



Geography Long Term Plan Cycles A and B

Cycle A							
Year	Term	Learning Challenge	Learning Challenges	National Curriculum	Key Concepts	Vocabulary	Links to Ludworth area of needs
Years 1 and 2	Spring 1+2	Why can't meerkats live by the South Pole?	LC1 - Why does Sunny live in the Kalahari Desert? LC2 - Which animals live in cold places like the North and South Pole? LC3 - How do Polar Bears keep warm? LC4 - What do we mean by hot and cold colours? LC5 - Why do people usually like going to hot places for their holidays? LC6 - Why do we wear different clothes in summer and winter? LC7 - How can we recreate a Meerkat dance? LC8 - Reflection: Would you rather be a Meerkat or a Penguin?	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<ul style="list-style-type: none"> know where the equator is and point to it on a globe know where the North and South Poles are and point to them on a globe recognise some of the more familiar weather symbols know which animals live close to the equator, North Pole and South Pole. know how animals living in the North and South poles keep warm know which clothes they would wear on hot or cold days know why people tend to like hot places for their holidays 	Beach Coast Forest Hill Mountain Ocean River Soil Valley Vegetation Weather City Town Village Factory Farm House Office Shop North, South, East and West Near and far Equator Poles Kalahari	<p>Spoken language development - Talk in partners, groups or whole class</p> <p>Writing development Linking to literacy - Opportunities to write fact files.</p> <p>British Values and Global Citizenship Understand the animals that are native to our country and be able to talk about where they live in detail.</p> <p>Careers Looking at jobs linked to animals</p>

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Summer 2	<p>Where do and did the wheels on the bus go?</p>	<p>LC1 - Where do we live and what's so special about it? LC2 - Where do we live and what's so special about it? LC3 - What do road and street signs tell us? LC4 - How many ways are there to move from city to city in the United Kingdom? LC5 - Can you design and make a vehicle that can move?</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its counties</p>	<ul style="list-style-type: none"> • know their address, including their postcode • know how to read a simple street map • know the names of at least six cities in the United Kingdom • know about what happens at an airport • know about what happens at a train station • know the names of famous buildings in London • know that London is the capital of the United Kingdom • know the differences between a village, town and city 	<p>Street Road signs Address Postcode Urban Rural Locality Farm Church Village City Town Equator Area Britain Bus Canal Community Compare England Northern Ireland Wales Scotland Continent Oceans Durham Island Symbol Map London Cardiff Edinburgh North East South West</p>	<p>Writing development Writing questions which they may want to find out.</p> <p>British Values and Global Citizenship Understanding the Country in which we live in.</p> <p>Reading Maps</p> <p>Careers Understanding the jobs that impact the way in which we transport around the UK and further afield.</p>
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Year 3+4	Spring 1	<p>Why do so many people choose to go to the Mediterranean for their holiday?</p>	<p>LC1 - What are the advantages/ disadvantages of living in a Mediterranean country? LC2 - Why do Mediterranean countries have a warmer climate than we do? LC3 - Which fruits and vegetables are produced in the Mediterranean? LC4 - How can we organise a Mediterranean food festival? LC5 - How would you go about attracting someone to visit a Mediterranean country? LC6 - Why doesn't everyone speak English and use the same money? LC7 - Who are the famous artists of</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country</p>	<ul style="list-style-type: none"> • Know at least five differences between living in the UK and a Mediterranean country • Use maps to locate European countries and capitals. • Locate the Mediterranean and explain why it is a popular holiday destination • Explain how the lives of people living in the Mediterranean would be different from their own • Name some well-known European countries • Name and locate the capital cities of neighbouring European countries • Be aware of different weather in different parts of 	<p>Mediterranean Climate Locality France Spain Italy Greece Egypt Capital city Fruit Vegetables Culture Cuisine Holiday Sea Island Temperature Tourism Agriculture Language Music Art Cultural difference</p>	<p>Spoken Language Development Present to the class in groups why they should visit the Mediterranean country of your choice.</p> <p>Healthy eating Creating your own Mediterranean snack or smoothie using fruit and vegetable from there.</p> <p>Gem Project Collaboration – Amethyst and Topaz.</p> <p>Developing writing Write an advertisement, using persuasive language, encouraging the public to visit the Mediterranean and explaining why they would enjoy it.</p>
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		<p>the Mediterranean and what can we learn from them?</p> <p>LC8 - Which European cities can we associate with different types of music?</p> <p>LC9 - Reflection: Children in groups choose a European city and put together a special presentation as part of a European day in school (holiday programme style).</p>		<p>the world, especially Europe</p> <ul style="list-style-type: none"> • identify key features of a locality by using a map 		
Summer 2	<p>Why is the Tyne so important to Newcastle?</p>	<p>LC1 - Why is Newcastle situated where it is?</p> <p>LC2 - Which other famous European cities are situated on a river?</p> <p>LC3 - Why are rivers important for the lives of the people who live there now and</p>	<p>Settlements, land use, economic activity, including natural resources, especially energy and water supplies</p>	<ul style="list-style-type: none"> • Know what a city is. • Know why London is the capital of the UK. • Know why the Tyne is so important to Newcastle today and in the past. • Know why so many people are attracted to live in Newcastle. 	<p>River Bank Meander Settlement Features Location Adaptation Transport Population Employment Boat Bridges Journey Trade Landscape Peninsula</p>	<p>Experiential learning Visit the River Tyne and have a view of Bridges</p> <p>Global Citizenship Understand the role the river plays in our locality and recognise why it is important for us to protect it.</p> <p>Gem Project</p>



