

CUTENHOE HILL PRIMARY SCHOOL AND NURSERY  
GEOGRAPHY LONG TERM PLANS 2025 - 26

Year group	Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
Provision - Year A	<u>Natural Environment - going to the countryside</u>						
	Collect and interact with natural objects						
	- In school						
	- In the community						
	- At home						
Provision - Year B	<u>Reusing materials</u>						
	Collect and interact with natural objects						
	- In school						
	- In the community						
	- At home						
	<u>Maps and positions and locations -</u>						
	Can move around and find areas in familiar environment with minimal support						
	- In school						
	- In the community						
	- At home						
	Notices signs/symbols for significant places in their environment						
	- In school						
	- In the community						
	- At home						
	Identify sounds in environment						
	- Transport						
	- Animals						
	- Household objects						
	- People						
Provision - Year C	<u>Transport -</u>						
	<ul style="list-style-type: none"> <li>• Can travel short distances to transition between activities</li> <li>• Plays purposefully with small-world models</li> <li>• Farm, garage, transport</li> </ul>						

	<p><u>Buildings - towns and countryside</u>                  Comments on aspects of their familiar world such as the place where they live or the natural world</p> <ul style="list-style-type: none"> <li>- In school</li> <li>- In the community</li> <li>- At home</li> </ul> <p>Can name different rooms in their environment</p> <ul style="list-style-type: none"> <li>- In school</li> <li>- In the community</li> <li>- At home</li> </ul>						
<p>Provision - Year D</p>	<p>People around the world                  Ask questions about aspects of their familiar world such as the place where they live or the natural world</p> <ul style="list-style-type: none"> <li>- In school</li> <li>- In the community</li> <li>- At home</li> </ul> <p><u>Positions and locations around school</u>                  Move around a 'course' using directional language</p> <ul style="list-style-type: none"> <li>- In school</li> <li>- In the community</li> <li>- At home</li> </ul>						
<p>EYFS</p>	<p>My Classroom/ +My School</p>	<p>Where is the toilet?                  Where is the playground?                  How do I get to the woods?                  Where would I eat my lunch?                  Where are my belongings?</p>	<p>Understanding of the world -                   The Natural World                   People, Culture and Communications</p>	<p>- Diagrams/maps                  Recognise some environments that are different to the one in which they live                   Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p>Classroom                  Chair                  Peg                  Table                  Playground                  Door                  Carpet                  Desk                  Woods                  Path                  Toilet</p>	<p>Environment                  Our school/ our town                  Wellbeing and mental health                  World of work and ambition                  Celebrating diversity</p>	<p>Forest                  Fridays                  Stories                   Muddy Mondays</p>

CUTENHOE HILL PRIMARY SCHOOL AND NURSERY  
GEOGRAPHY LONG TERM PLANS 2025 - 26

		Where do I put my things (bag, coat, packed lunch)? Draw information from a simple map?			Dining room		
EYFS	Seasons	How does my environment change? What features are in every season? How does the tree change every year?	Understanding of the world -  The Natural World	Understand the effect of changing seasons on the natural world around them	Spring Summer Autumn Winter Weather Climate Clothing Trees Temperature (hot and cold)	Environment Wellbeing and mental health Our school/ our town	Forest Fridays Stories  Muddy Mondays
EYFS	Around the World	Where were you born? Where does your family come from? Where do you live now? Where have you visited? Where in the world shall we go?	Understanding of the world -  People, Culture and Communications  The Natural World	- Describe the environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Explain some similarities and differences between life in the country and life in other countries drawing on knowledge from stories, non-fiction texts and maps - Exploring other cultures - Where in the world we come from - Recognise some similarities and differences between life in this country and life in other countries	Families Countries Towns World Celebrations Globe Travel	Celebrating diversity Our school/our town Wellbeing and mental health World of work and ambition	Forest Fridays Stories  Muddy Mondays

