

Long Term Plan – Geography Year 1

First lesson of the year RGS mapwork discrete lesson: [Map skills - RGS](#)

	Autumn 2	Spring 2	Summer 2
Geography	Where do I live? Cottingley and immediate local area 	What makes the United Kingdom unique? Naming countries, capitals & famous landmarks of the UK 	Geography – What is it like in Africa and how is it different from where we live? Hot places – Africa and A case study of an African country (links with English Meercat Mail) 
	Human and physical Geography - Identify key human features of the local area, including School, village, houses and shops Geographical skills and fieldwork - use aerial photographs and simple maps to recognise local landmarks and basic human and physical features of the local area - devise a simple map and use and use basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school, its grounds and the local area identifying 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 their route.	Locational knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Place Knowledge - understand geographical similarities and differences through studying the Human and physical Geography of place in the UK. Human and physical Geography - identify seasonal and daily weather patterns in the United Kingdom and identify where it is on a map. - Identify key human features within the UK capital cities. 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 surrounding it. - 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 the countries within the UK.	Locational knowledge - name and locate the world's 7 continents and 5 oceans Place Knowledge - understand geographical similarities and differences through studying the Human and physical Geography of an African country. Human and physical Geography - identify seasonal and daily weather patterns and the location of hot areas of the world in relation to the Equator and the North and South Poles - Identify key human features, including city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - use world maps, atlases and globes to identify the countries, continents and oceans. - use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], linked with the chosen country.

	Why? We teach this unit to help Year 1 children understand their own community and develop early geography skills. It is important because it: • Makes learning meaningful by focusing on familiar places. • Introduces the idea of <i>place</i> and its human (houses, shops) and physical (parks, landforms) features. • Develops key skills: using maps and photos, creating simple maps with symbols, observing the local environment, and using directional words. • Builds geographical vocabulary, supporting both subject knowledge and language development. • Lays the foundation for future geography learning. This unit helps children notice, describe, and represent their surroundings, building a sense of place and community.	Why? We teach this unit so Year 1 pupils can move from their local area to understanding the wider UK, as required by the National Curriculum. It is important because it: • Teaches locational knowledge: naming the four countries, their capitals, landmarks, and seas, and locating the UK on a world map. • Builds place knowledge: comparing human (cities, landmarks) and physical (rivers, hills) features across the UK. • Introduces weather and seasonal patterns, linking geography with science and maths skills. • Strengthens map skills: using atlases, globes, and compass directions. • Develops national identity, helping children feel part of the UK and appreciate its diversity. This unit broadens children's perspective from local to national, giving them the tools and vocabulary to understand where they live.	Why? We teach this unit to introduce pupils to global geography by studying Africa and a contrasting non-European country. It is important because it: • Meets curriculum aims by teaching continents, oceans, and differences between places. • Introduces hot places, climate zones, and weather patterns compared with the UK. • Builds map skills further: locating Africa, using compass directions, and identifying features. • Links with English through <i>Meerkat Mail</i>, making learning engaging and story-driven. • Encourages curiosity, empathy, and respect for diversity by exploring different ways of life. This unit expands children's horizons, helping them see beyond their own country and develop global awareness.
	Why Now? We teach this at the start of Year 1 because it: • Builds directly on EYFS knowledge of the local environment. • Meets KS1 requirements to study locality, vocabulary, and geographical skills. • Provides essential baseline skills: map use, compass directions, observation, and description. • Links with PSHE (community), literacy (descriptions), and maths (positional language). In summary: It gives children confidence in geography by starting with what they know best—their own surroundings.	Why Now? We teach this mid-year because it: • Follows naturally from local geography, moving to a national scale. • Introduces the four countries, capitals, seas, and landmarks once children are ready for less familiar concepts. • Develops place knowledge through comparing different parts of the UK. • Builds on earlier map work with atlases, globes, and compass skills. • Prepares children for later global geography. In summary: This timing ensures learning is sequenced—local first, then national, then global.	Why Now? We teach this at the end of Year 1 because it: • Completes the sequence from local → national → global geography. • Meets the curriculum requirement to study a contrasting non-European country. • Lets pupils apply their accumulated skills (maps, vocabulary, directions) to a new context. • Introduces climate zones and the Equator when children are ready for more abstract ideas. • Links with literacy through <i>Meerkat Mail</i> and provides a rich, engaging end to the year. In summary: It ensures children finish Year 1 with a strong sense of their place in the world and curiosity about others.