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			<p>lived there some time ago?</p> <p>LC4 - How have people adapted rivers and water for their own use?</p> <p>LC5 - How has the Tyne created jobs for many people who live in Newcastle?</p> <p>LC6 - Using your photographs, can you create a painting of one of the bridges on the Tyne?</p> <p>LC7 - Which pieces of music are associated with Newcastle or water?</p> <p>LC8 - Reflection: Groups of children to put together a photo story of their learning about Newcastle</p>		<ul style="list-style-type: none"> • Know the advantages and disadvantages of living in a very large city. • Know why the Tyne is so busy. • Know that the Tyne plays a major role in keeping business going in the UK 	Location Development	Collaboration – Amethyst and Topaz.
Years 5 +6	Autumn	Why should the rainforests matter to all of us?	LC1 - Where are rainforests located and what are their main features?	Describe and understand key aspects of physical geography,	<ul style="list-style-type: none"> • Know what is meant by biomes and what are the features of a specific biome 	Tropic of Cancer Tropic of Capricorn Forest Floor	Spoken Language Development: Presentation at the end of the unit emphasise use of



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		<p>LC2 - Why are rainforests often in the news and what can we do to help?</p> <p>LC3 - What can you find out about an endangered animal that lives in the rainforest?</p> <p>LC4 - How important is the Amazon to the South American rainforests?</p> <p>LC5 - Can you create a print using the large leaves of rainforest plants as your inspiration?</p> <p>LC6 - Reflection: Present a documentary on a day in the rainforest</p>	<p>including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<ul style="list-style-type: none"> • Know the terms: emergent layer, canopy, understory and forest floor and be able to label them on a diagram • know where many of the world's rainforest are situated • Know about the endangered animals in the rainforests • Know about deforestation and the arguments for and against deforestation • know where the Amazon is located • Know about the people that live in the Amazon rainforest and about some of the unique plants there 	<p>Understory Canopy Emergent Habitat Humid Species Deforestation Equator Species Predator/Prey</p>	<p>technical vocabulary, full sentences and standard English.</p> <p>Gem Project: Partner collaboration (Amethyst) Group Collaboration (Topaz)</p> <p>Developing Writing: Non –fiction writing</p> <p>Global citizenship: What effect do our choices have on the environment?</p>
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Year 5+6	Summer 2	<p>I'm a Ludworth School pupil, can you get me out of here?</p> <p>LC1 - What do you know about time zones and its impact on the world?</p> <p>LC2 - Can you put together a map of the immediate area around your school?</p> <p>LC3 - Can you explain why Ludworth/Durham exists and what would have brought people to live there in the first place and why do people live there today?</p> <p>LC4 - Can you use an OS map, including compass point direction</p> <p>LC5 - If you got lost within 50 miles of your home, how would you go about finding your way home?</p> <p>LC6 - From the photographs you have taken of the</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • know what most of the ordnance survey symbols stand for • know how to use six-figure grid references • know about time zones and work out differences • be able to read a local map • know how to plan a trip to a European destination • know how to orientate a map • know why their *town exists in the first place • * could be city or village 	<p>Human features</p> <p>Physical features</p> <p>Direction</p> <p>Location</p> <p>Fieldwork</p> <p>Function</p> <p>Land use</p> <p>Rural</p> <p>Urban</p> <p>Suburb</p>	<p>Spoken Language Development: Use technical vocabulary to describe local area.</p> <p>Gem Project: Amethyst, Topaz</p> <p>Experiential Learning: Investigate the local area exploring changes over time. Read maps and aerial photos of Ludworth</p> <p>Developing Writing: Summarise findings from investigation of evidence.</p>
