



## Corporation Road Community Primary School

### Geography LTP

#### Geography: Year 5

##### 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	
<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>- Geography Skills and Fieldwork</li> <li>- Changes Over Time and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>- Locational Knowledge</li> <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>- The United Kingdom, The World, Darlington and Map Skills</li> </ul>	<ul style="list-style-type: none"> <li>- The World and Map Skills</li> <li>- Vocabulary</li> <li>- Processes, Patterns and Changes Over Time</li> </ul>	<ul style="list-style-type: none"> <li>- Compare &amp; Contrast and Map Skills</li> <li>- Weather &amp; Climate</li> <li>- The Human and Physical Environment</li> <li>- Vocabulary</li> <li>- 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>
The end-point for the theme community would be for children to understand that community refers to a group of people living	The end-point for the theme community would be for children to understand that community refers to a group of people living in the	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

<p>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.</p>	<p>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.</p>	<p>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.</p>
<p style="text-align: center;"><b>Darlington</b></p> 	<p style="text-align: center;"><b>The Asian Community</b></p> 	<p style="text-align: center;"><b>Being a Good Citizen in South America (Rainforests)</b></p> 
<ul style="list-style-type: none"> <li>- Name and locate counties and cities of the United Kingdom, identifying and describing their human and physical characteristics.</li> <li>- Locate and explain the significance of latitude and longitude and the Prime Greenwich Meridian.</li> <li>- Describe how physical and human processes give a continent its unique characteristics.</li> <li>- Explain how things changes by referring to the physical and human features of the landscape.</li> <li>- Produce own scaled maps.</li> <li>- Use four and six figure grid references to locate features on an Ordnance Survey or world map.</li> <li>- Compare land use and geographical features on different types of maps.</li> </ul>	<ul style="list-style-type: none"> <li>- Locate and explain the significance of latitude and longitude and the Prime Greenwich Meridian.</li> <li>- Describe how physical and human processes give a continent its unique characteristics.</li> <li>- Produce own scaled maps.</li> <li>- Use four and six figure grid references to locate features on an Ordnance Survey or world map.</li> <li>- Compare land use and geographical features on different types of maps.</li> <li>- Ask and answer geographical questions using correct geographical vocabulary.</li> <li>- Explain what physical and human processes may have occurred in a place by studying an aerial image of it.</li> <li>- Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and explain similarities and differences of a region of a European country and a region or area within North and South America.</li> <li>- Produce own scaled maps.</li> <li>- Use four and six figure grid references to locate features on an Ordnance Survey or world map.</li> <li>- Compare land use and geographical features on different types of maps.</li> <li>- Describe how weather and climate effects land use and food production.</li> <li>- Describe how human activity has impacted upon and/or changed the physical and human characteristics of the world.</li> <li>- Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places. Ask and answer geographical questions using correct geographical vocabulary.</li> <li>- Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.</li> <li>- Discuss and comment on a range of views people hold about environmental interaction and change.</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>- <b>To understand the difference between the United Kingdom, Great Britain, and the British Isles.</b></li> <li>- To locate the River Skerne and River Tees on a map of Darlington.</li> <li>- To locate key rivers (Tyne, Ouse, Trent, Thames) of the United Kingdom.</li> <li>- To identify the changes of vegetation across the United Kingdom <b>and locate Green Belts on a map of the United Kingdom.</b></li> <li>- <b>To locate the cities of Edinburgh, Manchester, Leeds, Sheffield, Newcastle and York on a map of the United Kingdom.</b></li> <li>- To locate the Equator, North Pole and South Pole, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, The Artic and Antarctica circles.</li> <li>- To know the understand the significance of the Equator, North Pole and South Pole, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, The Artic and Antarctica circles.</li> <li>- <b>To locate and explain the significance of latitude, longitude and the Prime Greenwich Meridian.</b></li> <li>- To be able to identify a continent based on an aerial photograph and describe its unique characteristics.</li> <li>- To locate the countries of Europe (Russia, Germany, France, Italy, Spain, Greece, <b>Ukraine, Poland, Norway, Sweden, Iceland and Turkey</b>).