Geography Long Term Plan 2025-2026

	Autumn 2	Spring 2	Summer 2
F2	**Exploring maps**	**Outdoor adventures**	**Around the world**
	• Identifying and locating features on a map. • Investigating aerial photographs. • Building a map from 3D materials. • Using directional language. • Explore, compare and make own maps.	• How do natural objects feel, look, smell, taste and sound? • To know the effects of different weather conditions. • To know how weather changes through the seasons. • To observe and talk about natural materials.	• Compare the weather here to a contrasting place. • To know and identify differences between the countryside and a city. • To know what we mean by a desert climate. • To know what we mean by a polar climate.
Year 1	**What is it like here?** Human Geography, Physical Features and Processes	**What is the weather like in the UK?** Locational Knowledge, Physical Features and Processes	**What is it like to live in Rio De Janeiro?** Locational Knowledge, Place Knowledge, Human Geography, Physical Features and Processes
	• Where in the world are we? • What can we see in our classroom? • What can we find in our school grounds? • Where are the different places in our school? • How do we feel about our playground? • Can we make our playground even better?	• Where is the UK? • What are the four seasons? • What are the compass directions? • What is the weather like today? • Is the weather the same everywhere in the UK? • How do people prepare for the weather?	• What can we see in our local area? • Can we map our local area? • Where in the world is Brazil? • What can you see in Brazil? • What is Rio De Janeiro like? • How is Rio De Janeiro different from our local area?

Year 2	**Would you prefer to live in a hot or cold place?** Locational Knowledge, Place Knowledge, Human Geography, Physical Features and Processes	**Why is our world wonderful?** Locational Knowledge, Human Geography, Physical Features and Processes	**What is it like to live by the coast?** Locational Knowledge, Human Geography, Physical Features and Processes
	• Where are the continents? • Where are the coldest places on Earth? • Where is the equator? • What is life like in a hot place? • Do we live in a hot or cold place? • Would you prefer to live in a hot or cold place?	• What are some of the UK's amazing features and landmarks? • Where are some of the world's most amazing places? • Where are our oceans? • What is amazing about our local area? • Why are natural habitats special? • How can we look after our natural habitats?	• Where are the seas and oceans surrounding the UK? • What is the coast? • What are the features of the Jurassic coast? • How do people use Weymouth? • How do people use our local coast?
Year 3	**Why do people live near volcanoes?** Locational Knowledge, Place Knowledge, Human Geography, Physical Features and Processes	**Who lives in Antarctica?** Locational Knowledge, Human Geography, Physical Features and Processes	**Are all settlements the same?** Locational Knowledge, Place Knowledge, Human Geography
	• How is the Earth constructed? • Where are mountains found? • Why and where do we get volcanoes? • What are the effects of a volcanic eruption? • What are earthquakes and where do we get them? • Where have the rocks around school come from?	• What is climate? • Where is Antarctica? • Who lives in Antarctica? • Who was Shackleton? • Can we plan an expedition around school? • How did our expedition go?	• What is a settlement? • How is land used in my local area? • Can I explain the location of features in my local area? • How has my local area changed over time? • How is land used in Rio De Janeiro? • How does land use in Rio compare with my local area?

Year 4	**Why are rainforests important to us?** Locational Knowledge, Human Geography, Physical Features and Processes	**Where does our food come from?** Locational Knowledge, Place Knowledge, Human Geography, Physical Features and Processes	**What are rivers and how are they used?** Locational Knowledge, Human Geography, Physical Features and Processes
	• Where in the world are tropical rainforests? • What is the Amazon rainforest like? • Who lives in the rainforest? • How are rainforests changing? • How is our local woodland used?	• How can our food choices impact the environment? • What does it mean to trade responsibly? • How do we get our chocolate? • Where does our food come from? • Are our school dinners locally sourced? • Is it better to buy local or imported food?	• What is the water cycle? • How is a river formed? • Where can we find rivers? • How are rivers used? • What can we find out about our local river? • What features does our local river have?
Year 5	**What is life like in the Alps?** Locational Knowledge, Place Knowledge, Human Geography, Physical Features and Processes	**Why do oceans matter?** Locational Knowledge, Human Geography, Physical Features and Processes	**Would you like to live in the desert?** Locational Knowledge, Place Knowledge, Human Geography, Physical Features and Processes
	• Where are the Alps? • What is it like in the Alps? • Why do people visit the Alps? • What is there to do in our local area? • How are the Alps different from our local area? • What is life like in the Alps?	• How do we use our oceans? • What is the Great Barrier Reef? • Why are our oceans suffering? • What can we do to help our oceans? • How littered is our marine environment?	• What is a hot desert biome? • Where are deserts located? • What physical features are found in a desert? • How can people use deserts? • What are the threats to deserts? • Would you like to live in the desert?

