





Corporation Road Community Primary School

Geography LTP

Geography: Year 1/2A	
Vision: <p>Since, at least, the time of the Ancient Greeks, geographers have attempted to put the local in a global context by writing down and recording their observations so they can share them more widely. These endeavours were motivated by the desire to understand and navigate the planet that is both our home and the source of the materials that we need in order to survive. This shows the nature of geography and why it should be present in our school curriculum.</p> <p>The importance of geography is evident in the fact our Earth is changing rapidly, faster than any other time in recorded history. Consequently, we are educating our children at a time when there is a great uncertainty about what the future holds.</p> <p>At Corporation Road Community Primary School, the purpose of geography is to teach pupils about the world around them, from what is one their doorstep to other continents of the world. We want our pupils to have a secure geographical knowledge to take with them to Key Stage 3. Consequently, in geography, our curriculum provides children with an education that helps them understand how they can contribute to building a better world, an inspiring education that fills them with fascination about the world around them and an opportunity for them to build upon their 'personal geography'. Our curriculum focuses strongly on developing pupils' core knowledge in geography, particularly their sense of place.</p> <p>Furthermore, as our overarching aim of the foundation curriculum is to provide pupils with the knowledge and understanding they need for Key Stage 3 and beyond, we want our pupils to develop a love of learning and have an active and independent role in their education. In terms of geography, this means we aim for pupils to have independence, think for themselves and take the initiative to ask questions, alongside working constructively with others. In addition, we want pupils to express well-balanced opinions rooted in good subject knowledge and understanding about current and contemporary issues in society and the environment. Furthermore, in accordance with the rest of the foundation curriculum, geography is underpinned by the school's four main themes: community, gender/equality, citizenship and legacy/impact.</p>	
Domains	Key Concepts
Locational Knowledge	The United Kingdom, The World, Darlington, Compare & Contrast and Map Skills
Climate	Weather & Climate
Human and Physical Geography	The Human & Physical Environment
Geography Skills and Fieldwork	Vocabulary, Research, Fieldwork & Data Analysis
Changes Over Time and Sustainability	Processes, Patterns & Changes Over Time and Sustainability & The Environment
Autumn 1	Spring
Theme: Community	Theme: Citizenship
Domains:	Domains:
<ul style="list-style-type: none"> - Locational Knowledge - Human and Physical Geography - Geography Skills and Fieldwork 	<ul style="list-style-type: none"> - Locational Knowledge - Changes Over Time and Sustainability
Key Concepts:	Key Concepts:
<ul style="list-style-type: none"> - The United Kingdom, Compare & Contrast and Map Skills - The Human & Physical Environment - Vocabulary 	<ul style="list-style-type: none"> - Darlington - Process, Patterns & Changes Over Time and Sustainability & The Environment
End Point: Community	End Point: Citizenship
The end-point for the theme community would be for children to understand that community refers to a group of people living in the same place or having a particular characteristic in common, alongside referring to a particular area or place. Furthermore, it would also include for children to understand and form an active part of their local and wider community, for example Darlington, the countries of United Kingdom and the wider world. In addition, community encompasses the climate of an environment and the human and physical features, which can be found there.	The end-point for the theme citizenship would be for children to understand their place in the world and how they are a citizen. For example, how they belong to their immediate and wider community. In addition, how humans' behaviour effects the environment on a local, national and global scale. For example, the way their own, and others' actions have increased climate change and deforestation but also how pupils can leave their mark on the world through sustainability.

