



## Corporation Road Community Primary School

### Geography LTP

#### **Geography: Year 3/4B**

##### **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.

<b>Domains</b>	<b>Key Concepts</b>
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

<b>September</b>	<b>Autumn 1</b>	<b>Spring</b>
<b>Theme: Community</b>	<b>Theme: Community</b>	<b>Theme: Citizenship</b>
<b>Domains:</b>	<b>Domains:</b>	<b>Domains:</b>
<ul style="list-style-type: none"> <li>- Locational Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- Locational Knowledge</li> <li>- Human and Physical Geography</li> <li>- Geography Skills and Fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>- Climate</li> <li>- Human and Physical Geography</li> <li>- Geography Skills and Fieldwork</li> <li>- Changes Over Time and Sustainability</li> </ul>
<b>Key Concepts:</b>	<b>Key Concepts:</b>	<b>Key Concepts:</b>
<ul style="list-style-type: none"> <li>- Darlington and Map Skills</li> </ul>	<ul style="list-style-type: none"> <li>- The United Kingdom, The World, Compare &amp; Contrast and Map Skills</li> <li>- The Human and Physical Environment</li> <li>- Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Weather &amp; Climate</li> <li>- The Human and Physical Environment</li> <li>- Vocabulary</li> <li>- Processes, Patterns &amp; Changes Over Time and Sustainability &amp; The Environment</li> </ul>
<b>End Point:</b> <b><u>Community</u></b>	<b>End Point:</b> <b><u>Community</u></b>	<b>End Point:</b> <b><u>Citizenship</u></b>
<p>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</p>	<p>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,</p>	<p>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'</p>

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.

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.

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.