Long Term Plan – Geography Year 2

First lesson of the year RGS mapwork discrete lesson: [Map skills - RGS](#)

	Autumn 2	Spring 2	Summer 2
Geography	Why is our Cottingley wonderful? Exploring the local area and beyond in more depth including a woodland walk. 	How is life in the Arctic different from life in Cottingley? Identifying Human and physical features and weather patterns 	What is it like to live on the coast? Visit to Filey and Case study 
	Human and physical Geography - Identify key human features of the local area, including: village, farm, house, church, shop, petrol station, playing fields, woods, school, pub Geographical skills and fieldwork - use aerial photographs and plan perspectives to recognise local landmarks and basic human/physical features of the local area and woods - Use symbols to identify key features on a map. - devise a simple map and use symbols to create a key - use simple fieldwork and observational skills to study the geography of the extended local area identifying 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 their route.	Locational knowledge - name and locate the world's 7 continents and 5 oceans Place Knowledge - understand geographical similarities and differences through studying the Human and physical Geography of a cold country. Human and physical Geography - identify seasonal and daily weather patterns and the location of cold areas of the world in relation to the Equator and the North and South Poles. - Identify key human and physical features of a chosen city within a cold place. Geographical skills and fieldwork - use world maps, atlases and globes to identify the countries, continents and oceans. - 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 locations. - Use symbols to identify key features on a map.	Locational knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (retrieval from year1) Human and physical Geography - Identify key human features of a coastal town e.g. harbour, port, pier, boats, - Identify physical features of the coast e.g. cliffs, beaches, rock pools, dune, sea, soil, sand, vegetation - Identify how people use the coast. Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries and coastal towns, as well as the seas and oceans surrounding it. - 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 the coastal towns. - use simple fieldwork and observational skills to study the geography of the extended local area identifying the key human and physical features of its surrounding environment.

	Why? We teach this unit to help pupils deepen their knowledge of their own community and apply geography skills in a real, meaningful context. It is important because it: • Extends local place knowledge, exploring Cottingley beyond the school area. • Strengthens belonging and pride by noticing features that make the community special. • Builds skills such as reading maps and photos, using keys and symbols, and describing routes with compass directions. • Helps pupils recognise and compare human (shops, school, petrol station) and physical (woods, fields) features. • Encourages curiosity, questions, and reflection about how their environment works. In summary: This unit builds on Year 1 learning, develops fieldwork and mapping skills, and prepares pupils for comparing places in the UK and beyond.	Why? We teach this unit to introduce children to cold environments and broaden their global understanding. It is important because it: • Teaches global locational knowledge, including continents, oceans, the Equator, and the poles. • Explains why the Arctic is cold and compares its climate with the UK. • Builds place knowledge by studying a settlement in the Arctic and comparing it with pupils' own locality. • Extends map and compass skills through locating and describing global regions. • Fosters curiosity about different cultures, wildlife, and ways of life. In summary: This unit meets curriculum goals for continents, weather, and contrasting places, while encouraging empathy and global awareness.	Why? We teach this unit to give pupils direct experience of a UK coastal environment and strengthen their geography skills through fieldwork. It is important because it: • Revisits and extends knowledge of UK countries, seas, and towns. • Explores human (harbours, piers, boats) and physical (cliffs, beaches, dunes) features of the coast. • Uses fieldwork in a real setting (e.g. Filey) to make geography tangible. • Reinforces map reading, compass directions, and positional language. • Builds appreciation for the diversity of UK landscapes and how people use them. In summary: This unit consolidates locational knowledge, develops fieldwork skills, and connects pupils with a different UK environment.
	Why Now? We teach this at the start of Year 2 because it: • Revisits Year 1 skills (local features, maps, directions) and develops them further. • Strengthens fieldwork, observation, and mapping as a foundation for later units. • Uses familiar places to build confidence with vocabulary and enquiry. • Provides a secure local baseline for comparing other UK and world locations later in the year. In summary: This unit anchors geography in a familiar context, preparing children for more complex studies to come.	Why Now? We teach this mid-year because it: • Builds on earlier local learning and extends it globally. • Introduces continents, oceans, poles, and climate zones once pupils are ready for more abstract concepts. • Reinforces mapping and compass skills in a new context. • Keeps learning fresh by moving from familiar to exciting, unfamiliar places. • Prepares pupils for later comparative work between different environments. In summary: The Arctic unit sits mid-year as a natural step from local to global geography, sustaining curiosity and broadening horizons.	Why Now? We teach this at the end of Year 2 because it: • Consolidates UK locational knowledge through a focused case study. • Applies fieldwork and mapping skills developed earlier in the year in a practical visit. • Prepares pupils for Key Stage 2 by requiring comparison and more independent enquiry. • Ends the year with an engaging, memorable real-world experience. In summary: This unit brings together knowledge and skills from across Year 2, ensuring pupils are ready for more advanced geography in KS2.

