

Hesleden Primary School – Long Term Plan for Geography – B

	Autumn	Spring	Summer
C1 EY	ELGs relevant to Geography include: People, Culture and Communities; The Natural World - 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. - Know some similarities / differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class To be KS1 ready: - Know where they live and how they travel to school - Talk about some of the differences they notice when they are different places; talk about places they have been to - Talk about places when they are reading books/watching TV or videos; talk about places in stories - Use language that relates to place - Recognise elements of their environment that are manmade and natural - Make maps from stories; follow simple maps in play		
C2	My Village <i>What is special about my village?</i> Focus: fieldwork and observational skills; basic maps of local area/school. Google Earth or street view. Digimap activities. (What can you find?) Map of school with key features, symbols and key. Link to Zambia – how does our village/s compare to that of Zambia?	Travel <i>What can we discover around the UK?</i> Focus: locations, map skills, basic atlas introduction/development. Physical and human geography main features and landforms. Use of geographical resources. Link to physical and human features of Zambia.	Magnificent Mountains and Rushing Rivers <i>Where next?</i> Focus: key physical features, main world mountains, rivers, locations, direction from UK. Use of google maps Google Earth, aerial photos and/or fact files. Link to mountains found in Zambia and main rivers.
C3	We've got it all! <i>Why is the North East special?</i> 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. Link to Zambezi River.	Volcanoes and Earthquakes <i>Why does Greece shake and Italy roar?</i> Focus: region in Europe, physical and human characteristics, tectonics in Italy and Greece (map main hazards). Possible case study of hazard. (Briefly compare to north east England). Link to Zambia – are there any volcanoes and/or earthquakes?	Our Continent <i>Is Europe the same everywhere?</i> Focus: Climate, landscapes, vegetation of the areas of Europe. Maps of Europe. Compass directions. Use of biome maps, climate graphs and images. Link to Zambia – how do the environmental regions compare (key & human characteristics; countries and major cities).
C4	Fantastic Forests <i>Why are they so important?</i> Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America. (Types of species, importance, threats, management). Local fieldwork opportunity in local woodlands, data collection and presentation tasks. Plant identification, environmental impact surveys, quadrat surveys. Link to Zambia – national forests in Zambia.	People and Places <i>What shapes my world?</i> Focus: weather, water, tectonics, biomes, glaciation and climate zones. A focus on processes and key features that makes areas unique. Link to Zambia – weather, water, tectonics, biomes and climate zones.	North America <i>Can we compare California and the North East of England?</i> Focus: Compare region in North America with a region of the UK to look at similarities and differences. Use of geographical resources, maps, images, graphs. Use of GIS top compare and contrast places. Link to Zambia – how does Zambia compare?