CUTENHOE HILL PRIMARY SCHOOL AND NURSERY  
GEOGRAPHY LONG TERM PLANS 2025 - 26

				<p>- Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class.</p> <p>- Recognising environments that are different from the place they live around the world</p>			
Year 1	<p><u>What is the weather like today?</u>-- ongoing throughout the year as part of the classroom routine. *Keeps a weather chart and answers questions about the weather (1h)</p>						
	Luton	<p>What's it like where we live? What are the physical features of Luton? What are the human features of Luton?</p>	<p>Geographical skills and fieldwork</p>	<p>Observes and records e.g. As drawings, labelled diagrams, simple surveys, photographs, writing (1a)</p> <p>Makes simple 2 and 3 dimensional maps and plans e.g. story maps/plan of the class room/school (1b)</p> <p>Makes own symbols for maps and plans (1c)</p> <p>Uses locational and directional language e.g. when describing a route to school (1d)</p>	<p><b>Local</b> - Our immediate area or neighbourhood <b>Map</b> - Our immediate area or neighbourhood <b>Symbol</b> - A mark or picture to represent <b>Route</b> - A way to get to somewhere else <b>Journey</b> - Travelling from one place to the another</p>	<p>Environment Our town Diversity</p>	<p>Local walk - old surrey street site Walk around the school</p>

	Farms	Where does our food come from?	<p>Human and physical knowledge</p> <p>Geographical skills and fieldwork</p>	<p>Starts to look at changes in the local environment e.g. new buildings and talks about them. Gives opinions (1g)</p> <p>Discusses daily weather patterns and links these to the different seasons (and seasonal changes - Keeps a weather chart and answers questions about the weather) (1h)</p> <p>Explains how the weather changes throughout the year and names the seasons (1i)</p> <p>Uses basic geographical vocabulary to refer to physical features e.g. hill, soil, season and weather and human features e.g. town/farm/house/shop (1j)</p> <p>Makes own symbols for maps and plans (1c)</p>	<p>Livestock</p> <p>Dairy</p> <p>arable</p> <p>crops</p> <p>rural</p> <p>produce</p> <p>maps</p> <p>symbols</p> <p>harvest</p> <p>lambling</p>	<p>World of work</p> <p>Environmental</p> <p>Engineering</p>	<p>Trip -</p> <p>Whipsnade</p> <p>Zoo</p>

CUTENHOE HILL PRIMARY SCHOOL AND NURSERY  
GEOGRAPHY LONG TERM PLANS 2025 - 26

	UK	<p>What do I know about the country that I live in?</p> <p>What countries are there in the UK?</p> <p>What are the capital cities of England, Scotland, Wales and Northern Ireland?</p> <p>What are the physical and human features in the UK?</p>	<p>Location Knowledge</p> <p>Human and Physical Knowledge</p>	<p>*Starting to name some of the four countries in the UK including their capital cities and can locate them on a map (1e)</p> <p>Knows London is the capital city of England and can describe some key characteristics (1f)</p> <p>Discusses daily weather patterns and links these to the different seasons (and seasonal changes - Keeps a weather chart and answers questions about the weather) (1h)</p>	<p>Luton Town Country Union City Island Sea Landmark Valley Loch Hillside Countryside Rural</p> <p>Vocab from National Curriculum: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Environment Our town Engineering Diversity</p>	<p>Food tasting from different countries in the UK</p> <p>Dance from Northern Ireland</p>
Year 2	Oceans and continents	<p>What does our world look like?</p> <p>What are the names of the continents?</p> <p>What are the oceans called?</p>	<p>Geographical skills and fieldwork</p> <p>Location Knowledge</p>	<p>Observes and records e.g. drawings, labelled diagrams, simple surveys, photographs, writing, group and class presentation (2a)</p>	<p>countries world maps towns continents similarities</p>	<p>Our town our school Environment Diversity</p>	<p>Draw map with key</p> <p>Labelling a map of the UK with</p>

		<p>Where are the continents and oceans located?                  Where is the UK?                  Where is Luton in the UK?                  What are the human and physical features?                  What is a compass?                  What are the compass points?</p>	<p>Human and Physical Knowledge</p>	<p>Uses globes, maps and simple plans to know where the UK is on the globe; recognises north and south poles, and the equator (2b)</p> <p>Uses simple compass directions (north, south, east and west) and locational and directional vocabulary (2d)</p> <p>Names and locates on a map the world's 7 continents and 5 oceans (2f)</p> <p>Confidently names, locates and identifies characteristics of the four countries and capital cities of the UK and its surrounding seas (2g)</p> <p>Identifies the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (2i)</p> <p>Uses the full range of geographical vocabulary for human and physical features as described in the KS1 POS (2j)</p>	<p>differences                  United Kingdom                  atlases                  globes                  oceans                  seas                  Human Features                  Physical Features                  Compass</p> <p>Vocab from National Curriculum:                  beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather                  city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>countries, capital cities</p> <p>Labelling a map of the UK with continents and oceans</p>
--	--	---	-------------------------------------	---	---	--

