



Golden Threads

Community- caring like a community member **Vocabulary and Knowledge-** using geographical language like a Geographer **Enquiry-** working like a Geographer
The wider World- travelling in your imagination.

At the beginning of each Unit could teachers please refer to the world map displayed in each class and recap/revisit place names and locations to build on previous knowledge.

Year Group	Unit	Knowledge	Vocabulary	Links to previous Geography Learning
1	A sense of place	<ul style="list-style-type: none"> To be able to name the village that Hopping Hill is in. To be able to name the town that they live in. To know what country we live in. To begin to understand the difference in the scale of village/town/country through using simple maps. 	School, Duston village, Northampton Town, Northamptonshire County, City, England, Country, Map, N/S/E/W, key, symbols, globe, atlas, factory, farm, office, church, port, harbour	EYFS- <ul style="list-style-type: none"> to comment and ask questions about aspects of their familiar world. To know about similarities and differences in relation to places. Talk about the features of their own immediate environment and how the environments vary from one another.
	Wonderful Weather	<ul style="list-style-type: none"> Understand what the weather is like in the UK (Northampton) Understand the four different seasons in a year To use key words to describe the weather using weather symbols Begin to understand what hot and cold countries are like 	Hot, cold, snowy, icy, sunny, windy, cloudy, rainy, beach, town, coast, equator, seasons, Summer, Winter, Autumn, Spring, North Pole, South Pole, Northampton, Antarctica	EYFS- <ul style="list-style-type: none"> To show care and concern for living things and the environment. To know about similarities and differences in relation to places. Talk about the features of their own immediate environment and how the environments vary from one another.
	The United Kingdom	<ul style="list-style-type: none"> To know that the United Kingdom is made up of England, Scotland, Wales, and Northern Ireland. To know that the respective capital cities are: London, Edinburgh, Cardiff, Belfast. To begin to understand the difference between a country and a city. To recognise the Union Jack and name the flags of the four countries of the U.K. Begin to name the surrounding seas 	Map, address, England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast, United Kingdom, Union Jack, Village, Town, City, Country, flag	EYFS- <ul style="list-style-type: none"> To know about similarities and differences in relation to places. Talk about the features of their own immediate environment and how the environments vary from one another.

2	Seven Continents	<ul style="list-style-type: none"> To name the worlds seven continents Asia, Africa, North America, South America, Antarctica, Europe and Oceania To name the worlds five oceans Pacific, Atlantic, Southern, Indian, Arctic To be able to name the four countries and capital cities of the U.K. To name the surrounding seas To be able to locate Continents, Oceans and where they live on a map/globe/atlas. 	<p>North, South, East and West, Continents (Europe, North America South America Antarctica, Oceania, Asia, Africa) Oceans (Pacific, Atlantic, Southern, Indian, Arctic) Countries and capitals of the UK (England London, Wales Cardiff, Scotland Edinburgh, Northern Ireland Belfast) Surrounding seas (North Sea, Baltic, Atlantic, Mediterranean, Black, Red, and Arabian seas) Globe, Atlas, Map</p>	Year 1: The United Kingdom
	Lets go to Australia	<ul style="list-style-type: none"> Understand where the UK and Australia are in the world Be able to locate the UK and Australia on a world map Compare what life is like in Australia (Sydney) to England (Northampton) Be able to talk about the geographical similarities and differences between Australia and the UK 	<p>Australia, Sydney, England, London, Northampton, Seasons, Weather, Union Jack, Culture, World map, Globe, Atlas, Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, farming, Landmarks (Sydney Opera House, Sydney Harbour Bridge, Great Barrier Reef, lift tower, H.H. school)</p>	<p>Year 1- A sense of Place Year 1- Hot and Cold Places</p>
	Local Area	<ul style="list-style-type: none"> To use and understand simple compass directions (North, East, South and West) Be able to locate where they live using maps and atlases. Devise a simple map and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school 	<p>Compass, (N/E/S/W), map, atlas, Duston village, Northampton, key, symbols, route, house, church, shop, factory, farm.</p>	Year 1- A sense of Place