Year 6	**Why does population change?** Locational Knowledge, Place Knowledge, Human Geography	**Where does our energy come from?** Locational Knowledge, Place Knowledge, Human Geography	**Can I carry out a fieldwork enquiry?** Locational Knowledge, Human Geography
	• How is the global population changing? • What are birth and death rates? • Why do people migrate? • How is climate change impacting the population? • How is population impacting our environment?	• Why is energy important? • What is renewable energy? • How does the US generate energy? • How does the UK generate energy? • What is the best way to generate energy? • Where is the best place for a solar panel on the school grounds?	• Developing an enquiry question. • Creating data collection methods. • Mapping a route. • Collecting the data. • Analysing the data. • Presenting the data.

Fieldwork	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit	Autumn What can I find in my immediate environment?	Spring What can I find in my local area?	Autumn What is the Weather like in Hull over the year?	Autumn How is land used differently in London compared to the Southwest of England?	Autumn	Autumn What is 'Economic Activity?'	Focus Day What are natural resources and why has the usage changed over time?
Fieldwork Knowledge	Pupils talk about the features of their own **immediate** area and how environments might vary from one another.	Pupils talk about the features of their **local** area and how environments might vary from one another.	Pupils can observe weather patterns using age-appropriate vocabulary in answer to their investigation question.	Pupils use knowledge of human and physical features to compare land use in two regions of the United Kingdom.		Pupils use knowledge of local area to investigate globalisation.	Pupils can discuss land usage and how it has changed over time.
Fieldwork Skills	Investigate their surroundings and discussing what they can see. Walk around school grounds/different parts of the school and gather information verbally.	Walk down Beverley Road and surrounding streets searching for features and ask people what brings them to the in the local area. Make observations about where things are and why. Discuss already made simple scale drawings from Beverley Road.	Collect data about weather using a variety of different resources (rain gauges / thermometers / anemometer) and present it as a weather forecast.	Use data/evidence gathered from photographs, atlases, temperatures and locations to compare land use in two different regions. OR Children observe and record different use of land in London and compare this to another region. Children's University Day Trip to London		Collect data about different businesses down Beverley road. Analyse food labels to investigate imports/exports Walk down Beverley Road. Make a map of short route with different businesses identifying where these businesses originate from.	Analyse evidence and draw conclusions from secondary sources such as online land use data. Look at patterns and explanations behind it.

EYFS	Autumn Unit	Spring Unit	Summer Unit
	What can we find in our immediate environment?	What can we find in our local environment?	How is a farm different to our local environment?
	Finding out about the child, their family and where they live.	Finding out about the local environment including Pearson Park. Visitors into school from the local community.	Finding out about a rural environment (the farm) and making simple comparisons with our local area. Finding out about children in other parts of the world.
Understanding the World	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.	• Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. • Understand that some places are special to members of their community. • Draw information from a simple map.	• Recognise some environments that are different from the one in which they live. • Recognise some similarities and differences between life in this country and life in other countries. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.
Geographical Skills and Fieldwork	• Expose children to basic symbols. • Find out where they live on google earth. • Use directional language. • Observe the weather and seasonal changes using first hand observations.	• Look at a map of the school and local area. • Observe the weather and seasonal changes using first hand observations. • With support, use simple locational language to describe.	• Draw maps with support, use basic symbols on a map. • Look at world map and map of country. • Observe the weather and seasonal changes using first hand observations. • Expose children to simple ways of recording through teacher modelling.

Year 1	Autumn Unit	Spring Unit	Summer Unit
	What is planet Earth?	What can I find in my local area of Beverley Road?	What are the human and physical features of our city, Hull?
Key Knowledge for Each Unit			
	• Children can name and locate the 7 continents on a map.	• Use map to locate Beverley Road on a map of Hull.	• Use map of United Kingdom to locate Hull on a map.