	<p>Woodland and Jungles</p>	<p>Is our woodland a jungle?                  What is the same?                  What is different?                  What are the layers of a jungle?                  Which animals can be found in a jungle?                  Which animals can be found in a woodland?                  Where are jungles found in the world?                  Why are jungles so important?</p>	<p>Geographical skills and fieldwork</p> <p>Human and Physical Knowledge</p> <p>Location Knowledge</p>	<p>Observes and records e.g. drawings, labelled diagrams, simple surveys, photographs, writing, group and class presentation (2a)</p> <p>Uses globes, maps and simple plans to know where the UK is on the globe; recognises north and south poles, and the equator (2b)</p> <p>Notices human and physical similarities and differences between specific areas of the UK and contrasting non-European countries (2h)</p> <p>Identifies the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (2i)</p>	<p><b>Deciduous</b> - Deciduous trees are giant flowering plants. They include oaks, maples, and beeches, and they grow in many parts of the world. The word deciduous means to "fall off" e.g leaves fall if.</p> <p><b>Evergreen</b> - Any plant that keeps its leaves through the year and into the following growing season. Many tropical species of broad-leaved flowering plants are evergreen.</p> <p><b>Woodland</b> - An area/ land which is covered with trees.</p> <p><b>Jungle</b> - An area of land overgrown with dense forest and tangled vegetation, typically in the tropics.</p> <p><b>Rainforest</b> - found in hot countries where there is lots of rain.</p> <p><b>Climate</b> - The average weather conditions of a</p>	<p>Environment                  Our town our school</p>	<p>Exploring the woods in school</p> <p>Trip - Whipsnade Zoo</p> <p>A Non-chronological report</p>
--	-----------------------------	---	--	--	--	---	--

					place over a period of years <b>Layers</b> - A sheet, quantity, or thickness of material, typically one of several, covering a surface or body		
	Life in the city	<p>What do we know about the island that we live on?                  What countries are part of the UK?                  What are their capital cities?                  What is the capital city of England?                  What are the human and physical features?                  Can you find Big Ben on the map of London?                  Which symbol shows the London Eye on the map of London?</p>	<p><b>Place Knowledge</b></p> <p>Location knowledge</p> <p>Human and Physical Knowledge</p> <p>Geographical skills and fieldwork</p>	<p>Observes and records e.g. drawings, labelled diagrams, simple surveys, photographs, writing, group and class presentation (2a)</p> <p>Devises simple maps, and uses and constructs basic symbols in a key (2c)</p> <p>Uses simple compass directions (north, south, east and west) and locational and directional vocabulary (2d)</p> <p>Uses aerial photographs and plan perspectives to recognise landmarks (2e)</p> <p>Notices human and physical similarities and differences between specific areas of the</p>	<p><b>Capital city</b>- A large place where lots of people live.</p> <p><b>Human features</b> - Something which is made or influenced by humans</p> <p><b>Physical features</b> - Something which is natural and has grown naturally eg. trees.</p> <p><b>Maps</b>- A drawing of the earth showing you countries, cities, towns, villages and seas.</p> <p><b>Town</b>- A place where people live, larger than a village.</p> <p><b>Village</b>- A small area where few people live.</p>	<p>Environment                  World of Work                  Diversity</p>	<p>Short explanation of environmental improvement features drawn on map.</p>

