

Wansbeck Primary School Long Term Plan – Geography

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	<p><u>Fossil Hunters</u> All about our school and the seaside</p> <p>Children start to learn about their immediately locality – their school and Longhill. They then compare with a coastal resort Lyme Regis.</p>	<p><u>Heroic Adventures</u> All about our local area (rural)</p> <p>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</p>	<p><u>Rainforest Romp</u> All about the seasons and hot and cold</p> <p>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.</p>	<p><u>Fiery Dragons</u> All about our school and local area (rural)</p> <p>Children start to learn about their immediately locality – their school and Longhill. They then compare their locality and explore the rural area around Longhill</p>	<p><u>Colours in the Rainbow</u> All about the seasons and hot and cold</p> <p>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</p>	<p><u>Seaside Rescue</u> All about the seaside where we live</p> <p>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.</p>
National Curriculum Links Year 1	<p>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</p> <p>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.</p> <p>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</p>	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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.</p> <p>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</p>	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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.</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>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</p>	<p>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</p> <p>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.</p> <p>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</p>	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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.</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>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</p>	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p> <p>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.</p> <p>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</p>

Year 2 Overview	<p>Fossil Hunters All about the U.K</p> <p>Children build on their brief knowledge (from Year 1) of the U.K throughout Year 2 starting with this term. Building on their knowledge of their locality from Year 1 they compare the physical and human features of Hull, Lyme Regis, London and their locality</p>	<p>Heroic Adventures All about Australia</p> <p>Children build on their knowledge of their locality and the U.K and look at the continents and oceans of the world. Building on their prior knowledge of their locality and the U.K they compare this with Australia.</p>	<p>Rainforest Romp All about the weather and the rainforest</p> <p>Children build on their knowledge of the continents and oceans of the world and their prior knowledge of the seasons of the U.K and look at weather from around the world understanding the relation to the equator Building on their prior knowledge of their locality and the U.K they compare this with Brazil</p>	<p>Fiery Dragons All about the U.K and our capital city London</p> <p>Children build on their brief knowledge (from Year 1) of the U.K throughout Year 2 starting with this term. Building on their knowledge of their locality from Year 1 they compare the physical and human features of Hull, London and their locality</p>	<p>Colours in the Rainbow All about the seasons around the world and the rainforest</p> <p>Children build on their knowledge of the U.K and their prior knowledge of the seasons of the U.K and look at weather from around the world understanding the relation to the equator Building on their prior knowledge of their locality and the U.K they learn about the continents across the world and compare their locality and climate with Brazil.</p>	<p>Seaside Rescue All about the Coast</p> <p>Children build on their knowledge of the seaside from Year 1 and look more in depth at coasts and the oceans around the world. They build on their prior knowledge by visiting the coast and identifying more geographical human and physical features. They then build on their knowledge of the continents of the world to compare a local coastal area with a coastal area in Africa.</p>
Year 2 National Curriculum Links	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage □ 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</p>	<p>name and locate the world's seven continents and five oceans understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 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 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage □ 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 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>name and locate the world's seven continents and five oceans 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 understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 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 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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</p>	<p>name and locate the world's seven continents and five oceans 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 understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 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 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>name and locate the world's seven continents and five oceans understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 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 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>

<p>Year 3 Overview</p>	<p><u>Stone Age</u> <u>All about counties in Yorkshire</u></p> <p>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.</p>	<p><u>Vicious Invaders or Sensible Settlers</u> <u>All about Scandinavia and Mountains</u></p> <p>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</p>	<p><u>The Frozen Planet</u> <u>All about the Polar Regions (Alaska)</u></p> <p>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</p>	<p><u>Were the Tudors really terrible?</u> <u>All about counties in Yorkshire</u></p> <p>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.</p>	<p><u>The Lonely Planet</u> <u>All about climate change</u></p> <p>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</p>	<p><u>Romans</u> <u>All about Italy, Volcanoes and Earthquakes</u></p> <p>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.</p>
<p>Year 3 National Curriculum Links</p>	<p>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</p> <p>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</p>	<p>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</p> <p>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,</p> <p>describe and understand key aspects of: physical geography, including: mountains,</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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)</p> <p>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</p> <p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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</p> <p>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</p>	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, key</p> <p>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</p> <p>describe and understand key aspects of: physical geography</p> <p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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</p> <p>Identify key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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,</p> <p>describe and understand key aspects of: physical geography, volcanoes and earthquakes.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

