerals, and water	detail about volcances and
		In looking at the physical features of Scandanavian	knowledge of the world and look	references.	supplies	earthquakes and why Italy is
		children will learn in more depth	at world maps and understand		They will build on their	more likely to have these.
		about mountains and specifically	the significance of the equator,		knowledge of the world and look	
		The Scandes	northern and southern		at world maps and understand	
			hemisphere the Arctic and		the significance of the equator, northern and southern	
			Antarctic Circle, longitude and		hemisphere the Arctic and	
			latitude.		Antarctic Circle, longitude and	
			Children will continue to build on		latitude.	
			their knowledge of the word			
			with a focus on Alaska			
Year 4	Name and locate counties and	Locate the world's countries,	identify the position and	Name and locate counties and	identify the position and	locate the world's countries,
National	cities of the United Kingdom,	using maps to focus on Europe	significance of latitude,	cities of the United Kingdom,	significance of latitude,	using maps to focus on Europe and concentrating on their
	geographical regions and their identifying human and	and concentrating on their environmental regions, key	longitude, Equator, Northern Hemisphere, Southern	geographical regions and their identifying human and	longitude, Equator, Northern Hemisphere, Southern	environmental regions, key
Curriculum	physical characteristics, key	physical and human	Hemisphere, the Tropics of	physical characteristics, key	Hemisphere, the Tropics of	physical and human
Links	topographical features	characteristics, countries, and	Cancer and Capricorn, Arctic and	topographical features	Cancer and Capricorn, key	characteristics, countries, and
	(including hills, mountains, coasts	major cities	Antarctic Circle, and time zones	(including hills, mountains, coasts		major cities
	and rivers), and land-use	5	(including day and night)	and rivers), and land-use	Understand geographical	5
	patterns; and understand how	Understand geographical		patterns; and understand how	similarities and differences	Identify key topographical
	some of these aspects have	similarities and differences	describe and understand key	some of these aspects have	through the study of human and	features and land-use patterns;
	changed over time	through the study of human and	aspects of human geography,	changed over time	physical geography of a region	and understand how some of
		physical geography of a region or	including: settlements, land use,		or area of the United Kingdom,	these aspects have changed over
	use the eight points of a	area of the United Kingdom	economic activity including trade	use the eight points of a compass,	a region or area in a European	time
	compass, four-figure grid	(different from that taught at	links, and the distribution of	four-figure grid references,	country	Understand geographical
	references, symbols and key	Key Stage 1), a region or area in	natural resources including	symbols and key (including the use	demonstration of the demonstration of the second	similarities and differences
	(including the use of Ordnance Survey maps) to build their	a European country,	energy, food, minerals, and water supplies	of Ordnance Survey maps) to build their knowledge of the	describe and understand key aspects of: physical geography	through the study of human and physical geography of a region or
	knowledge of the United	describe and understand key	water supplies	United Kingdom and the wider	Describe and understand key	area of the United Kingdom
	Kingdom and the wider world	aspects of: physical geography,	Understand geographical	world	aspects of human geography,	(different from that taught at
		including: mountains,	similarities and differences		including: settlements, land use,	Key Stage 1), a region or area in
			through the study of human and		economic activity including	a European country,
		use maps, atlases, globes and	physical geography of a region or		trade links, and the distribution	
		digital/computer mapping to	area of region within North or		of natural resources including	describe and understand key
		locate countries and describe	South America		energy, food, minerals, and	aspects of: physical geography,
		features studied			water supplies	volcanoes and earthquakes.