	• Children can name and locate the 5 oceans on a map. • Children can locate the North and South poles. • Children understand what the Equator is. • Children know that countries near the Equator are warmer than those further away.	• To understand that Beverley Road is an area of the city of Hull. • Identify houses, factories, offices, shops down Beverley Road.	• Look at map to identify human features of Hull: The Deep, Humber Bridge, Trinity Church, Pearson Primary School. • Look at map to identify physical features of Hull: River Hull, River Humber.
National Curriculum Coverage			
Locational knowledge	• Name and locate the world's 7 continents and 5 oceans.	• Pupils should develop knowledge about the world, the United Kingdom and their **locality.**	• Pupils should develop knowledge about the world, the United Kingdom and their **locality.**
Place knowledge		• Understand the 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.	• Understand the 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.
Human and Physical Processes	• Identify seasonal and daily weather patterns in the United Kingdom and the **location of hot and cold areas of the world i**n relation to the Equator and the North and South Poles.	• Use basic geographical vocabulary to refer to key human features including**: city, town,** village, farm, **factory, house, office,** port, harbour and **shop.**	• Use basic geographical vocabulary to refer to key human features including**: city, town,** village, farm, **factory, house, office, port, harbour and shop.**
Geographical Skills and Fieldwork	• 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 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 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 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; devise a simple map' and use and construct basic symbols in a key. • 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.
Key Concepts	• Space • Earth Systems • Environment	• Place	• Place
Organising Concepts			

	Autumn Unit	Spring Unit	Summer Unit
Year 2	What are the four countries of the United Kingdom and what are their characteristics? (including weather)	Where is Pakistan/ Bangladesh/ Iran/ Nigeria and how is it similar or different to Hull geographically?	

Key Knowledge for Each Unit		
	• Children can name and locate the four countries of the United Kingdom on a map. • Children can name and locate the four surrounding seas on a map. • To understand what the Equator is. • To know that hotter places are closer to the Equator and colder places are further away from the Equator. • To identify seasonal weather patterns in different parts of the United Kingdom: compare weather in Cornwall to Scotland. • To describe how different types of weather affect humans.	• Name human features of X – (place dependent). • Name physical features of X – (place dependent). • Name and locate a city of X on a map (Urban)/ • Research ways people make money in that area. • Name two similarities between Hull and X. • Name two differences between Hull and X.
National Curriculum Coverage		
Locational knowledge	• Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and surrounding seas.	
Place knowledge		• Understand the 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.
Human and Physical Processes	• **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, farm, factory, house, office, port, harbour and shop. • Use basic geographical vocabulary to refer to: key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Geographical Skills and Fieldwork	• 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 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**; devise a simple map' and use and construct basic symbols in a key.
Key Concepts	• Space • Earth Systems • Environment	• Place
Organising Concepts		

Year 3	Autumn Unit	Spring Unit	Summer Unit
	What are the 9 regions of England?	Why is the water cycle important and what is the role of rivers within the cycle?	

	Including comparisons of areas and four figure grid references / 8 points of a compass.	
Key Knowledge for Each Unit		
	• To name and locate the 9 geographical regions of England on a map – London, North East, North West, Yorkshire, East Midlands, West Midlands, East England, South East and South West. • To know one human feature of each region. • To know one physical feature of each region. • Counties of England are groups of different places.	• To know that water on Earth is constantly moving. It is recycled over again. This recycling process is called the water cycle. • Children can name the main stages of the water cycle: Evaporation, Condensation, Precipitation and Collection. • Children to describe some features of a river: valley, waterfall, meander, oxbow lake, floodplain and delta. • Rivers are important to the water cycle because they carry water back to the ocean. • Rivers shape land through erosion, transportation and deposition. • Children to describe some uses for rivers (industry, farming, transport, tourism, energy) including how people impact upon them.
National Curriculum Coverage		
Locational knowledge	• 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, rivers) and land-use patterns' and understand how some of these aspects have changed over time.	
Place knowledge	• Understand geographical similarities and differences through the study of human and physical geographical **of a region in the United Kingdom,** a region in a European country and a region in North or South America.	
Human and Physical Processes		• Describe and understand the key aspects of physical geography including: climate zones, biomes, vegetation belts, **rivers,** mountains, volcanoes, earthquakes and the **water cycle.**
Geographical Skills and Fieldwork	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the 8 points of a compass, 4- and 6- 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.	• Use fieldwork to observe, measure, record and present the human and physical features in the local area using methods, including sketch maps, plans and graphs and **digital technologies. (researching local rivers, using digital mapping).**
Key Concepts	• Space • Place	• Earth Systems • Environment
Organising Concepts		

Year 4	Autumn Unit	Spring Unit	Summer Unit

	What can we learn about the world using longitude and latitude?	How are mountains/volcanoes formed and where can you find them in Europe? (the Alps)
Key Knowledge for Each Unit		
	• Children to identify the equator, Northern/Southern Hemisphere, Arctic and Antarctic on a world map. • To be able to describe the position of places on a map using 8 compass points. • To know that longitude and latitude are used to locate specific points on a map. • Children to name and identify where the tropics are on a map. • We have time zones because the sun faces different points of the Earth at different times. • There are 24 time zones because it takes 24 hours for the Earth to complete a full turn. • Children to know about the Prime Meridian in Greenwich – how this is longitude 0 and links to the time zones.	• Children to name and locate mountain ranges of the Alps, Himalayas, Andes and Rockies. • To name and locate mountain ranges in the UK. • To know that a mountain is formed when Earth's plates smash against each other (plate tectonics). • Children to describe some uses for mountains (living, farming, tourism and links to climate and vegetation). • Investigate Alps: Physical Features, Climate, Plant and Animal Life, Human Impact on the Alpine Environment. • Volcanoes are formed when magma from the upper mantle works its way to the surface. • To name the key features of a volcano – magma chamber main vent, secondary cone, crater, lava and ash. • To understand the negative impacts of volcanoes when they erupt.
National Curriculum Coverage		
Locational knowledge	• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	• Locate the world's countries, **using maps to focus on Europe** (including the location of Russia) and North and South America, **concentrating on their environmental regions, key physical and human characteristics**, countries and major cities.
Place knowledge		• Understand geographical similarities and differences through the study of human and physical geographical of a region in the United Kingdom**, a region in a European country** and a region in North or South America.
Human and Physical Processes		• Describe and understand the key aspects of physical geography including: climate zones, biomes, vegetation belts, rivers, **mountains, volcanoes**, earthquakes and the water cycle.
Geographical Skills and Fieldwork	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the 8 points of a compass, 4- and 6- 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.**
Key Concepts	• Space • Earth Systems	• Place • Earth Systems
Organising Concepts		

Year 5	**Autumn Unit**	**Spring Unit**	**Summer Unit**
	What is Economic Activity?	What can we find out about the North American region? (including earthquakes)	
Key Knowledge for Each Unit			

	• Globalisation is the growing connections between different countries. • Buying and selling things is called trade. • Trade is an important way for countries to make money. • Selling goods = exports. • Buying goods = imports. • The UK has to import some goods. For example: it is hard to grow bananas and oranges in this country because of the climate. • To be able to explain the supply chain for a product. • Fair trade is where producers are paid and treated fairly.	• Children can name and locate key countries and cities in North America: Mexico City (Mexico), New York (USA), Toronto (Canada) and Havana (Cuba). • Children can name the human features for two locations in North America: Statue of Liberty (NYC) and CN Tower (Toronto). • Children can name the physical features of two regions in North America: Arenal Volcano (Costa Rica) and the Glacia Bay (Alaska, USA). • Children can investigate the climate in different areas of North America: notice that in southern parts of North America it is slightly hotter. • Earthquakes occur due to the friction build up when Earth's plates slide against each other. • To research San Andreas Fault in California. • To research Haiti earthquake. • Children can explain the human impact of earthquakes.
National Curriculum Coverage		
Locational knowledge		• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
Place knowledge		• Understand geographical similarities and differences through the study of human and physical geographical of a region in the United Kingdom, a region in a European country and a region in North or South America.
Human and Physical Processes	• Describe and understand key aspects of 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.	• Describe and understand the key aspects of physical geography including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.
Geographical Skills and Fieldwork		• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the 8 points of a compass, 4- and 6- 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.
Key Concepts	• Environment	• Place • Earth Systems
Organising Concepts		

Year 6	**Autumn Unit**	**Spring Unit**	**Summer Unit**
	What are Climate zones, Biomes and Vegetation belts?	South America: Why does the Amazon matter?	
Key Knowledge for Each Unit			
	• To know that ecosystems that cover a large area of a continent are called biomes. • To know a vegetation belt has distinct plant types determined by climate, soil, drainage and elevation. • To know and label the biomes: desert, grasslands (Savana),	• Children can name and locate key countries and cities in South America: Brazil (Brasilia), Ecuador (Quito) and Argentina (Buenos Aires). • Children can name the human features for two locations in South America: Christ the Redeemer (Brazil) and Machu Picchu (Peru). • Children can name the physical features of two regions in South America: Andes (Western edge) and Iguacu Falls (Argentina and Brazil). • Children can investigate the climate in different areas of South America: notice that in southern parts of the continent it is significantly colder. • Rainforests are a type of biome.	