Long Term Plan – Geography Year 3

First lesson of the year RGS mapwork discrete lesson: [Map skills - RGS](#)

	Autumn 2	Spring 1	Summer 2
Geography	Where is Bradford and what is it like to live there? Visit to Bradford and exploring beyond the local area 	Volcanoes & Earthquakes Around the world - Case study Pompeii eruption 	How diverse are Europe and its landscapes and places? Developing Mapping Skills 
	Locational knowledge - name and locate counties and cities of the United Kingdom, geographical regions (counties – West Yorkshire) - Identifying human and physical characteristics of a place including land-use patterns e.g. recreation, residential, commercial, industrial, educational and transport. Understand how some of these aspects have changed over time. Place knowledge - understand geographical similarities and differences through the study of Human and physical Geography of a region of the United Kingdom Human and physical Geography - describe and understand key aspects of human geography, including: types of settlement and land use. 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 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom - use fieldwork to observe, measure record and present the human and physical features in the	Locational knowledge - locate the world's countries, using maps to focus on Europe and North and South America, looking at 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, Place knowledge - understand geographical similarities and differences through the study of Human and physical Geography of a region in a European country. Human and physical Geography - describe and understand key aspects of physical geography, including volcanoes and earthquakes. - describe and understand key aspects of human geography including push and pull factors. Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) 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 Geography of a region in a European country. Human and physical Geography - describe and identify features of physical geography, including: rivers, mountains within Europe - describe and identify features of human geography, including: types of settlement and land use and tourism. 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, symbols and key to build their knowledge the wider world.

	local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
	Why? We teach this unit to strengthen pupils' understanding of their local region and build the skills expected at Key Stage 2. • Locational Knowledge: Pupils move from local geography to a regional scale, learning about counties, cities, and using maps and digital tools. • Human & Physical Geography: Explore land use, settlements, and physical features, including how they change over time. • Skills & Fieldwork: Use compasses, grid references, and Ordnance Survey maps; collect and present data through fieldwork. • Place Knowledge: Compare Bradford with other regions to see similarities and differences. • Enrichment: A visit to Bradford makes learning real and engaging. <i>In summary:</i> This unit develops regional knowledge, human and physical geography, mapping skills, and fieldwork, while connecting pupils to their local environment.	Why? We teach this unit to introduce pupils to major physical geography processes and broaden their global knowledge. • Locational Knowledge: Locate tectonic regions globally, with a focus on Europe and the Americas. • Place Knowledge: Use Pompeii as a case study to link physical geography with human settlement and risk. • Physical Geography: Study causes and effects of volcanoes and earthquakes, and their impact on people. • Skills: Use maps, atlases, and symbols to explore global locations and represent data. • Preparation: Builds foundations for later study of natural hazards and connects with science and history. <i>In summary:</i> This unit expands pupils' global awareness, deepens understanding of natural processes, and develops mapping and analytical skills.	Why? We teach this unit to extend pupils' geographical knowledge from the UK to Europe, while consolidating mapping skills. • Locational Knowledge: Locate European countries, rivers, and mountains, and study human features such as settlement and land use. • Place Knowledge: Compare European regions to appreciate geographical diversity. • Skills: Apply mapping techniques using atlases, compass points, and map symbols. • Preparation: Builds a mental map of Europe and prepares for global studies in later years. <i>In summary:</i> This unit strengthens pupils' European knowledge, develops comparison skills, and refines mapping techniques for future study.
	Why Now? We teach this at the start of Year 3 because it: • Builds naturally on Key Stage 1 local/UK studies. • Introduces settlement, land use, and change over time early. • Establishes mapping and fieldwork skills straight away. • Engages pupils with a relevant, local case study. • Provides a foundation for comparisons later in the year. <i>In summary:</i> Starting with Bradford grounds learning in a familiar context, develops core skills early, and prepares pupils for wider geographical study.	Why Now? We teach this mid-year because it: • Moves from local/UK to global geography. • Introduces complex physical geography once pupils have secure mapping skills. • Applies map and atlas skills in a global context. • Links physical processes with human geography through Pompeii. • Supports cross-curricular learning in history and science. <i>In summary:</i> Placing this unit mid-year builds on earlier skills, introduces global geography, and connects physical and human processes.	Why Now? We teach this at the end of Year 3 because it: • Consolidates knowledge of UK and regional geography before moving to Europe. • Refines mapping skills using a variety of tools and compass points. • Encourages comparison across European regions. • Prepares pupils for Year 4 global geography. <i>In summary:</i> Ending with Europe allows pupils to apply and extend their skills, compare diverse places, and transition smoothly into more complex geography.

Long Term Plan – Geography Year 4

First lesson of the year RGS mapwork discrete lesson: [Map skills - RGS](#)

	Autumn 2	Summer 1	Summer 2
Geography	Why are river so important to people and places? Rivers around the world, Features of a river & water cycle (links with Science) 	Why do rainforests matter to the world? Location, physical features and human benefits 	How is life in Brazil different from life in the UK? Comparing cities in Brazil and the UK 
	Locational knowledge - locate the world's countries, using maps to focus on Europe 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 physical Geography of a region of the United Kingdom (<i>The river Nidd</i>) Human and physical Geography - describe and understand key aspects of physical geography of rivers and the water cycle including Upper course, middle course, lower course, meander, tributary, Ox bow lake, erosion (<i>Links with Science – States of matter</i>) - human geography – how rivers are used. Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use fieldwork to observe, record and present the human and physical features in the beyond the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies - This fieldwork will take place in Spring 1 whilst on the Bewerley Park Residential.	Locational knowledge - locate the world's countries, using maps and concentrating on their environmental regions, key physical and human characteristics. Understand how some of these aspects have changed over time. - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Human and physical Geography Describe and understand key aspects of: - physical geography, including: climate zones, biomes rivers, and the water cycle - human geography – how rainforests are used. 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, to build their knowledge of the wider world - Analyse data and identify patterns in climate and weather.	Locational knowledge - locate the world's countries, using maps to focus on 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. Place knowledge - understand geographical similarities and differences through the study of Human and physical Geography of a South American country. (<i>Brazil</i>) Human and physical Geography - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity 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 the 8 points of a compass, 4 figure grid references to build their knowledge of the wider world - Analyse data and identify patterns in climate and weather.