			use maps, atlases, globes and		use maps, atlases, globes and	use maps, atlases, globes and
			digital/computer mapping to		digital/computer mapping to	digital/computer mapping to
			locate countries and describe		locate countries and describe	locate countries and describe
			features studied		features studied	features studied

Year 5	Does War resolve Conflict?	Animals Vs Humans	The wonderful Mayans	World of Water	Crime and Punishment	Ancient Greece
	All about the World at	All about The Bahamas	All about South and	All about Rivers	All about coastal erosion	All about Greece and The
	War		Central America		and the impact on the	geographical impact of the
	Building on our knowledge of the UK and Europe children will look at migration. Looking in more detail at human geography, including: settlements, land use, economic activity Building on their knowledge of what an OS map and 4 figure grid references they will embed the use of 4 figure grid references and start to how to use 6 figure grid references	Building on our knowledge of the U.K and Europe children will explore more of the world starting to look at North America. They will compare tow contrasting places in North America looking at physical and human features	Building on their knowledge of North America children will develop locational knowledge of Central and South America. Looking at the physical features of the area children will look in more depth at mountains and volcanoes in central and South America building on what they already know about these physical features and looking at them in a wider context. knowledge	Building on our knowledge of the UK and Europe children will look at the wider world. Children will study rivers across the world in Egypt, North and South America looking at the physical and human features. Using their knowledge of Hull gained in KS1 and lower KS2 the children will compare rivers around Hull and the wider worlds.	local area Children will build on their knowledge of the physical and human features of a river and investigate coastal erosion. This builds on knowledge of coasts from KS1 and on knowledge of the environment from lower KS2. Children are studying this as it is a geographical issue within our locality on the Holderness coast. Building on their knowledge of what an OS map and 4 figure grid references they will embed the use of 4 figure grid references and start to how to	Olympic Games Building on their knowledge of human geography from lower KS2 children will gain the knowledge of settlements, land use and economic activity. They will study the idea of regeneration and look at the impact and legacy.
Year 5 National Curriculum Links	describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	locate the world's countries, using maps to focus on North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 within North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 within North or South America describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom a region or area of the United Kingdom a region or area of the United Kingdom a region or area in a European country, and a region or area within North or South America describe and understand key aspects of: physical geography, including:, rivers, and the water cycle describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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	use 6 figure grid references 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 Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Year 6	Does War resolve Conflict?	Animals Vs Humans	The wonderful Mayans	World of Water	Crime and Punishment	Ancient Greece
	All about the World at	All about The Bahamas	All about South and	All about Rivers	All about coastal erosion	All about Greece and The
	War		Central America		and the impact on the	geographical impact of the
	Building on our knowledge of the UK and Europe children will look at migration. Looking in more detail at human geography, including: settlements, land use, economic activity. Children will have prior knowledge of human geography, settlements and land use from Year 5 Building on their knowledge of what an OS map and 4 figure grid references they will use 6 figure grid references	Building on our knowledge of the U.K and Europe children will explore more of the world starting to look at North America. They will compare tow contrasting places in North America looking at physical and human features	Building on their knowledge of North America children will develop locational knowledge of Central and South America. Looking at the physical features of the area children will look in more depth at mountains and volcanoes in central and South America building on what they already know about these physical features and looking at them in a wider context. knowledge	Building on our knowledge of the UK and Europe and north and south America children will look at the wider world. Children will study rivers across the world in Egypt, North and South America looking at the physical and human features. Using their knowledge of Hull gained in KS1 and lower KS2 the children will compare rivers around Hull and the wider worlds.	local area Children will build on their knowledge of the physical and human features of a river and investigate coastal erosion. This builds on knowledge of coasts from KS1 and on knowledge of the environment from lower KS2. Children are studying this as it is a geographical issue within our locality on the Holderness coast. Building on their knowledge of what an OS map and 4 figure grid references they will use 6	Olympic Games Building on their knowledge of human geography from lower KS2 and Year 5 (migration) children will gain the knowledge of settlements, land use and economic activity. They will study the idea of regeneration and look at the impact and legacy.
Year 6 National Curriculum Links	describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	locate the world's countries, using maps to focus on North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 within North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 within North or South America describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcances and earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom a region or area of the United Kingdom a region or area of the United Kingdom a region or area in a European country, and a region or area within North or South America describe and understand key aspects of: physical geography, including; rivers, and the water cycle describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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	figure grid references 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 Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied