

## Hesleden Primary School – Long Term Plan for Geography – Cycle B

	Autumn	Spring	Summer
<b>C1/EY</b>	<p><b>Understanding the world:</b></p> <ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>• They make observations of animals and plants and explain why some things occur and talk about changes.</li> </ul>		
<b>C2</b>	<p><b>My Village</b> <i>What is special about my village?</i></p> <p><b>Focus:</b> 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.</p>	<p><b>Travel</b> <i>What can we discover around the UK?</i></p> <p><b>Focus:</b> locations, map skills, basic atlas introduction/ development. Physical and human geography main features and landforms. Use of geographical resources.</p>	<p><b>Magnificent Mountains and Rushing Rivers</b> <i>Where next?</i></p> <p><b>Focus:</b> key physical features, main world mountains, rivers, locations, direction from UK. Use of google maps Google Earth, aerial photos and/or fact files.</p>
<b>C3</b>	<p><b>Human Geography</b> <i>What do we make and sell in the UK?</i></p> <p><b>Focus:</b> human geography, industry, farming, population, trade. Use of geographical resources, data, graphs and maps.</p>	<p><b>Durham</b> <i>How has our city changed?</i></p> <p><b>Focus:</b> change over time in a specified city; aerial photographs and maps. Old photographs and maps. Fieldwork opportunity to identify and plot changes. Land use maps. Digimap unit if you have it. GIS – use of street view to map land use.</p>	<p><b>We've got it all!</b> <i>Why is the North East special?</i></p> <p><b>Focus:</b> 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.</p>

<p><b>C4</b></p>	<p style="text-align: center;"><b>Our Continent</b> <i>Is Europe the same everywhere?</i></p> <p><b>Focus:</b> Climate, landscapes, vegetation of the areas of Europe. Maps of Europe. Compass directions. Use of biome maps, climate graphs and images.</p>	<p style="text-align: center;"><b>Volcanoes</b> <i>Why does Italy shake and roar?</i></p> <p><b>Focus:</b> region in Europe, physical and human characteristics, tectonics in Italy (map main hazards). Possible case study of hazard. (Briefly compare to North East England).</p>	<p style="text-align: center;"><b>Food Glorious Food</b> <i>Where has my food come from?</i></p> <p><b>Focus:</b> trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/ questionnaire and impact evaluation. (Food survey – where does it come from – plot on world map). Why the need for trade?</p>
<p><b>C5</b></p>	<p style="text-align: center;"><b>Fantastic Forests</b> <i>Why are they so important?</i></p> <p><b>Focus:</b> 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.</p>	<p style="text-align: center;"><b>People and Places</b> <i>What shapes my world?</i></p> <p><b>Focus:</b> weather, water, tectonics, biomes, glaciation and climate zones. A focus on processes and key features that makes areas unique.</p>	<p style="text-align: center;"><b>North America</b> <i>Can we compare California and the North East of England?</i></p> <p><b>Focus:</b> 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 to compare and contrast places.</p>