3	European Holiday Destinations: Italy	<ul style="list-style-type: none"> • Can they locate the main countries of Europe (inc. Russia) With a main focus on Italy (Russia, Ukraine, France, Germany, Spain, Finland, Sweden, Finland, Norway, Greece, Poland and any other country that children from your class originate from.) • Can they identify capital cities of Europe with a focus on Italy. (Italy- Rome, Spain- Madrid, France- Paris, Germany- Berlin, Norway-Oslo) • Be able to name and locate the worlds 5 oceans with a focus on the Mediterranean • Be able to discuss and compare similarities and differences between Italy and Duston. 	Europe, Italy, Rome, Northampton, Duston, Village, Town, City, Country, City, Capital, Russia, Ukraine, France, Germany, Spain, Finland, Sweden, Finland, Norway, Greece, Poland, Weather/climate, Mediterranean, Landmarks (Colosseum, Leaning tower of Pisa, Pantheon, St. peters Basilica, Vatican, Sistine chapel) Madrid, Paris, Berlin, Oslo	Year 1- The United Kingdom Year 2- Seven Continents
	Volcanoes	<ul style="list-style-type: none"> • Name and locate the continents on a world map • Name and locate some of the worlds most famous/largest volcanoes- Mount Vesuvius, Mount Etna, Mount St.Helens, Mauna Loa, Mount Fuji, Eyjafjallajokull • Describe how volcanoes are created and name and label some of the main features. • Locate and discuss some countries where famous volcanoes are located. 	Volcano, Natural disasters, Climate, Eruption, Magma, Lava, Scales, measures, Plates, crust/mantle/core, Volcano names (see list), Italy, North America, Hawaii, Japan, Iceland, continents	Year 1- A sense of Place Year 2- Seven Continents
	What makes a city? London (map skills)	<ul style="list-style-type: none"> • To be able to name key features of a city (in comparison to a village) • Learn the eight points on a compass- (N,NE,E,SE,S,SW,W,NW) • Use compass directions (NSEW) to give directions • Follow a route on a simple map 	British Isles, United Kingdom, Capital City/town/Village, population, Topographical, Compass, (N,NE,E,SE,S,SW,W,NW),Directions, routes, Hills, Mountains, Coast, Rivers-link to Thames, University, cathedral, Buildings, Landmarks (see MTP list), Atlas, globe, maps	Year 1- A sense of Place Year 1- The United Kingdom Year 2- Local Area
4	U.K. City Study: Birmingham	<ul style="list-style-type: none"> • Locate and name the countries making up the British Isles, with their capital cities 	British Isles, United Kingdom, England, Birmingham, Northampton, Country, City, Village, Location, Rivers (Rea), Landmark (see list),	Year 1- The United Kingdom Year 2- Seven Continents Year 3- What makes a city? London (map skills)

		<ul style="list-style-type: none"> Locate and name the main countries and cities in/around local area (with a focus on Birmingham) Use letters/numbers/co-ordinates to locate features on a map Describe key physical differences and features between a city and a village 	Locality, Attractions, Settlement, Map, Key, Co-ordinates, trade links	
	Knowledge of the Wider World	<ul style="list-style-type: none"> Be able to identify the position and significance of the Equator, North and South Hemisphere, Tropics of Cancer and Capricorn Identify the longest rivers in the world, largest deserts, highest mountains and compare with the U.K. Develop their understanding of the wider-world and make comparisons to their locality. 	Latitude, Longitude, Equator, Northern/Southern hemisphere, Tropics of Cancer and Capricorn, Arctic, Antarctic, Time zones, Rivers (see MTP list), Deserts (see MTP list), Mountains (see MTP list), Climate zones	Year 2- Seven Continents Year 3- Volcanoes Year 4- Knowledge of the Wider World
	Earthquakes, Tsunamis and Tornos	<ul style="list-style-type: none"> To explain what a natural disaster is in context of earthquakes, tsunamis and tornados. Describe and understand key aspects of physical geography in the context of earthquakes and tsunamis. To explain what causes earthquakes/tsunamis/tornados and how they are measured. To begin to understand how natural disasters impact people's lives. 	Global warming, Epicentre, Earthquake, Earths crust, Plate, Surface, Seismic waves, Tectonic shift, amplitude, Tsunami, tornado, Ocean, Landslide, Aftershock, Main shock, Fault line, Magnitude, Mercalli scale, Richter scale, Ring of fire, tremor	Year 2- Seven Continents Year 3- Volcanoes Year 4- Knowledge of the Wider World
5	Rainforests	<ul style="list-style-type: none"> Locate the main countries in South America linked to Rainforests 	Brazil, South America, Continents, equator, Rainforest, Amazon, Salcey	Year 1- Wonderful Weather Year 2- Local Area Year 2- Seven Continents