<p>Year 4 Overview</p>	<p><u>Stone Age</u> <u>All about contrasting counties in the U.K</u></p> <p>Building on our knowledge of counties in Year 3 children will develop their knowledge of more of the counties of the U.K outside of Yorkshire. Building on their knowledge of what an OS map is they will know how to use 4 figure grid references.</p>	<p><u>Vicious Invaders or Sensible Settlers</u> <u>All about Scandinavia and Mountains</u></p> <p>Building on our knowledge of the U.K, our knowledge of a small area of a non European country and our knowledge of Europe in Year 3 children look at European countries with a focus on the Scandinavian countries and know where they and other European countries are In looking at the physical features of Scandinavian children will learn in more depth about mountains and specifically The Scandes</p>	<p><u>The Frozen Planet</u> <u>All about the Polar Regions Alaska</u></p> <p>Children will build on their knowledge of environmental geography from Year 3 where they looked at the distribution of natural resources including energy, food, minerals, and water supplies. They will build on their knowledge of sustainability to understand what is happening in the polar regions. They will build on their knowledge of the world and look at world maps and understand the significance of the equator, northern and southern hemisphere the Arctic and Antarctic Circle, longitude and latitude. Children will continue to build on their knowledge of the world with a focus on Alaska</p>	<p><u>Were the Tudors really terrible?</u> <u>All about contrasting counties in the U.K</u></p> <p>Building on our knowledge of counties in Year 3 children will develop their knowledge of more of the counties of the U.K outside of Yorkshire. Building on their knowledge of what an OS map is they will know how to use 4 figure grid references.</p>	<p><u>Our Global Community</u> <u>All about climate change</u></p> <p>Children will build on their first encounter knowledge of environmental geography from The Frozen Planet. They will build on their knowledge of what is happening in the polar regions by looking at the distribution of natural resources including energy, food, minerals, and water supplies They will build on their knowledge of the world and look at world maps and understand the significance of the equator, northern and southern hemisphere the Arctic and Antarctic Circle, longitude and latitude.</p>	<p><u>Romans</u> <u>All about Volcanoes</u></p> <p>Building on our knowledge of the U.K, our knowledge of a small area of a non European country and our knowledge of Europe in Year 3 children look at European countries with a focus on Italy. In looking at the physical features of Italy and building on their knowledge of mountains in Year 3 children will learn in more detail about volcanoes and earthquakes and why Italy is more likely to have these.</p>
<p>Year 4 National Curriculum Links</p>	<p>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</p> <p>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</p>	<p>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</p> <p>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,</p> <p>describe and understand key aspects of: physical geography, including: mountains,</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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)</p> <p>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</p> <p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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</p> <p>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</p>	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, key</p> <p>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</p> <p>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</p>	<p>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</p> <p>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,</p> <p>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</p>

<p>Year 5</p>	<p><u>Does War resolve Conflict?</u> <u>All about the World at War</u></p> <p>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</p> <p>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</p>	<p><u>Animals Vs Humans</u> <u>All about The Bahamas</u></p> <p>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</p>	<p><u>The wonderful Mayans</u> <u>All about South and Central America</u></p> <p>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</p>	<p><u>World of Water</u> <u>All about Rivers</u></p> <p>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.</p>	<p><u>Crime and Punishment</u> <u>All about coastal erosion and the impact on the local area</u></p> <p>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.</p> <p>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</p>	<p><u>Ancient Greece</u> <u>All about Greece and The geographical impact of the Olympic Games</u></p> <p>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.</p>
<p>Year 5 National Curriculum Links</p>	<p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>	<p>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</p> <p>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</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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</p> <p>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</p> <p>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</p>	<p>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 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</p> <p>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>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</p>	<p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

<p>Year 6</p>	<p><u>Does War resolve Conflict?</u> <u>All about the World at War</u></p> <p>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</p> <p>Building on their knowledge of what an OS map and 4 figure grid references they will use 6 figure grid references</p>	<p><u>Animals Vs Humans</u> <u>All about The Bahamas</u></p> <p>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</p>	<p><u>The wonderful Mayans</u> <u>All about South and Central America</u></p> <p>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</p>	<p><u>World of Water</u> <u>All about Rivers</u></p> <p>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.</p>	<p><u>Crime and Punishment</u> <u>All about coastal erosion and the impact on the local area</u></p> <p>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.</p> <p>Building on their knowledge of what an OS map and 4 figure grid references they will use 6 figure grid references</p>	<p><u>Ancient Greece</u> <u>All about Greece and The geographical impact of the Olympic Games</u></p> <p>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.</p>
<p>Year 6 National Curriculum Links</p>	<p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>	<p>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</p> <p>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</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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</p> <p>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</p> <p>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</p>	<p>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 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</p> <p>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>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</p>	<p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