				<p>UK and contrasting non-European countries (2h)</p> <p>Recognises how the environment can be improved and sustained e.g. the playground, the wooded area, the local park (2i)</p>	<p>Lots of countryside and may have a farm.</p> <p><b>City-</b> A large area where lots of people, larger than a town.</p> <p><b>Vocab from National Curriculum:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop</p>		
Year 3	Earning a living	<p>What are the world's natural resources?</p> <p>What is fair trade?</p> <p>Where does the food we eat come from?</p> <p>Why is food grown in different countries?</p>	<p>Place Knowledge</p> <p>Location Knowledge</p> <p>Human and Physical Knowledge</p> <p>Geographical skills and fieldwork</p>	<p>Begins to analyse evidence and starts to draw conclusions on topics such as land use in the town or local area (3a)</p> <p>Uses globes, maps and atlases to locate countries and describe features studied (3c)</p> <p>Identifies land use patterns and understands how some of these have changed over time (3e)</p>	<p>Fair trade</p> <p>Economy</p> <p>Logo</p> <p>Job sectors</p> <p>Industry</p> <p>Finance</p> <p>Wages</p> <p>Farming</p> <p>Natural resources</p>	<p>World of work- many children could have relatives involved in the related jobs currently.</p> <p>Mental health and well-being- Providing children with the opportunity to explore their feelings about the</p>	<p>SSPS Garden visit to see what we are growing</p> <p>Taste fair trade foods</p> <p>Persuasive text/poster - why should we buy fair trade?</p>

				<p>Explains in simple terms, land use and economic activity including trade links, in relation to Fairtrade (3i)</p>		<p>world in which we live and air their views about equality of earnings alongside quality-of-life style.</p> <p>Transport- Luton is a transport hub with the airport within sight of the school and the road network locally including Luton's proximity to the M1. Children need to be aware of the role that Luton potentially plays in import and export of produce as well as having an awareness of food miles and how this is a growing issue in the world today.</p>	
--	--	--	--	--	--	--	--

	<p>Weather of the world</p>	<p>Why is climate important?</p> <p>What weather would you expect in.....?</p> <p>Which countries have mainly hot weather?</p> <p>Which countries have mainly cold weather?</p> <p>What is a climate zone?</p> <p>What is the difference between a continent and a country?</p> <p>How might you know the climate if you didn't visit this place?</p>	<p><b>Place Knowledge</b></p> <p>Location knowledge</p> <p>Human and Physical Knowledge</p> <p>Geographical skills and fieldwork</p>	<p>Aware of climate in different key regions of the world (3j)</p> <p>Aware of key environmental issues in the news (locally and globally), in particular climate change (3h)</p> <p>Uses globes, maps and atlases to locate countries and describe features studied (3c)</p> <p>Identifies the position and significance of the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circle.</p>	<p><b>Weather</b> - the conditions outside  <b>hot</b>  <b>cold</b>  <b>Climate zone</b> - similar weather patterns  <b>dry</b>  <b>tropical</b> - very hot and humid  <b>wet</b>  <b>Temperature</b> - describes how hot or cold a place is  <b>Destination</b> - a place you are going to  <b>Country</b> - a large area of land where people live.  <b>Climate change</b> - a change in the climate patterns  <b>Global warming</b> - temperatures slowly increasing all over the world  <b>Tropics of Cancer</b> - the area from the equator, which circles the Earth (north of the equator).  <b>Tropics of Capricorn</b> - the area from the equator, which circles the Earth (south of the equator)</p>	<p>Environment -          Chn get a chance to learn about the affects of climate change in the world.</p> <p>Eco - How can we help with climate change?          What can we do to save our planet?</p> <p>Our school our town - Chn can identify how we can be ecofriendly in school and at home.</p>	<p>Fact file on climate change</p> <p>Label air mass on maps using an atlas</p>
--	-----------------------------	---	--	--	--	--	---

CUTENHOE HILL PRIMARY SCHOOL AND NURSERY  
GEOGRAPHY LONG TERM PLANS 2025 - 26

					<p><b>Arctic</b> - very cold weather conditions (area around the North Pole)  <b>Antarctica</b> - a continent round the south pole  <b>Equator</b> - an invisible line on the earth between the north and south poles</p>		
	European neighbours	What do we know about our European neighbours?	<p>Place Knowledge</p> <p>Location Knowledge</p> <p>Human and Physical Knowledge</p> <p>Geographical skills and fieldwork</p>	<p>Uses appropriate fieldwork skills e.g. uses the digital camera, makes simple plans using the 4 compass points, labelled drawings (3b)</p> <p>Uses globes, maps and atlases to locate countries and describe features studied (3c)</p> <p>Locates European countries (including Russia) and their major cities on maps (3d)</p> <p>Identifies human and physical similarities and differences between a region of the UK and a region in a European country (3g)</p>	<p>Continent - Europe/Africa/Asia/Australia/North America/South America/Antarctica/  Country  Brexit  Flag  Map  Capital City  Compass points North, South, East, West</p>	<p>World of work  Environment  Diversity</p>	<p>Comparing a country in the UK to a European country.</p>
Year 4	The UK	What is the geography of the UK?	Geographical skills and fieldwork	Begins to use the 8 compass points when map reading or giving directions (4b)	Countries, cities, oceans, seas, coastlines, valleys, highlands, mountains, UK,	Environment World of Work Diversity	NCR - what is the same,

