

Hesleden Primary School – Long Term Plan for Geography – Cycle A

	Autumn	Spring	Summer
C1/EY	<p>2021 ELG: People, Culture and Communities Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>2021 ELG: The Natural World Children at the expected level of development will: 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>		
C2	<p>Wonderful World <i>Why is my world wonderful?</i></p> <p>Focus: continent, oceans, mountains, rivers. Direction & approx distance from UK <i>Link to Zambia, ‘Which continent is Zambia found in?’</i></p>	<p>Fire and Ice <i>Where are the hot and cold places in the world?</i></p> <p>Focus: location of main hot and cold areas, weather, equator, N/S/E/W. Use of photographs, maps, climate graphs written accounts. <i>Link to Zambia, ‘Is it hot or cold in Zambia?’ Children write letter to children in Zambia to investigate climate.</i></p>	<p>Let’s go on an adventure! <i>Where shall we go?</i></p> <p>Focus: contrast area of UK and area of non-European country, e.g. Peterlee (needs to be small specific area) and Livingstone, Zambia. <i>Link to Zambia, ‘What can we find out about life in Zambia?’ (Children carry out a survey e.g. favourite fruit etc speak to children via Teams).</i></p>
C3	<p>UK Discovery <i>Is the UK the same everywhere?</i></p> <p>Focus: physical geography - hills, coasts, rivers, briefly: farms, industry, population in different regions/areas. Map skills – distance & distance from us. Use of GIS – Digimaps or Google Earth to locate and identify features. <i>Link to Zambia – compare physical and human geography with Zambia.</i></p>	<p>Investigating Rivers [Extend to Coasts] <i>What do the North east and Zambia have in common?</i></p> <p>Focus: fieldwork, water cycle, rivers- their formation and impact. GIS – Identify and locate landforms on local river. Fieldwork – measure velocity, width, depth. Field sketches of landforms; how are rivers used for trade – main focus on rivers; <i>link to Zambezi River; how is it used for trade? Make comparisons – carry out survey.</i></p>	<p>Trading Places <i>Where does my favourite food and things come from? (Emphasis on Europe and UK)</i></p> <p>Focus: trade, natural resource locations. Possible link to local fieldwork? (Resources or industry? Changes in local industry over time) – survey, old photographs, graphs, data, local industry interviews. <i>Link to Zambia – What resources are exported from Zambia?</i></p>
C4	<p>Wild Weather! <i>Where in the world does the weather make life dangerous?</i></p> <p>Focus: climate and weather, hazards and effects. Define climate and weather. Focus on different weather hazards with case study. (Hurricanes, floods, droughts etc) <i>Link to Zambia; conduct survey – ‘How has wild weather affected their country?’</i></p>	<p>Geography in the News <i>Why? Where? Which way? How far?</i></p> <p>Focus: countries, continents, equator, tropics, distance, compass directions, time zones, Longitude/Latitude. Possibility to focus on key issues e.g. climate change, deforestation, pollution in different places etc for the news element. <i>Link to Zambia, ‘How has climate change affected Zambia?’ Work with schools to make personal pledge.</i></p>	<p>Destination Sao Paulo! <i>What do places have in common?</i></p> <p>Focus: human and physical features, village/cities/lifestyle. Comparative writing focus. Compare to where? Region in the UK such as London or local example such as Durham. <i>Link to Zambia – children to pose own question/s to investigate; drawing upon previous knowledge.</i></p>