UK		Darlington	
			
Year 1	Year 2	Year 1	Year 2
<ul style="list-style-type: none"> - Locate countries on a UK map. - Name and locate the four countries of the United Kingdom on a map or globe. - Identify the similarities and differences between the local environment and one other place. - Draw a simple picture map, labelling particular features. - Use maps, pictures and stories to find out about different places. - Recognise simple human and physical features on an aerial photograph or simple map showing an awareness that objects look different from above. - Use the correct terms for simple geographical features in the local environment. - Use basic geographical vocabulary to name physical and human features of familiar places. - Use simple locational language, including in front, behind, next to, far away, and near to, to describe the location of geographical features on a map and in fieldwork. - Ask and respond to questions about places/environments. 	<ul style="list-style-type: none"> - Name and locate the capital cities of the United Kingdom and its surrounding areas. - Draw simple maps or plans using symbols for a key. - Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map. - Identify and describe human and physical features using an aerial photograph. - Use geographical vocabulary to name features of familiar and unfamiliar places. 	<ul style="list-style-type: none"> - Name, describe and group features of the home/school environment from first hand observation, responding to simple questions. - Explain what changes are taking place in the local environment. - Use the correct terms for simple geographical features in the local environment. - Describe in simple terms how wind and water has affected the geography of an area. - Answer simple geographical questions regarding straightforward geographical patterns. - Describe how pollution affects the local environment. - Use given information and observations to ask and respond to questions about the environment, recognising how people affect this. 	<ul style="list-style-type: none"> - Explain how a place has changed overtime. - Name, describe and compare human and physical features of their own locality and another name place, asking and responding to questions. - Describe how a physical or human process has changed an aspect of an environment. - Explain simple patterns and offer an explanation. - Suggest ways of improving the local environment.
<ul style="list-style-type: none"> - To locate Darlington on a map of the United Kingdom. - To locate England, Wales, Scotland and Northern Ireland on a map of the United Kingdom. - To identify the similarities and differences between Darlington and another place in the world. - To identify simple geographical features in the local environment using the terms human and physical. - To use basic geographical vocabulary to describe the local area and name human and physical features. - To use simple locational language (behind, next to, far away, near to) to describe the location of geographical features. - To ask and respond to questions about places and environments. 	<ul style="list-style-type: none"> - To locate England, Wales, Scotland and Northern Ireland on a map of the United Kingdom. - To locate the capital cities of the United Kingdom (London, Edinburgh, Cardiff and Belfast). - To describe and compare the similarities and differences between Darlington and another place in the world. - To compare human and physical features from the local environment. - To use basic geographical vocabulary to describe familiar and unfamiliar places and name human and physical features. - To use simple locational language (behind, next to, far away, near to) to describe the location of geographical features. - To ask and respond to questions about places and environments. 	<ul style="list-style-type: none"> - To name and describe features of the home environment. - To name and describe features of the school environment. - To explain changes that are happening in the local environment (Darlington). - To correctly use the terms physical and human to describe features in the local environment. - To know what a pattern is. - To describe how wind and water has affected the geography of an area. - To answer simple geographical questions regarding geographical patterns. - To describe how to keep our local environment clean and tidy. - To describe how pollution affects the local environment. - To ask and respond to questions about how people affect the environment. 	<ul style="list-style-type: none"> - To explain changes that are happening in the local environment (Darlington). - To correctly use the terms physical and human to describe features in the local environment. - To compare human and physical features in the local environment (Darlington) with another place. - To know what a pattern is and explain simple geographical patterns. - To describe how a physical or human process has changed an aspect of an environment. - To answer simple geographical questions regarding geographical patterns. - To describe how pollution affects the local environment. - To ask and respond to questions about how people affect the environment. - To suggest ways of improving the local environment.
<p>To be covered in science: Climate – Weather and Climate</p> <ul style="list-style-type: none"> - Name the four seasons and describe typical weather conditions for each of them. <p>Year 1:</p> <ul style="list-style-type: none"> - To name the four seasons (Spring, Autumn, Summer and Winter) and know in which order they occur. - To identify the clothes, we wear in different weathers and understand why we wear different clothes. <p>Year 2:</p> <ul style="list-style-type: none"> - To name the four seasons (Spring, Autumn, Summer and Winter) and know in which order they occur. - To name the months associated with each season. - To identify the clothes, we wear in different weathers, explain why we wear different clothes and give justifications for choices made. <p>To be covered in maths: Geography Skills and Fieldwork – Research, Fieldwork and Data Analysis</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Collect data during fieldwork such as the number of trees/houses. - To collect simple data by carrying out fieldwork in the local environment. <p>Year 2:</p> <ul style="list-style-type: none"> - Collect and organise simple data from first- and second-hand sources including fieldwork. - Use information texts and the web to gather information about the world's human and physical features. - To collect and organise simple data by carrying out fieldwork in the local environment. - To use secondary information sources to gather information about physical and human features. 			