



Corporation Road Community Primary School

Geography LTP

Geography: Year 1/2B

Vision:

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.



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.

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.

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.

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 and 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:
- Locational Knowledge	- Locational Knowledge - Human and Physical Geography
Key Concepts:	Key Concepts:
- The World	- Compare & Contrast - The Human & Physical Environment
End Point: <u>Community</u> 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.	End Point: <u>Citizenship</u> 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.

World		Australasia	
			
Year 1	Year 2	Year 1	Year 2
<ul style="list-style-type: none"> - Find and name some continents on a world map. - Locate how and cold areas of the world. 	<ul style="list-style-type: none"> - Name and locate the world's continents and oceans on a world map or globe. - Locate hot and cold areas of the world in relation to the equator and the North and South Poles and explain how the weather affects these areas. - Locate continents and oceans on a world map. - Locate the Equator and the North and South poles. 	<ul style="list-style-type: none"> - Find and name some continents on a world map. - Locate how and cold areas of the world. 	<ul style="list-style-type: none"> - Describe and compare the physical similarities/differences between an area in the United Kingdom and one of a contrasting non-European country.
<ul style="list-style-type: none"> - To know the blue on a map is sea and green is land. - To locate the United Kingdom on a map of the world. - To know and understand the origin of myself and people in my class. - To locate the seven continents of the world (Europe, Africa, Asia, South America, North America, Antarctica, Australasia). - To locate and categorise hot and cold areas of the world. - To know the Earth is round. 	<ul style="list-style-type: none"> - To locate the seven continents of the world (Europe, Africa, Asia, South America, North America, Antarctica, Australasia). - To locate and categorise hot and cold areas of the world. - To know the Earth is round. - To locate the five oceans of the world (Arctic, Atlantic, Indian, Southern, Pacific). - To locate the Equator, North Pole and South Pole. - To know the importance of the Equator. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - To describe and compare the similarities and differences between Darlington and Australia. - To compare human and physical features from the local environment with those found in Australia.
<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. 			

SCHOOL