	Why? This unit develops pupils' understanding of rivers as key physical features, the water cycle, and the links between people and the environment. • Locational Knowledge: Explore rivers in Europe and the Americas, linking them to major cities and regions. • Place Knowledge: Study the River Nidd as a local case, then compare with rivers worldwide. • Physical Geography: Learn about river features (courses, meanders, oxbow lakes, erosion) and the water cycle. • Human Geography: Discover how rivers support transport, energy, water, and leisure. • Skills & Fieldwork: Practise mapwork, digital tools, and data presentation, with fieldwork during the Bewerley Park residential. <i>In summary:</i> This unit builds essential vocabulary and concepts, links physical and human geography, and strengthens fieldwork and mapping skills.	Why? This unit introduces pupils to the global importance of rainforests, focusing on their location, features, and human uses. • Locational Knowledge: Identify where rainforests are found, using maps, globes, and digital tools; learn about the Equator, Tropics, and hemispheres. • Physical & Human Geography: Study rainforest climates and biomes, alongside how people benefit from and impact these environments. • Skills & Data: Use compass points, mapping tools, and climate data to explore patterns. <i>In summary:</i> Pupils gain global awareness, understand rainforest ecosystems, and practise key geographical skills while considering sustainability.	Why? This unit broadens global understanding through a comparison of urban life in Brazil and the UK. • Locational Knowledge: Locate Brazil and other South American countries, revisiting key concepts like latitude, longitude, and the Tropics. • Place Knowledge: Compare Brazilian and UK cities in terms of climate, landscapes, culture, and urban development. • Human Geography: Learn about economic activity, resources, and land use in Brazil. • Skills & Data: Apply compass points and grid references; analyse climate and weather data to compare regions. <i>In summary:</i> This unit strengthens global perspective, introduces key human geography concepts, and consolidates mapping and data skills.
	Why Now? Teaching this unit at the start of Year 4: • Introduces key physical geography early, building a foundation for later units. • Provides practice with maps and atlases from the outset. • Prepares pupils for the Bewerley Park residential by giving them prior knowledge of rivers. • Links with Science topics on states of matter and water processes. <i>In summary:</i> Placing this unit first ensures pupils start Year 4 with strong core knowledge and skills, ready for fieldwork and cross-curricular links.	Why Now? Teaching this unit in the middle of Year 4: • Builds on rivers/water cycle knowledge from earlier in the year. • Deepens mapping skills and introduces global environmental regions. • Links physical geography (biomes, climate) with human impact and sustainability. • Strengthens pupils' ability to interpret climate data and patterns. <i>In summary:</i> Positioned mid-year, this unit extends prior learning into global contexts, balancing physical and human geography while developing analytical skills.	Why Now? Teaching this unit at the end of Year 4: • Consolidates knowledge of world regions and mapping skills gained earlier in the year. • Enables meaningful comparisons between the UK and Brazil, drawing on pupils' existing physical geography knowledge. • Focuses on human geography themes like economy and settlement, preparing for more advanced study in Year 5. • Provides opportunities to analyse and compare climate and weather data. <i>In summary:</i> Teaching this unit last brings together pupils' locational knowledge, skills, and understanding of both human and physical geography in a global comparison.

Long Term Plan – Geography Year 5

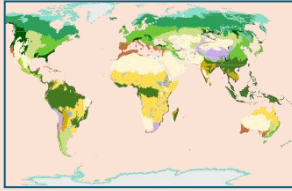
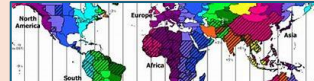
First lesson of the year RGS mapwork discrete lesson: [Map skills - RGS](#)

	Autumn 2	Spring 2	Summer 1
Geography	How do earthquakes changes lives and landscapes? 	What makes mountains unique places to live and explore? Formation, physical and human features – Case Studies comparing Ingleborough to Alps - possible VR experience 	Energy – How do our energy choices affect people and the planet? Including energy production & renewable energy 
	Knowledge, Skills and Understanding Locational knowledge - locate the world's countries, using maps to focus on regions where earthquakes occur, including Europe, North and South America and Asia, concentrating on their key physical and human characteristics - identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, and major tectonic plate boundaries Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region affected by earthquakes, including a comparison with regions less affected by tectonic activity Human and physical Geography Describe and understand key aspects of: - physical geography, including earthquakes, tectonic plates, the Earth's structure, and the processes that create natural hazards - human geography, including how earthquakes affect settlements, land use, population movement, and economic activity Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and regions affected by earthquakes and describe their features	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) key physical and human characteristics, countries, and major cities and mountain ranges. - name and locate geographical regions within the UK and their identifying physical including hills, peaks and mountains. - 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) Place knowledge - understand geographical similarities and differences through the study of Human and physical Geography of a region a region in a Europe. Human and physical Geography Describe and understand key aspects of: - physical geography of mountains, hill and peaks - human geography, including types of settlement and land use and economic activity 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	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) Place knowledge - understand geographical similarities and differences through the study of human geography of a region across the world. Human and physical Geography - describe and understand key aspects of human geography, including distribution of natural resources including energy. Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Analyse data and identify patterns in energy use. Where does our energy come from?