			<p>Location Knowledge</p> <p>Place Knowledge</p> <p>Human and Physical Knowledge</p>	<p>Locates the world's countries and capital cities using maps, focussing on key physical and human characteristics (4e)</p> <p>Describes how places are similar to and different from other places in the same country and elsewhere in the world (4f)</p> <p>Identifies human and physical similarities and differences between the UK and a chosen country (4h)</p>	<p>England, Scotland, Wales, Northern Ireland, Physical features, Human features, Similar, Different, Compass points - north, south, east and west, Maps</p>	<p>Our school our town</p>	<p>what is different about part of the UK and a chosen country.</p> <p>Labelling a map of the UK with countries, capital cities, valleys, highlands, rivers and other physical features</p>
	All around the world	What are the hemisphere and tropics?	<p>Geographical skills and fieldwork</p> <p>Place Knowledge</p> <p>Human and Physical Knowledge</p>	<p>Begins to use the 8 compass points when map reading or giving directions. (4b)</p> <p>Locates the world's countries and capital cities using maps, focussing on key physical and human characteristics (4e)</p> <p>Describes how places are similar to and different from other places in the same</p>	<p>Maps</p> <p>Compass points - north, south, east and west</p> <p>Temperature</p> <p>Continents</p> <p>Countries</p> <p>Cities</p> <p>Physical features</p> <p>Human features</p> <p>Hemisphere</p> <p>Tropics</p>	<p>Environment-comparing and contrasting the two different countries- affects of global warming.</p> <p>Celebrating diversity- identify different religion and cultures in different countries.</p>	<p>Fact file - Egypt and UK</p> <p>Non-chronological report comparing the similarities and differences of Egypt and the UK.</p>

				<p>country and elsewhere in the world (4f)</p> <p>Understands how key topographical features can change over time (4g)</p> <p>*Identifies human and physical similarities and differences between the UK and a chosen country (4h)</p>		<p>World of work - Children identify how many people travel to different countries for work.</p> <p>Leisure - Lots of people travel to other countries to experience the culture and environment.</p>	
	Migration	Why does migration happen?	<p>Place Knowledge</p> <p>Location Knowledge</p> <p>Human and Physical Knowledge</p> <p>Geographical skills and fieldwork</p>	<p>Starts to explain why places are like they are and begins to think about how it might change in the future e.g. how and why local places change, changes in the weather (4i)</p> <p>Can explain why people choose to settle in certain locations and why they might move from one location to another (4j)</p> <p>Understands how distribution of natural resources, including energy, food, minerals and water affects where people choose to settle (4k)</p>	<p>Migration</p> <p>Migrants</p> <p>Distribution</p> <p>Settle</p> <p>Economy</p> <p>Trade links</p>	<p>Local environment - Luton is an area with high number of migrants</p> <p>School - Lots of migrants</p> <p>PSHE - empathy and refugees.</p> <p>Literacy opportunity - Don't call me Refugee.</p>	<p>Fact File for one of the migrations that have shaped the world e.g. Immigration to Australia</p> <p>Label cities in the UK</p> <p>Label cities in the world with 15 million population</p>