**Darlington – A Sense of Place**



**The European Community**



**Being a Good Citizen in Europe**



Darlington – A Sense of Place		The European Community		Being a Good Citizen in Europe	
Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
<ul style="list-style-type: none"> <li>- Identify changes in the local and global environments.</li> <li>- Draw sketch maps and plans using agreed symbols for a key.</li> <li>- Locate geographical features on a map or atlas using symbols shown in a key.</li> <li>- Use the eight points of a compass to describe the location of a country or geographical feature.</li> <li>- Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe how changes in the features of a place, can affect the lives and activities of the people living there.</li> <li>- Locate and name geographical features on an Ordnance Survey map.</li> <li>- Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.</li> <li>- Draw sketch maps and plans using standardised symbols and key.</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time.</li> <li>- Locate and explain the significance of the Northern and Southern Hemispheres and the Arctic and Antarctica circles.</li> <li>- Make comparisons of the same geographical feature in different countries.</li> <li>- Compare and contrast areas of vegetation and biomes in two different locations.</li> <li>- Draw sketch maps and plans using agreed symbols for a key.</li> <li>- Locate geographical features on a map or atlas using symbols shown in a key.</li> <li>- Use the eight points of a compass to describe the location of a country or geographical feature.</li> <li>- Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.</li> <li>- Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.</li> <li>- Use technical and geographical vocabulary to describe geographical processes.</li> <li>- Provide reasons for their observations, views and judgements regarding place and environments.</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate rivers of the United Kingdom and describe the impact of human and physical geography of the places they are found.</li> <li>- Locate the countries of Europe (including Russia), North and South America.</li> <li>- Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries around the world.</li> <li>- Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion.</li> <li>- Compare and contrast how areas of the world have capitalised on their physical or human features.</li> <li>- Locate and name geographical features on an Ordnance Survey map.</li> <li>- Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.</li> <li>- Draw sketch maps and plans using standardised symbols and key.</li> <li>- Explain views on a geographical issue using appropriate vocabulary.</li> <li>- Offer reasons for their own views and recognise that other people may hold different views.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.</li> <li>- Use technical and geographical vocabulary to describe geographical processes.</li> <li>- Provide reasons for their observations, views and judgements regarding place and environments.</li> <li>- Provide a reasonable explanation for features in relation to location.</li> <li>- Explain how the physical processes of erosion, transportation and deposition affect the environment.</li> <li>- Identify how people both damage and improve the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.</li> <li>- Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.</li> <li>- Explain views on a geographical issue using appropriate vocabulary.</li> <li>- Offer reasons for their own views and recognise that other people may hold different views.</li> <li>- Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.</li> <li>- Describe patterns in geography and offer clear explanations for why they appear.</li> <li>- Explain how people try to sustain environments.</li> </ul>
<ul style="list-style-type: none"> <li>- To compare human and physical features in the local environment (Darlington) with another place.</li> <li>- <b>To know what is meant by local, national and global scale.</b></li> <li>- <b>To identify changes in the environment on a local (Darlington), national and global scale.</b></li> <li>- To draw a simple map of Darlington using <b>OS map agreed symbols</b> for a key.</li> <li>- To use a range of maps to find out about places (Darlington, England and the seven continents) and <b>locate geographical features.</b></li> </ul>	<ul style="list-style-type: none"> <li>- To know what is meant by local, national and global scale.</li> <li>- To identify changes in the environment on a local (Darlington), national and global scale.</li> <li>- <b>To describe how changes in the local environment (Darlington) can affect the lives and activities of people living there.</b></li> <li>- To draw a simple map of Darlington using OS map agreed symbols for a key.</li> <li>- To use a range of maps to find out about places (Darlington, England and the seven continents) and locate geographical features.</li> </ul>	<ul style="list-style-type: none"> <li>- To locate England, Wales, Scotland, Ireland and Northern Ireland on a map of the United Kingdom.</li> <li>- To locate the capital cities of the United Kingdom (London, Edinburgh, Cardiff, Belfast and Dublin).</li> <li>- <b>To identify the changes of vegetation across the United Kingdom.</b></li> <li>- To locate the five oceans of the world (Arctic, Atlantic, Indian, Southern, Pacific).</li> <li>- To locate the Equator, North Pole and South Pole, <b>Northern Hemisphere, Southern Hemisphere, The Arctic and Antarctica Circles.</b></li> </ul>	<ul style="list-style-type: none"> <li>- To locate the capital cities of the United Kingdom (London, Edinburgh, Cardiff, Belfast and Dublin).</li> <li>- To identify the changes of vegetation across the United Kingdom.</li> <li>- <b>To locate the River Skerne and River Tees on a map of Darlington.</b></li> <li>- <b>To locate key rivers (Tyne, Ouse, Trent, Thames) of the United Kingdom.</b></li> <li>- To locate the Equator, North Pole and South Pole, Northern Hemisphere, Southern Hemisphere, <b>the Tropics of Cancer and Capricorn</b>, The Arctic and Antarctica Circles.</li> <li>- To know the understand the significance of the Equator, North Pole and South Pole, Northern</li> </ul>	<ul style="list-style-type: none"> <li>- To name the months associated with each season.</li> <li>- To identify the clothes, we wear in different weathers, explain why we wear different clothes and give justifications for choices made.</li> <li>- <b>To describe and explain how the climate of a country (Greece or Italy) is linked to the distribution of natural resources and tourism.</b></li> <li>- To compare human and physical features from the local environment with those found in <b>Greece.</b></li> <li>- <b>To describe and compare different features of human and physical geography in Greece and explain the locations of these features.</b></li> <li>- To use basic geographical vocabulary to describe familiar and unfamiliar places and name human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>To describe and explain how the climate of a country (Greece or Italy) is linked to the distribution of natural resources and tourism.</b></li> <li>- To compare human and physical features from the local environment with those found in <b>Greece.</b></li> <li>- <b>To describe and compare different features of human and physical geography in Greece and explain the locations of these features.</b></li> <li>- <b>To describe how physical activity has influenced and/or changed the physical and human characteristics of a place in the world.</b></li> <li>- To use technical and geographical vocabulary to describe geographical processes.</li> </ul>