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			<p>immediate area, can you create a painting?</p> <p>LC7 - How would you go about planning a trip to a European city to include cost and time?</p> <p>LC8 - Reflection: As a class could you create an 'Urban' or 'Rural' School pointing out the features in your locality.</p>				
Year 1+2	Spring 1 +2	<p>Where would you prefer to live: England or Kenya?</p>	<p>LC1 - What are the main differences in the climate of Kenya and England?</p> <p>LC2 - What would you ask Lila if you met her?</p> <p>LC3 - Which animals would you find living in the wild in Kenya?</p> <p>LC4 - How can you recreate Kenyan art?</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country. Identify seasonal and daily weather patterns in the</p>	<ul style="list-style-type: none"> • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know the main differences between a place in England and that of a small place in a non-European country • know that their live is different to so many other 	<p>Beach Coast Forest Hill Mountain Ocean River Soil Valley Vegetation Weather City Town Village North, South, East and West Continent Ocean World</p>	<p>Spoken language development Asking questions about different sources.</p> <p>Writing development Writing stories from different cultures</p> <p>Healthy eating Exploring food from other cultures and trying them</p> <p>Experiential learning including through the outdoors</p>



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			<p>LC5 - Which fruits and foods grow naturally in Kenya?</p> <p>LC6 - Reflection: How can the class create a Kenyan exhibition?</p>	<p>United Kingdom and the location of hot and cold areas of the world</p>	<p>children in the world</p> <ul style="list-style-type: none"> • know that the climate in England is very different to so many other places in the world • know that the animals living in the wild would be different in countries outside the UK • know that the type of fruits and vegetables grown depends on the country's climate. 	<p>Map Atlas Globe Locality</p>	<p>Using the outside to make mud huts like African people would do.</p> <p>British Values and Global Citizenship Exploring the rights which children have in our country linked to that of Africa.</p>
Year 1+2	Summer 2	<p>Why do we love to be beside the seaside?</p>	<p>LC1 - Where do you go to on holiday and why?</p> <p>LC2 - What attracts visitors to seaside resorts?</p> <p>LC3 - What do you notice about the coast and how is it different to your town?</p> <p>LC4 - What can we learn about lifeboats and lighthouses?</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom — human and physical features of a small area of the United Kingdom</p>	<ul style="list-style-type: none"> • How to identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Explain some of the advantages and disadvantages of living in a city or village. • Know what they could find in a rock pool. • Begin to recognise the type of work 	<p>Beach Cliff Conservation Compare England Harbour Ocean Sea life Marine Island Resort Rock pool Symbol Map Tide</p>	<p>Healthy eating Experiential learning A trip to the seaside to explore the different localities first hand.</p> <p>British Values and Global Citizenship Understanding the country which they live in and how it has changed and changing over time.</p> <p>Reading</p>



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			<p>LC5 - What was *Blackpool like in the past?</p> <p>LC6 - Can you create your own digital postcards?</p> <p>LC7 - What can you find in rock pools?</p> <p>LC8 - Reflection: Working in groups children will create a presentation on 'What makes a seaside special?'</p>		<p>that a seaside resort brings.</p> <ul style="list-style-type: none"> • Know that British seaside resorts were very much busier in the past. • Know what a lighthouse is for • Know why some seaside resorts have lifeboats 		<p>Lighthouse keeper's packed Lunch</p> <p>Careers Jobs associated with people safe at the seaside</p>
Year 3 +4	Spring 1	<p>What makes the Earth angry?</p>	<p>LC1 - What causes a volcano to erupt and where are the famous volcanoes in the world?</p> <p>LC2 - How do volcanoes impact on the lives of people and why do people choose to live near them?</p> <p>LC3 - How can you recreate an erupting volcano?</p> <p>LC4 - What causes an earthquake (and a tsunami) and how are they measured?</p> <p>LC5 - Why do we experience floods</p>	<p>Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<ul style="list-style-type: none"> • Know what causes a volcano to erupt • To be able to label a volcano • know what a Tsunami is and what causes one • know about the impact a volcano has on the lives of people living close by • know where some of the most well-known volcanic regions of the world are • know how an earthquake occur • know what an aftershock is 	<p>Earthquake Volcano Eruption Erupt Tsunami Northern Southern Hemisphere Weather Lava Molten Mountain Magma Mantle Fault Sill Vent Crust Extinct Core Conduit</p>	<p>Spoken Language Development Presentation at the end of the unit. Emphasise sue of technical vocabulary, full sentences and standard English.</p> <p>Gem Project Collaboration – Amethyst and Topaz.</p> <p>Experiential Learning Making a volcano. Music, drama and dance for stormy weather. Outdoor learning – whose shelter can</p>



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			<p>so often in the UK?</p> <p>LC6 - How can we capture a stormy weather pattern using music, drama and dance?</p> <p>LC7 - Reflection: Each group to put together a weather presentation of extreme weather using music, drama and video clips.</p>		<ul style="list-style-type: none"> • know what causes a tsunami • know why we have extreme weather in the UK 	<p>Dormant Ash</p> <p>Active Crater</p> <p>Fault Epicentre</p> <p>Magnitude Plate tectonics</p> <p>Seismograph</p>	<p>best withstand an earthquake?</p> <p>Developing writing</p> <p>Explanation text of how volcanoes are formed and why they erupt.</p>
Class 3+4	Spring 2	<p>Why is planet Earth in danger?</p>	<p>LC1 - What is global warming and should we be worried about it?</p> <p>LC2 - What is a rainforest and where are they?</p> <p>LC3 - What can you find out about an endangered animal?</p> <p>LC4 - What would a day without electricity be like?</p> <p>LC5 - Why do we have more than one waste bin?</p>	<p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,</p>	<ul style="list-style-type: none"> • Know what global warming is • know what they can do to protect the planet • know why it is important to recycle • know about the potential damage caused by plastic waste • know why the rainforests are in danger 	<p>Biome Canopy</p> <p>Understory Biodiversity</p> <p>Temperate Deforestation</p> <p>Extinction recycling</p>	<p>Spoken Language Development</p> <p>Presentation at the end of the unit. Emphasise sue of technical vocabulary, full sentences and standard English.</p> <p>Gem Project</p> <p>Collaboration – Amethyst and Topaz.</p> <p>Experiential Learning</p>



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			<p>LC6 - What can we do to help us protect the planet?</p> <p>LC7 - Could we design a product made from recycled materials?</p> <p>LC8 - Reflection: How can you make a publication information film (DVD) for parents?</p>	<p>minerals and water</p>	<ul style="list-style-type: none"> • know something about endangered species • appreciate how important electricity is 		<p>Find ways to recycle effectively</p> <p>Litter pick in the area</p> <p>Developing writing</p> <p>Fact files</p> <p>Persuasive letters – recycling, deforestation</p> <p>Use of electricity</p>
Class 3+4	Summer 1+2	<p>Why would you choose to live in London?</p>	<p>LC1 - Why is London our capital city and has it always been?</p> <p>LC2 - How would you get around London and how would you get around Durham?</p> <p>LC3 - Which are London and Durham's significant buildings?</p> <p>LC4 - How can you capture the majesty of one of London's buildings in water colour?</p> <p>LC5 - Which geographical features supported London's growth?</p>	<p>Comparative study</p>	<ul style="list-style-type: none"> • Know why we have capital cities. • know the difference between a major city and a town or village. • know the geographical vocabulary associated with cities, including capital, urban, etc. • know the names and purpose of many of London's famous buildings. • know what we mean by monarchy. 	<p>United Kingdom</p> <p>England</p> <p>Scotland</p> <p>Wales</p> <p>Northern Ireland</p> <p>Newcastle</p> <p>London</p> <p>Urban</p> <p>City</p> <p>Settlement</p> <p>Map</p> <p>Atlas</p> <p>Globe</p> <p>Village</p> <p>Rural</p> <p>Features</p> <p>Amenities</p> <p>Symbols</p>	<p>Spoken Language Development</p> <p>Talk about the features of their locality and how it is different to a city. Emphasise sue of technical vocabulary, full sentences and standard English.</p> <p>Gem Project</p> <p>Collaboration – Amethyst and Topaz.</p> <p>Experiential Learning</p> <p>Explore Ludworth village to discover the differences</p>



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			LC6 - Reflection: Create a virtual tour of London and Durham and explain the main differences between the two places.		<ul style="list-style-type: none"> • know how to use water colours when capturing images. • know the names of other European capitals. • know why most significant cities are situated next to a river. 		between it and a city like London Developing writing Write a newspaper article trying to convince people to visit London.
Year 5 + 6	Autumn 1+2	What's so special about the USA?	LC1 - What would you ask the President of the USA? LC2 - Why is New York one of the world's most visited cities? LC3 - Can you carry out your own research on one of the American states? LC4 - Using the art of Andy Warhol, can you recreate his work using a famous American as your subject? LC5 - Who were the original Americans? LC6 - What can you find out about	Locate the world's countries, using maps to focus on North America and concentrating on their key physical and human characteristics, countries, and major cities.	<ul style="list-style-type: none"> • Know key differences between living in the UK and in a country in North America • Know how to use graphs to record features such as temperature or rainfall across the world • know the names of many North American countries • know why the USA has a thriving economy • know the features of the USA, including its capital, population and languages 	Cities Climate Continent Holiday destinations Human Features Industrial Land marks Land use Leisure Physical Features Residential	Spoken Language Development: Use technical vocabulary to describe local area. Gem Project: Partner Collaboration (Amethyst) Group Collaboration (Topaz) Experiential Learning: Use Google maps. Developing Writing: Non-Fiction



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			<p>the sports Americans play?</p> <p>LC7 - How can you create a movie trailer?</p> <p>LC8 - What do you know about the climate of the USA?</p> <p>LC9 - Reflection: Children to create a documentary which explains why they should visit the USA.</p>		<ul style="list-style-type: none">• know about issues such as immigration in the USA• know about the climate of the USA and how it compares to the UK• know what natural resources the USA has.• know basic information about at least four other North American countries.		
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