				Has a growing understanding of land use and economic activity, including trade links (4I)			
Year 5	Biomes	<p>What are the Earth's biomes?                  Where are they found?                  Why are the biomes located?                  Why are they located there?</p>	<p>Location Knowledge</p> <p>Human and Physical Knowledge</p> <p>Geographical skills and fieldwork</p>	<p>Asks and answers geographical questions e.g. What is this place like? How could it be better? How do we know? How do people use this place? (5a)</p> <p>Identifies the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p>	<p>Biomes</p> <p>Tundra</p> <p>Taiga</p> <p>Eco system Grassland</p> <p>Pollution Climate</p> <p>rainforest, desert, savannah, grassland, woodland, tundra, environment, regions, plants animals</p>	<p>Environment - This unit provides the opportunity for children to learn about the natural environment. They will be able to compare the UKs environment; to the environment in other countries environment which will broaden their understanding of the world in which they live.</p> <p>World of work - Children identify how many people travel to different countries for work.</p> <p>Leisure - Lots of people travel to other countries to</p>	NCR for a biome of their choice

CUTENHOE HILL PRIMARY SCHOOL AND NURSERY  
 GEOGRAPHY LONG TERM PLANS 2025 - 26

						experience the culture and environment.	
	Rivers	Why are rivers important? (Oak + river Lea)	<p>Place Knowledge</p> <p>Location Knowledge</p> <p>Human and Physical Knowledge</p> <p>Geographical skills and fieldwork</p>	<p>Names and locates counties and cities and geographical regions of the UK.</p> <p>Knows some causes of pollution and explains the effect that this has on the environment and ways in which pollution can be reduced (5i)</p> <p>Makes connections between location of rivers and major settlements and trade links (5k)</p> <p>Makes geographical comparisons between key rivers in the UK and major rivers across the world (5h)</p> <p>Uses four-figure grid references, OS maps, symbols and keys to build knowledge of the UK and wider world.</p> <p>Draws more accurate maps with more complex keys</p>	<p>River</p> <p>Chalk stream</p> <p>Geographical</p> <p>Source</p> <p>Meander</p> <p>Mouth</p> <p>Tributary</p> <p>Evaporate</p> <p>Precipitation</p> <p>Settlement</p> <p>Trade</p> <p>Pollution</p>	<p>Our School, Our Town - River Lea</p> <p>The Environment - Pollution</p> <p>World of Work - trade, tourism, jobs relating to rivers</p>	<p>Visit the River Lea, pollution in rivers work with Groundwork</p> <p>NCR on rivers</p>

	<p>Extreme Earth</p>	<p>What is extreme about the Earth? (add mountains - Oak)</p>	<p><b>Place Knowledge</b></p> <p>Location Knowledge</p> <p>Human and Physical Knowledge</p> <p>Geographical skills and fieldwork.</p>	<p>Asks and answers geographical questions e.g. What is this place like? How could it be better? How do we know? How do people use this place? (5a)</p> <p>Analyses evidence and draws conclusions e.g. impact of extreme events on people (5b)</p> <p>Uses digital/computer mapping to locate countries and describe features e.g. fault lines and volcanoes (5d)</p> <p>Identifies the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere (5f)</p> <p>Understands the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) (5g)</p> <p>Knows some causes of pollution and explains the effect that this has on the environment and ways in which pollution can be reduced (-linked to natural pollution- eruption/ dust/</p>	<p>Volcano, cyclone, hurricane, tornado, earthquake, tsunami, fault line, eruption, dormant, lava, magma, epicentre, Richter scale, aftershock, tectonic plates, extinct, active</p>	<p>World of work and ambition- charitable agencies who work tirelessly with earthquake. Tsunami, etc. victims- possible opportunities for future work-creating/ designing buildings/ roads/ bridges that are earthquake proof. Scientists who research/ monitor such extreme activity and send out warnings to save lives.</p> <p>Well-being and mental health- having an understanding of natural disasters and what people</p>	<p>Draw and label a volcano</p> <p>Draw and label a diagram of an earthquake</p> <p>Create a hurricane in a cup</p> <p>Create a tornado in a bottle (2 bottles)</p> <p>Explanation text</p>
--	----------------------	---	---	---	--	--	---