</li> <li>- <b>To locate the countries of North America (United States, Mexico, Canada, Greenland, Cuba and Costa Rica).</b></li> <li>- <b>To locate the countries of South America (Brazil, Argentina, Colombia, Peru, Uruguay, Chile, Paraguay, Bolivia, Ecuador, and Venezuela).</b></li> <li>- To describe how changes in the local environment (Darlington) can affect the lives and activities of people living there.</li> <li>- <b>To explain how features of the human and physical environment have changed overtime within the local area.</b></li> <li>- <b>To produce a scaled map of the school environment.</b></li> <li>- To use a range of maps to find out about places (Darlington, England and the seven continents), locate geographical feature <b>and compare land use.</b></li> <li>- To use an OS map to locate and name geographical features in the local environment (Darlington).</li> <li>- <b>To use four and six figure grid references to locate geographical features on an OS and world map.</b></li> </ul>	<ul style="list-style-type: none"> <li>- To locate the Equator, North Pole and South Pole, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, The Artic and Antarctica circles.</li> <li>- To know the understand the significance of the Equator, North Pole and South Pole, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, The Artic and Antarctica circles.</li> <li>- <b>To locate and explain the significance of latitude, longitude and the Prime Greenwich Meridian.</b></li> <li>- To be 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have changed the characteristics of an environment.</li> <li>- To <b>ask and</b> answer simple geographical questions regarding geographical patterns and offer clear explanations for why they appear.</li> <li>- <b>To make appropriate observations on the location of features relative to others.</b></li> </ul>	<ul style="list-style-type: none"> <li>- To make comparisons between geographical features in the United Kingdom and <b>South America.</b></li> <li>- To compare and contrast areas of vegetation and biomes in <b>South America.</b></li> <li>- <b>To compare and contrast how South America (in particular Brazil) have capitalised on their physical and human features.</b></li> <li>- <b>To use four and six figure grid references to locate geographical features on an OS and world map.</b></li> <li>- To describe and explain how the climate of a <b>South America</b> is linked to the distribution of natural resources and tourism <b>and how it effects land use and food production.</b></li> <li>- To compare human and physical features from the local environment with those found in <b>South America.</b></li> <li>- To describe and compare different features of human and physical geography in <b>South America and appreciate the importance of the wider geographical location.</b></li> <li>- To describe how physical <b>and human</b> activity has influenced and/or changed the physical and human characteristics of <b>South America.</b></li> <li>- To ask and answer questions about places, environments and geographical issues and provide reasons for their observations and views <b>using correct geographical vocabulary</b></li> <li>- To recognise that people may hold different views to themselves and others.</li> <li>- To explain how people, try to sustain the environment.</li> <li>- To understand what sustainability is.</li> <li>- To explain the effect of pollution, <b>commercial and industrial activity on the environment and suggest ways to improve it.</b></li> <li>- <b>To discuss the views people, hold about environmental interaction and change.</b></li> </ul>

<ul style="list-style-type: none"> <li>- To plot routes on a map or globe from Darlington (The United Kingdom) to <b>countries in South America and Asia</b> identifying countries or significant landmarks that are passed.</li> </ul>		
<p><b>To be covered in maths:</b>          Geography Skills and Fieldwork – Research, Fieldwork and Data Analysis</p> <ul style="list-style-type: none"> <li>- Use search engines, index, contents and other research techniques to locate and interpret information.</li> <li>- Choose the best method of recording, observations and measurements, including sketch maps, plans, graphs and digital technologies.</li> <li>- Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue.</li> <li>- To collect, organise and analyse data from first hand observations and second-hand sources, identifying and analysing patterns, suggesting reasons for them <b>and drawing conclusions.</b></li> <li>- To locate and use first hand and secondary information sources to <b>find data related to a task.</b></li> <li>- <b>To use search engines, index, contents and other research techniques to locate and interpret information.</b></li> <li>- To observe, measure and record the human and physical features in the local area responding to a range of geographical questions.</li> <li>- To propose geographical investigation questions and collect evidence to answer them.</li> <li>- <b>To choose the best method of recording observations and data.</b></li> </ul>		