	• use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including Ordnance Survey maps) to interpret geographical information • analyse and interpret data, maps, photographs and satellite images to investigate the impacts of earthquakes on people and landscapes		Unit: Energy: how do we power the world? KS2 Geography Oak National Academy
	We teach this unit because it develops pupils' understanding of earthquakes as powerful physical processes that shape landscapes and affect communities around the world. Pupils learn how tectonic plate movement causes earthquakes, where they occur globally, and how people respond to natural hazards. Through case studies, they explore the impact of earthquakes on settlements, land use, and economic activity. The unit also strengthens map skills by using atlases, digital mapping, and geographical data to identify patterns and locations. In summary, this unit: • Deepens understanding of earthquakes and tectonic plate movement. • Develops knowledge of global locations affected by natural hazards. • Links physical geography (earthquakes and landscape change) with human geography (settlements, communities, and economic activity). • Builds map-reading, data interpretation, and geographical enquiry skills.	Why? We teach this unit because it develops pupils' locational knowledge and understanding of both UK and European geography. It explores how mountains are formed, their physical features, and how people live and work in these environments. Comparing Ingleborough with the Alps helps pupils understand similarities and differences between places. The unit also strengthens map skills (including Ordnance Survey maps) and provides fieldwork experience through a visit to Ingleborough. In summary, this unit: • Deepens knowledge of mountain ranges in the UK and Europe. • Introduces complex geographical concepts (latitude, longitude, time zones). • Links physical geography (mountains) with human geography (settlements, tourism, farming). • Builds practical map and fieldwork skills.	Why? This unit develops understanding of energy as a key natural resource and how it shapes human activity. Pupils learn about the global distribution of energy resources, renewable and non-renewable energy, and sustainability. They practise using maps and data to explore energy patterns and environmental impact, linking geography to real-world issues. In summary, this unit: • Explores energy resources and their global distribution. • Builds understanding of human geography and sustainability. • Develops map skills and data analysis. • Encourages critical thinking about environmental responsibility.
	Why Now? Teaching this unit at the start of Year 5 builds on prior learning about physical geography, including rivers, volcanoes, climate, and world regions. It introduces more complex geographical processes early in the year and provides opportunities to apply and develop advanced mapping skills. Studying earthquakes helps pupils understand the relationship between physical events and human responses, creating a strong foundation for later work on mountains, energy, sustainability, and global issues.	Why Now? Teaching this unit at the start of Year 5 builds on prior work on rivers and rainforests, introduces advanced map and locational skills early, and allows pupils to apply them in later units. The field visit provides a motivating and hands-on start to the year, grounding classroom learning in real-world experience.	Why Now? Placing this unit mid-year builds naturally on earlier physical geography and prepares pupils for more complex human geography. It consolidates mapping skills while introducing data analysis. Teaching this unit at this time of the year, maintains engagement with a relevant, real-world theme and allows cross-curricular links with science and current issues.

Long Term Plan – Geography Year 6

First lesson of the year RGS mapwork discrete lesson: [Map skills - RGS](#)

	Autumn 2	Summer 1	Summer 2
Geography	How does global trade connect people and places around the world?   The journey of our food including fair trade	How does the climate shape the world's environments? Climate Zones, Biomes and Vegetation (including Timezones)  	Can I carry out an independent fieldwork enquiry? Visit to Robin Hoods bay / Scarborough 
	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America - 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) Place knowledge - understand geographical similarities and differences through the study of Human and physical Geography of a region in a Europe and across the world. Human and physical Geography - 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	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 - 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) Place knowledge - understand geographical similarities and differences through the study of Human and physical Geography of a region across the world. Human and physical Geography - describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate 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	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 and 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 Geography of a region of the United Kingdom Human and physical Geography Describe and understand key aspects of: - physical geography features of the coast (Make links with yr2) - human geography, including types of settlement and land use and economic activity 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