CUTENHOE HILL PRIMARY SCHOOL AND NURSERY  
GEOGRAPHY LONG TERM PLANS 2025 - 26

				<p>devastation caused as a result of natural disasters) (5i)</p> <p>Describes and understands key aspects of physical geography, including: rivers, volcanoes and earthquakes, and the water cycle (5j)</p>		<p>are doing to alleviate their effects could help children to cope with news items they may see or hear about.</p> <p>Transport-effects of extreme events on transport round the world- e.g. the Icelandic eruption that grounded aeroplanes around Europe.</p>	
Year 6	Coasts	How and why is our coast changing?	<p>Place Knowledge</p> <p>Location Knowledge</p> <p>Human and Physical Knowledge</p>	<p>Can explain how coastal features are formed through erosion and deposition (6h)</p> <p>Understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the</p>	<p>Cliff</p> <p>Shoreline</p> <p>Beach</p> <p>Waves</p> <p>Erosion</p> <p>Human geography</p> <p>Deposition</p> <p>Physical geography</p> <p>Groynes</p>	<p><b>Celebrating diversity</b> - different experiences at the coast</p> <p><b>Wellbeing and mental health</b> - benefits of outside</p>	<p>Making salt dough cliffs</p> <p>Visit to Brighton</p> <p>Visit to Kingswood</p>

			<p>Geographical skills and fieldwork</p>	<p>distribution of natural resources (6i)</p> <p>Can describe in detail the impact of tourism on the environment and economy (6g)</p>	<p>Stacks Caves Longshore drift Stump Transportation</p>	<p>environments for our mental health</p> <p><b>World of work and ambition</b> - Link to possibilities to travel and visit these places. Discuss tourism industry.</p> <p><b>Environment</b> - understanding erosion</p> <p><b>Engineering</b> - understanding of sea defences</p> <p><b>Our school and our town</b> - Year 6 visit to Brighton. Kingswood visit for some children.</p> <p><b>Transport</b> links to coastal areas discussed.</p>	<p>Cartoon strips with explanation for transportation, erosion and deposition</p> <p>Discussion text on impact of erosion on Hemsby</p>
South America	Is my community sustainable? - link to deforestation of the Amazon	<p>Place Knowledge</p> <p>Location knowledge</p> <p>Human and Physical Knowledge</p>	<p>Locates countries within South America, concentrating on their environmental regions, key physical and human features and major cities (6d)</p>	<p>South America continent country capital city physical feature human feature similarities</p>	<p>Celebrating diversity: Cultures of the world</p> <p>Engineering: deforestation of the Amazon</p>	<p>- persuasive leaflet about visiting South America</p> <p>- discussion text on</p>	

CUTENHOE HILL PRIMARY SCHOOL AND NURSERY  
 GEOGRAPHY LONG TERM PLANS 2025 - 26

			<p>Geographical skills and fieldwork</p>	<p>Identifies human and physical similarities and differences between a region of the UK and a region within South America (6f)</p> <p>Describes and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains (6j)</p> <p>Independently researches topics of interest using a range of sources (6a)</p> <p>Understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources (6i)</p>	<p>differences                      climate zones                      biomes                      vegetation belt                      river                      rainforest layers - forest floor, understorey, canopy and emergent                      deforestation region</p>	<p>World of work and ambition: Jobs related to conservation, travel, tourism etc.</p> <p>Wellbeing and mental health: N/A</p> <p>Environment: deforestation of the Amazon</p> <p>Our school and our town: Luton vs Rio</p>	<p>deforestation of the Amazon</p> <p>-NCR on an animal living in South America</p>
	Mountains	Why does globalisation matter to me? - Everest	<p>Place Knowledge</p> <p>Location knowledge</p>	<p>Presents information, including supporting evidence and graphs, following careful analysis (6b)</p>	<p>mountains                      Mountain range                      Mountain peak                      Summit                      Base                      Ridge</p>	<p>World of work and ambition - mountaineering</p> <p>Environment - tourism</p>	<p>Discussion text on climbing Everest</p>

CUTENHOE HILL PRIMARY SCHOOL AND NURSERY  
 GEOGRAPHY LONG TERM PLANS 2025 - 26

			<p>Human and Physical Knowledge</p> <p>Geographical skills and fieldwork</p>	<p>Investigates key topographical features and land-use patterns and understand how these aspects have changed over time. (6f)</p> <p>Can describe in detail the impact of tourism on the environment and economy (6g)</p> <p>Describes and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers and mountains (6j)</p>	<p>Slope                  Valley                  Altitude/height                  Avalanch                  Mountaineering                  Volcanic mountain                  Tourism                  physical feature                  human feature</p>	<p>Celebrating diversity - different experiences at the mountains</p>	
--	--	--	--	---	--	---	--