



Corporation Road Community Primary School

Geography LTP

Geography: Year 6		
<p>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.</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 and Fieldwork & Data Analysis
Changes Over Time and Sustainability		Processes, Patterns & Changes Over Time and Sustainability & the Environment
September	Autumn 1	Spring
Theme: Community	Theme: Community	Theme: Citizenship
Domains:	Domains:	Domains:
- Locational Knowledge	- Locational Knowledge - Climate - Geography Skills and Fieldwork - Changes Over Time and Sustainability	- Locational Knowledge - Human and Physical Geography - Geography Skills and Fieldwork - Changes Over Time and Sustainability
Key Concepts:	Key Concepts:	Key Concepts:
- The United Kingdom, Darlington and Map Skills	- The World, Compare & Contrast and Map Skills - Weather & Climate - Vocabulary - Sustainability & The Environment	- Map Skills - The Human & Physical Environment - Vocabulary - Processes, Patterns & Changes Over Time
End Point: Community	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.	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	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

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.

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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.

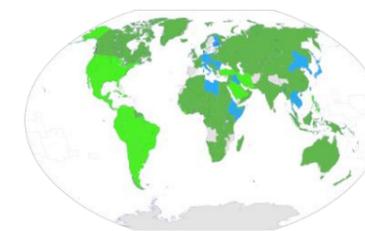
Darlington – A Sense of Place



The Frozen Community



WW2



- Describe in detail some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems.
- Explain how physical and human processes lead to diversity and changes in places.
- Produce accurate scales maps.
- Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.
- Use the web and satellite mapping tools to find out and present geographical information about a place.

- Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.
- Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping.
- Produce accurate scales maps.
- Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.
- Use the web and satellite mapping tools to find out and present geographical information about a place.
- Describe how climate, ecology and people are affected by cold, and describe the freezing and thawing process.
- Explain how extreme climates affect the lives of people living there and the human and physical geography.
- Present findings both graphically and in writing using appropriate vocabulary.
- Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment.
- Recognise that different values and attitudes including their own result in different approaches to environmental interaction and change.

- Produce accurate scales maps.
- Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.
- Use the web and satellite mapping tools to find out and present geographical information about a place.
- Describe how physical and human processes can lead to similarities and differences in the environments of places and in the lives of people who live there.
- Explain how time zones of different countries around the world affect the human and physical geography of a place.
- Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.
- Present findings both graphically and in writing using appropriate vocabulary.
- Identify geographical patterns on a range of scales.

- To understand the difference between the United Kingdom, Great Britain, and the British Isles.
- To locate the cities of Edinburgh, Manchester, Leeds, Sheffield, Newcastle and York on a map of the United Kingdom.
- **To compare the cities of Edinburgh, Manchester, Leeds, Sheffield, Newcastle and York in regards to population, economy, activity and transport systems.**
- **To explain how features of the human and physical environment have changed overtime within the local area.**
- **To explain how physical and human processes lead to diversity and changes in the local environment (Darlington).**
- To produce **accurate** scaled map of the school environment.
- To use a range of maps **and satellite mapping tools** to find out about places (Darlington, England and the seven continents), locate geographical feature and compare land use.
- To use four and six figure grid references to locate geographical features on an OS and world map.

- To locate and explain the significance of latitude, longitude and the Prime Greenwich Meridian.
- To locate the countries of Europe (Russia, Germany, France, Italy, Spain, Greece, Ukraine, Poland, Norway, Sweden, Iceland, Turkey, **Finland, Denmark, Portugal, Austria, Belarus and Romania**).
- To locate the countries of North America (United States, Mexico, Canada, Greenland, Cuba, Costa Rica, **Dominican Republic, Panama, Guatemala**).
- To locate the countries of South America (Brazil, Argentina, Colombia, Peru, Uruguay, Chile, Paraguay, Bolivia, Ecuador, and Venezuela).
- **To understand there are 4 major climate zones (tropical, subtropics, temperate and cold) and explain what a climate zone is.**
- **To understand there are seven main biomes (temperate deciduous forest, rainforest, shrub land, coniferous forest, grassland, tundra and desert) and explain what a biome is.**
- **To understand and explain what a vegetation belt is.**
- **To locate climate zones, biomes and vegetation belts on a world map.**
- **To explain how the climate zone, biome and vegetation of a place in the world affects its physical and human features.**
- To make comparisons between geographical features in the United Kingdom and **Antarctica**.
- To compare and contrast areas of vegetation and biomes in **Antarctica and North America**.
- **To compare and contrast how North America have capitalised on their physical and human features.**
- To use four and six figure grid references to locate geographical features on an OS and world map.
- To plot routes on a map, globe **or satellite image**, from Darlington (The United Kingdom) to countries in North America and Antarctica, **suggesting the fastest route from one place to the other and the most effective mode of transport.**
- To describe and explain how the climate of **Antarctica** is linked to the distribution of natural resources and tourism and how it effects land use and food production.
- **To describe how climate, ecology and people are affected by cold.**
- **To describe the freezing and thawing process.**
- **To explain how extreme climates, affect the lives of people living there and the human and physical geography of the environment.**
- To ask and answer questions about places, environments and geographical issues and provide reasons for their observations and views using correct geographical vocabulary
- To recognise that people may hold different views to themselves and others.
- **To present findings both graphically and in writing using appropriate vocabulary.**
- To explain the effect of pollution, commercial and industrial activity on the environment and suggest ways to improve it.
- To discuss the views people, hold about environmental interaction and change **and recognise how they result in different approaches.**

- To use a range of maps **and satellite mapping tools** to find out about places (Darlington, England and the seven continents), locate geographical feature and compare land use.
- To use four and six figure grid references to locate geographical features on an OS and world map.
- To describe how physical and human activity has influenced and/or changed the physical and human characteristics of places around the world.
- To ask and answer questions about places, environments and geographical issues and provide reasons for their observations and views using correct geographical vocabulary
- To recognise that people may hold different views to themselves and others.
- **To present findings both graphically and in writing using appropriate vocabulary.**
- To describe and explain how physical and human processes have changed the characteristics of an environment.
- To ask and answer simple geographical questions regarding geographical patterns and offer clear explanations for why they appear.
- To make appropriate observations on the location of features relative to others.
- **To identify geographical patterns on a range of scales.**

- To evaluate the effectiveness of environmental schemes in place to sustain the environment.

To be covered in maths:

Geography Skills and Fieldwork – Research, Fieldwork and Data Analysis

- Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets.
- Analyse and present more complex data, from different, sources, suggesting reasons why it may vary.
- Use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it.
- To collect, organise and analyse **more complex** data from first hand observations and second-hand sources, identifying and analysing patterns, suggesting reasons for them and drawing conclusions.
- To locate and use first hand and secondary information sources to find data related to a task.
- To use search engines, index, contents and other research techniques to locate and interpret information.
- **To identify gaps in information collated and suggests ways of finding it.**
- **To describe and explain geographical processes by taking accurate measurements and representing these in writing, graphs and spreadsheets.**
- To propose geographical investigation questions and collect evidence to answer them.
- To choose the best method of recording observations and data.

