

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

	Autumn	Spring	Summer
C1/EY	2021 ELG: People, Culture and Communities Children at the expected level of development will: <ul style="list-style-type: none"> 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. 		2021 ELG: The Natural World Children at the expected level of development will: <ul style="list-style-type: none"> 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;
C2	Wonderful World <i>Why is my world wonderful?</i> Focus: village and UK before branching out to continents (which continent do we live in?), oceans, mountains, rivers. Direction & approx distance from UK – link to Zambia , ‘Which continent is Zambia found in?’	Fire and Ice <i>Where are the hot and cold places in the world?</i> Focus: location of main hot and cold areas, weather, equator, N/S/E/W. Use of photographs, maps, climate graphs written accounts – link to Zambia , ‘Is it hot or cold in Zambia?’ Children write letter to children in Zambia to investigate climate.	Let’s go on an adventure! <i>Where shall we go?</i> Focus: contrast area of UK and area of non-European country, e.g. Peterlee (needs to be small specific area) and Livingstone, Zambia – 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).
C3	UK Discovery <i>Is the UK the same everywhere?</i> Focus: local fieldwork (specific local city?); physical geography - hills, coasts, rivers , briefly: farms, industry, population in different regions/areas. Map skills –distance from us. Use of GIS – Digimaps or Google Earth to locate and identify features – main focus on rivers ; link to Zambezi River (introduce).	Modern Europe <i>What can we discover about Europe?</i> Focus: rivers , land use of major regions, key human features (cities, population, trade/ resources) and locations, physical features (volcanoes/earthquakes). Map/ atlas grid references. Use of geographical figures/ graphs – main focus on rivers ; link to Zambezi River (countries it travels through make comparisons with European river/s).	Trading Places <i>Where do our favourite things come from?</i> Focus: rivers , 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 – main focus on rivers ; link to Zambezi River , how is it used for trade? Make comparisons – carry out survey.

<p>C4</p>	<p>Wild Weather! <i>Where in the world does the weather make life dangerous?</i> Focus: climate and weather, hazards and effects. Define climate and weather. Focus on different weather hazards with case study. (Hurricanes, floods, droughts etc) – link to Zambia; conduct survey – ‘How has wild weather affected their country?’</p>	<p>Geography in the News <i>Why? Where? Which way? How far?</i> 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 – link to Zambia, ‘How has climate change affected Zambia?’ Work with schools to make personal pledge.</p>	<p>Destination Sao Paulo! <i>What do places have in common?</i> 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. Link to Zambia – children to pose own question/s to investigate drawing upon previous knowledge.</p>
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