	rainforest, tundra, deciduous forest and taiga forest (coniferous). • To know the climate and vegetation of these biomes. • To explain how humans are impacting biomes.	• The Amazon rainforest is the largest rainforest in the world. • Rainforest products come from the resources found in rainforests including food, medicines and furniture. • Rainforests help to regulate the climate. Trees absorb and store carbon dioxide. • Deforestation is the removing of trees.
National Curriculum Coverage		
Locational knowledge		• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
Place knowledge		• Understand geographical similarities and differences through the study of human and physical geographical of a region in the United Kingdom, a region in a European country and a region in North or South America.
Human and Physical Processes	• Describe and understand the key aspects of physical geography including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.	
Geographical Skills and Fieldwork	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the 8 points of a compass, 4- and 6- 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.
Key Concepts	• Earth Systems • Environment	• Place • Environment
Organising Concepts		

Focus Day

	Foundation	Year 1	Year 2
	Where do I come from?	Compare Hull to rural area (Walkington).	Compare Hull to a coastal area (Bridlington)
Key Knowledge for Each Unit			
		• An urban area is a place where lots of people live and has lots of manmade buildings. • A rural area does not have many people living in it and has lots of natural land. • Children to revise human features of Hull: The Deep, the docks, Trinity Church, shops.	• An urban area is a place where lots of people live and has lots of manmade buildings. • Coastal areas are places that border the coastline/sea. • Children to revise human features of Hull: The Deep, the docks, Trinity Church, shops. • Children to revise physical features of Hull: River Hull, River Humber.

		• Children to revise physical features of Hull: River Hull, River Humber. • Children to identify physical features of Walkington: open lands, rivers. • Children to understand the difference between a village and a city: A city is a large space with lots of people. A village is a small space with less people.	• Children to identify the human features of Bridlington: Bridlington Spa, the amusements, boathouse. • Children to identify physical features: beach, sea.
National Curriculum Coverage			
Locational knowledge			
Place knowledge		• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.
Human and Physical Processes		• Use basic geographical vocabulary to refer to key human features including: **city, town, village, farm, factory, house, office, port**, harbour **and shop.**	• Use basic geographical vocabulary to refer to: key physical features: **beach, cliff, coast**, forest, hill, mountain**, sea, ocean, river**, soil, valley, vegetation, **season and weather.** • Use basic geographical vocabulary to refer to key human features including**:** city, town, village, farm, factory, house, office**, port, harbour and shop.**
Geographical Skills and Fieldwork		• 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; devise a simple map' and use and construct basic symbols in a key.	• 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.
Key Concepts		• Place	• Place
Organising Concepts			

	Year 3	Year 4	Year 5
	Population – How has the population changed?	What is land use and how has it changed over time – looking at maps and urbanisation. (Oak Academy Unit)	Compare Hull to another area of the UK – London.
Key Knowledge for Each Unit			

	• Population means how many people there are in a certain area. • The population of the world in 1800 (over 220 years ago) was 1 billion. • The population is growing at a very fast rate. • The population of the world in 2024 was over 8 billion. • People are living longer in many parts of the world. •	• Land use is the purpose of a particular area. • Settlements are groups of places where people live and work. • Residential land use includes houses or flats, gardens etc. • Commercial land use includes offices, shops, supermarkets. • Industrial land use includes factories, quarries, power stations and mines. • Agricultural land is used for farming. • I can identify different types of land use from images and maps. • Changing land use affects wildlife.	• Name and locate Hull on a map of the UK. • Children to revise human features of Hull: The Deep, the docks, Trinity Church, shops. • Children to revise physical features of Hull: River Hull, River Humber. • Name and locate London on a map of the UK. • Identify human features: Big Ben, Houses of Parliament and Buckingham Palace. • Identify physical features: River Thames. • Understand that London is much bigger than Hull. • Population of London is 8.9 million and Hull has approximately 220,000. • Children to investigate jobs in London.
National Curriculum Coverage			
Locational knowledge		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, rivers) and **land-use patterns' and understand how some of these aspects have changed over time.**	• **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, rivers) and land-use patterns' and understand how some of these aspects have changed over time
Place knowledge			
Human and Physical Processes		• Describe and understand key aspects of 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.	Describe and understand key aspects of 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.
Geographical Skills and Fieldwork	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Key Concepts	• Space	• Environment	• Place

Organising Concepts			

	Year 6		
	Natural resources – what are they? Where does energy, food, minerals, water come from? What natural resources are in my country?		
Key Knowledge for Each Unit			
	• To know that energy, food, minerals and water are natural resources. • Children can explain how the use of natural resources have changed over time. • Children know about the natural resource of fossil fuels in the UK. • Children can explain the environmental impacts of extracting natural resources.		
National Curriculum Coverage			
Locational knowledge			
Place knowledge			
Human and Physical Processes	• Describe and understand key aspects of 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.**		
Geographical Skills and Fieldwork	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
Key Concepts	• Environment		
Organising Concepts			