		<ul style="list-style-type: none"> • Be able to discuss the key features of a rainforest and name the four layers of a rainforest • Discuss and compare climate zones linked to Brazil with their local area • Begin to understand and discuss the issues around deforestation 	<p>forest, Temperature, Forest floor, Emergent layer, Canopy, Underlayer, Tropical, Endangered, Sustainable, Rainfall, Deforestation, Climate, Tropic of Cancer</p>	<p>Year 3-European Holiday Destinations: Italy Year 4- Knowledge of the Wider World</p>
	Rivers and Mountains	<ul style="list-style-type: none"> • To be able to name and locate some of the major rivers and mountains in the UK and the wider world • Discuss key features of rivers and mountains and the natural and human ways that they change over time • Begin to understand why rivers are so important to the towns and villages that have developed on their banks • Consider what the weather is like in a mountainous environment and evaluate the impact that tourism brings 	<p>River/Mountain(see MTP for list), Communities, Bank, Basin, Bay, Canal, Channel, Current, Dam, Delta, Erosion, Flood, Meander, mouth, Reservoir, Altitude, Cliffs, Crags, Craters, Foothills, Peaks, Ridges, Slopes, Terrain</p>	<p>Year 2- Seven Continents Year 4- Knowledge of the Wider World</p>
	The Americas	<ul style="list-style-type: none"> • To be able to confidently locate North and South America on a world map • Identify some countries in North and South America • Identify similarities and differences between a place in North America (USA) and where they live. • Develop their map and atlas skills and practise reading and writing co-ordinates 	<p>United States of America (USA), North America, South America, Canada, Mexico, Greenland, Flag: Stars and Stripes, Statue of Liberty, Empire State Building, Grand Canyon, The Whitehouse, Mount Rushmore, Golden Gate Bridge, NASA, Coordinates</p>	<p>Year 2- Seven Continents Year 3-European Holiday Destinations: Italy Year 4- Knowledge of the Wider World</p>

6	Raw Materials: Water	<ul style="list-style-type: none"> • Be able to use basic geographical vocabulary to discuss the water-cycle • Be able to talk about the process of condensation and evaporation through a range of practical activities • Begin to understand the idea and importance of water conservation • Begin to be able to explain and discuss the causes and effects of flooding 	Water cycle, Evaporation, Transpiration, condensation, precipitation, solid, liquid, gas, runoff, Droplet, Vapor, Sleet, Snow, Cloud, Rain , Rivers, Ocean, Sea, continents, hydrologic cycle, Earth, atmosphere	<p>Year 1- Wonderful Weather Year 4- Knowledge of the Wider World Year 5- Rivers and Mountains</p> <p>*Science Year 4: The Water Cycle*</p>
	Trading and Economics	<ul style="list-style-type: none"> • Explain what trading is and discuss the difference between imports and exports • Be able to list some good imported and exported from the UK • Be able to name some countries the UK imports goods from with a main focus on Spain • Describe how trade takes place today and begin to understand how trading has changed over time 	Trade, Import, Export, Goods, Global, Fairtrade, Globalisation, Supply chain, Multinational, Economy, Spain, United Kingdom, Coffee, bananas, medicines, cars, oil and gas, scrap iron, aircraft parts	<p>Year 2- Seven Continents Year 4- Knowledge of the Wider World</p> <p>*Year 5 link to History Unit Victorians* *Year 6 link to History Unit Tudors* *KS2 link to Languages-Spain*</p>
	Marvellous Maps	<ul style="list-style-type: none"> • Be able to confidently use an atlas, using the index page to find given countries • Explain why maps have symbols on them • Use eight compass points to give simple directions • Use 4-6 figure grid references to locate given places on a map 	Atlas, Compass, Digital map, Grid reference, Ordnance survey maps, Symbols, Eight points of compass, Northampton ,Town, County, Duston Village, Harleston Firs, Rural/urban, Index, Co-ordinates, Continents, Cities	<p>Year 1- A sense of place Year 2- Local Area Year 3- What makes a city? London (map skills) Year 4- U.K. City Study: Birmingham</p>
KS2	Educational trips/visits/Residential	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies 	<p>All year groups with a focus on KS2 classes as a mini unit before their class trip each year to look at educational visit prior to class trip. Pupils to look at place they are visiting on a large-scale map (using Oddizzi), discuss the locality and any famous landmarks nearby. Pupils to be encouraged to follow routes on a large-scale map and know why a key is needed.</p> <p>Upper KS2 pupils to begin to recognise/use symbols on an OS map (linked to residential trips). Compare maps with ariel photographs and begin to select maps for a specific purpose. Be able to draw and sketch simple maps using symbols and a key as well as beginning to use some atlas symbols.</p>	