<ul style="list-style-type: none"> <li>- To use the <b>eight</b> compass points to describe the location of geographical features <b>and location of countries</b> on a map.</li> <li>- <b>To compare and contrast aerial photographs, OS Maps and plan perspectives of the local environment identifying their similarities and differences.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>To use an OS map to locate and name geographical features in the local environment (Darlington).</b></li> <li>- To use the eight compass points to describe the location of geographical features and location of countries on a map.</li> <li>- To compare and contrast aerial photographs, OS Maps and plan perspectives of the local environment identifying their similarities and differences.</li> <li>- To plot routes on a map or globe from Darlington (The United Kingdom) to Greece and Italy identifying countries or significant landmarks that are passed.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>To know the understand the significance of the Equator, North Pole and South Pole, Northern Hemisphere, Southern Hemisphere, The Artic and Antarctica Circles.</b></li> <li>- To make comparisons between geographical features in the United Kingdom and <b>Greece.</b></li> <li>- To compare and contrast areas of vegetation and biomes in <b>Europe.</b></li> <li>- To use the <b>eight</b> compass points to describe the location of geographical features <b>and location of countries</b> on a map.</li> <li>- To compare human and physical features from the local environment with those found in <b>Greece.</b></li> <li>- <b>To describe and compare different features of human and physical geography in Greece and explain the locations of these features.</b></li> <li>- To use basic geographical vocabulary to describe familiar and unfamiliar places and name human and physical features.</li> <li>- <b>To use technical and geographical vocabulary to describe geographical processes.</b></li> <li>- To ask and respond to questions about places and environments <b>and provide reasons for their observations and views.</b></li> </ul>	<p>Hemisphere, Southern Hemisphere, <b>the Tropics of Cancer and Capricorn</b>, The Artic and Antarctica Circles.</p> <ul style="list-style-type: none"> <li>- <b>To be able to identify a continent based on an aerial photograph.</b></li> <li>- <b>To locate the countries of Europe (Russia, Germany, France, Italy, Spain, and Greece).</b></li> <li>- To make comparisons between geographical features in the United Kingdom and <b>Greece.</b></li> <li>- To compare and contrast areas of vegetation and biomes in <b>Europe.</b></li> <li>- <b>To compare and contrast how Europe (in particular Italy and Greece) have capitalised on their physical and human features.</b></li> <li>- To use the eight compass points to describe the location of geographical features and location of countries on a map.</li> <li>- To compare human and physical features from the local environment with those found in <b>Greece.</b></li> <li>- <b>To describe and compare different features of human and physical geography in Greece and explain the locations of these features.</b></li> <li>- <b>To describe how physical activity has influenced and/or changed the physical and human characteristics of a place in the world.</b></li> <li>- To use technical and geographical vocabulary to describe geographical processes.</li> <li>- To ask and respond to questions about places, environments <b>and geographical issues</b> and provide reasons for their observations and views.</li> <li>- <b>To recognise that people may hold different views to themselves and others.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>To use technical and geographical vocabulary to describe geographical processes.</b></li> <li>- To ask and respond to questions about places and environments <b>and provide reasons for their observations and views.</b></li> <li>- To know what a pattern is and explain simple geographical patterns.</li> <li>- <b>To explain how the physical processes of erosion, transportation and deposition affect the environment.</b></li> <li>- <b>To explain why features are found in particular locations.</b></li> <li>- <b>To identify how people both damage and improve the environment.</b></li> </ul>	<ul style="list-style-type: none"> <li>- To ask and respond to questions about places, environments <b>and geographical issues</b> and provide reasons for their observations and views.</li> <li>- <b>To recognise that people may hold different views to themselves and others.</b></li> <li>- <b>To describe and explain how physical processes have changed the characteristics of an environment.</b></li> <li>- To answer simple geographical questions regarding geographical patterns <b>and offer clear explanations for why they appear.</b></li> <li>- To explain why features are found in particular locations.</li> <li>- To identify how people both damage and improve the environment.</li> <li>- <b>To explain how people, try to sustain the environment.</b></li> <li>- <b>To understand what sustainability is.</b></li> </ul>
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**To be covered in maths:**  
 Geography Skills and Fieldwork – Research, Fieldwork and Data Analysis

**Year 3:**

- Locate appropriate information, needed for a task from a source material.
- Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.
- Analyse data, which they have collected from first hand observations and experiences, identifying any patterns.
- **To collect, organise and analyse data from first hand observations and experiences, identifying any patterns.**
- **To locate and use first hand and secondary information sources to gather information needed for a task.**
- **To observe, measure and record the human and physical features in the local area responding to a range of geographical questions.**

**Year 4:**

- Collect and analyse data from first- and second-hand sources, identifying and analysing patterns and suggesting reasons for them.
- Propose geographical questions, collecting and recording specific evidence to answer them.
- Suggest which source material to use for a specific task, locating the information needed.
- **To collect, organise and analyse data from first hand observations and second-hand sources, identifying and analysing patterns and suggesting reasons for them.**
- To locate and use first hand and secondary information sources to gather information needed for a task.
- To observe, measure and record the human and physical features in the local area responding to a range of geographical questions.
- **To propose geographical investigation questions and collect evidence to answer them.**

# COMMUNITY PRIMARY SCHOOL