	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		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 a range of methods, including sketch maps, plans and graphs, and digital technologies
	Why? We teach this unit in Year 6 because it develops pupils' understanding of global trade, economic activity, and interdependence. Locational Knowledge Pupils use latitude, longitude, time zones, and world maps to explore global trade routes, meeting the expectation to locate countries and understand key geographical concepts. Human Geography The unit explores settlements, land use, trade, and resource distribution, linking directly to curriculum aims. Place Knowledge Pupils compare regions in Europe and beyond, seeing how local consumption connects to distant places. Geographical Skills They use maps, atlases, digital tools, and grid references to trace food journeys and trade links. Summary: The unit extends global locational knowledge, deepens understanding of human geography, promotes global awareness, and strengthens mapping skills—preparing pupils for secondary geography.	Why? We teach this unit in Year 6 to develop pupils' understanding of climate zones, biomes, vegetation belts, and global patterns while strengthening their geographical skills and knowledge. Consolidation Pupils build on their understanding of physical geography by exploring climate zones, biomes, and vegetation belts across the world. Locational Knowledge They use latitude, longitude, and global reference points to understand how location influences climate and environmental characteristics. Geographical Skills Pupils apply and refine mapping skills, including grid references, compass points, atlases, and digital mapping tools to investigate global regions. Global Understanding The unit helps pupils compare different places around the world and understand how climate influences environments, settlements, and human activity. Summary: This unit strengthens understanding of climate, biomes, and vegetation belts, develops advanced mapping skills, and helps pupils analyse and compare regions across the world.	Why? We teach this unit in Year 6 to consolidate knowledge and develop independent enquiry before secondary school. Consolidation Pupils apply their knowledge of UK counties, cities, coasts, and land use, meeting expectations for UK geography. Enquiry Skills They collect, record, and present field data using maps, sketches, graphs, and digital tools, fulfilling fieldwork requirements. Place-Based Learning A visit to Robin Hood's Bay/Scarborough deepens understanding of coastal processes, economic activity, and changes over time. Preparation for Secondary The unit develops independence, data analysis, and critical thinking, supporting transition. Summary: The unit consolidates UK geography, develops independent fieldwork, links physical and human geography, and prepares pupils for secondary education.
	Why Now? We teach this at the start of Year 6 to introduce global issues early and build strong foundations. Locational Knowledge – Pupils reinforce latitude, longitude, and time zones while applying them to food trade. Human Geography – Early focus on trade and resources supports later themes. Global Awareness – Comparisons across regions build understanding from the outset. Skills Practice – Pupils refine map and digital skills in a real-world context.	We teach this unit in Year 6 when pupils are ready to apply their geographical knowledge to more complex global concepts and patterns. Building on Prior Learning Pupils extend earlier work on continents, countries, and physical geography by exploring global climate patterns and environmental regions. Developing Advanced Skills They refine their use of maps, atlases, coordinates, and spatial thinking to make connections between location and environment. Preparation for Future Learning	Why Now? We teach this at the end of Year 6 to bring together everything pupils have learned across KS2. Culmination – Pupils apply their full range of geographical knowledge and skills. Independent Enquiry – They design, carry out, and present their own fieldwork investigations. Real-World Links – A coastal visit provides meaningful application of physical and human geography.

	Summary: Starting with Fairtrade consolidates key skills, introduces complex global themes, and sets up a coherent geography journey through Year 6.	Understanding climate and environmental patterns supports later learning about trade, sustainability, interdependence, and global issues. 4. Analytical Thinking Pupils develop their ability to compare, evaluate, and explain similarities and differences between regions around the world. Summary: Teaching this unit in Year 6 allows pupils to apply and deepen their geographical knowledge, develop advanced mapping and analytical skills, and prepare for studying more complex global issues in secondary education.	4. Secondary Transition – Pupils gain independence and confidence, ready for advanced geographical study. Summary: This end-of-year unit consolidates KS2 learning, develops independence, and provides practical experience that prepares pupils for secondary geography.
--	--	---	--