

Geography Golden Threads

December 2023

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| **Thread** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year4** | **Year 5** | **Year 6** |
| **Rivers and oceans** | Identify a river from pictures.  A river flows/moves  Made of fresh water from the rain.  The rain falls and fills the river.  The water in a river moves towards the sea.  Identify a river compared to the sea.  The sea is salt water. The sea is by the seaside. Rivers are thinner. They start really small and get bigger as they reach the sea.  Physically block a flow of water.  Blocking a flow of water with natural equipment “ how can we make the water stop?” sand twigs bricks = we call this a dam | Boats and sailing link-  A river has a beginning and an end. It starts high up in the mountains and then ends in the sea. Rain fall comes down and starts a river from a high up place. Water collects and starts to form a stream. This flows down-hill to make a bigger river. A stream feeds into a river. A stream is smaller than a river.    Boats and ships sail on top of rivers and the sea.  A moat is a deep, broad ditch, either dry or filled with water, that is dug and surrounds a castle, fortification, building, or town, historically to protect a castle.  Locate the River Thames in relation to London – fire of London topic- They used the water form the River Thames to try and put out the fire.  The River Thames is the second longest river in UK. It is the longest river completely in England.  It starts at the Thames Head, near Kemble in the Cotswolds and it ends Thames Estuary at Southend-on-Sea where it meets the North Sea | River Severn  Our River  Label and identify parts of a river.  Source, mouth, bed  The River Severn starts its journey in (THE SOURCE) Wales- Cambrian mountains and ends in Bristol (THE MOUTH)  Last year they learnt where the River Thames began and end children are now to use source and mouth to describe this for both rivers.  Identify the 7 oceans on a map  Antarctica  Africa  North America  South America  Asia  Europe  Oceania / Australasia | River Thames  Know that rivers meander. Meander means following a winding course.  Know uses of the river: transporting goods, defence, and in the case of the Thames- dumping human waste and rubbish. In Victorian times this changed 1858 the smell was so bad it led to parliament getting involved.  In 43AD The Romans invaded England, landing in Kent and sailing up the river Thames. They soon discovered that the Thames would be a great opportunity to transport goods from the continent, so they created a settlement on the north bank of the river called 'Londinium'.  Know the source of the River Thames (referred to as ‘Thames Head’) is 3.5 miles south west of Cirencester. It is the longest river entirely in England.  It is marked by a large stone which says:  'The conservation of the River Thames 1857 - 1974.  This stone was placed here to mark the source of the River Thames.'  The source of the Thames is 108.5m above sea level  Look at Shrewsbury and the River Severn on the map.  To early settlers the River Severn was the protector, offering 300 degrees of fortification, an ideal place to build a castle.  Name the oceans –  Arctic, North Atlantic, South Atlantic, North Pacific, South Pacific, Indian, and Southern oceans. | River Nile    Relearning/ consolidating the features of a river labelling in the context of the Nile our longest river in the world.  Locate the oceans using atlases and beginning to identify countries that are a shore of that ocean  Arctic, North Atlantic, South Atlantic, North Pacific, South Pacific, Indian, and Southern oceans. | Famous rivers of the world  Locate the Nile, Amazon, Mississippi, Ganges, Congo,  Identify the continents that each one is in. Identify the countries of the source and the mouth of each river.  Rivers of the world comparing the features and use of the most famous rivers on our planet in size, length, location and use. | Know how the Vikings navigated their way on long ships through the oceans and up our rivers to invade.  Route mapping and navigation  Know that rivers are used for protection and invasion.  A river is a natural defence line but at the same time a path for invasion and an obstacle to defensive manoeuvre.  Waterfalls, dams, reservoir  Today, the main reason people build dams is to produce electricity. They are also built to restrict and control the flow of water in a river. Throughout history, dams have been used to prevent flooding and to irrigate (water) farmland.  Know that hydro dams produce electricity  In a dam water is collected at a higher elevation and is then led downward through large pipes to a lower elevation. The falling water causes wheels called water turbines to rotate. The rotating turbines run machines called generators, which produce electricity. |
| **Volcanoes and mountains** | Know what a volcano looks like.  Hot, fire, big, rocky  When it erupts hot lava spurts out.  Recognise a mountain to be a large hill.  A mountain could have snow on top as it is colder higher up. | The Wrekin- Wrekin giant story for cross curricular link  The Wrekin is a hill not a volcano.  The Wrekin is a hill not a mountain,  A mountain is taller and bigger than a hill. | Know famous mountains in the UK.  Ben Nevis, Snowdon, Scafell Pike  Locate them in the context to the countries in the UK  A mountain is an elevation of the earth’s surface giving a steep rise in the landscape with a defined summit.  Explain what summit and elevation means.  the difference between a hill and a mountain (2000ft) | Mount Everest  Tallest (above sea water) mountain on earth.  It is in the Himalayas children to locate on map first and find out where it is in comparison to them.  Talk about the climate and what animals live there, what grass/ vegetation grows there. Why does it only grow at the bottom?  Adventurers and explorers-  Know how Sherpas help people today.  Identify and label parts of a volcano | Mt Vesuvius  Know why volcanoes erupt.  Know the. different / types of volcanos  Vocabulary: Dormant, extinct, active  Locate active volcanoes around the world and wonder why they are there.  Know what could make them occur the same places.  Introduce the words tectonic plates.  After Mt Vesuvius erupted ash covered the whole of Pompeii and wiped out the whole place. Volcanoes can have devastating effects on cities, town and villages. | Know how mountains are made and name significant mountain ranges.  Himalayas, Andes, Alps, Urals, Rocky Mountains and Atlas mountains.  Know that the Earth is made of layers and be able to label them independently. Know that when the earth’s crust creates friction mountains are formed and describe this occurrence.  Know how valleys are created. | Tectonic plates-  Explain how the Earth’s crust is made up of tectonic plates how they move and what they are called.  Relearn/ consolidate  the different ways in which mountains and volcanoes are formed fold etc.  Islands made out of volcanoes e.g. Hawaii  Continents shifted millions of years a go – children to identify the different stages through the Jurassic, Neolithic period “  Know that the super continent was called Pangea. |
| **Mapping** | We live in England.  England is inside Identify the UK on a map.  The UK is an island in the middle of the map.  Point to the UK on the map.  Point to parts of the world on a map that are land.  Point to parts that are oceans/sea world are land/sea  Name  Scotland  Wales  Northern Ireland  Ireland as being other countries we know | Know that the word locate means find.  We live in Europe.  Europe is a continent.  locate the continents of the world.  Describe a place on a map using North, South East and West | Marvellous mapping- identify key symbols on a map. identify what type of land the map shows.  locate the continents of the world. Independently on a blank map  Begin to use Digimaps | - Using maps to identify mountainous areas, urban and rural areas of Europe- using keys and symbols extending on prior knowledge of using keys and symbols with maps of the UK. Describe on a map how countries are located in comparison to each other using North, South, East and West Using map reading. Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers. skills and knowledge of keys to compare two different regions | Creating our own sketch maps of the school grounds, using a key and symbols.  Locate the Northern and Southern hemisphere on a map.  Know what splits the Northern and Southern hemisphere.  Locate countries in the Northern and Southern hemisphere. Using Digimaps and google earth.  Extending mapping skills from 2-point grid referencing to 4-point grid references | Use maps, globes and digital mapping confidently to locate countries, cities and villages.  Use Digimaps to locate countries.  locate features of the UK on a map- using a key Mountains, rivers, high ground, cities  Use 4-digit grid reference to locate  label counties of the UK.  Know where significant landmarks are in the UK | Use 6 figure grid references to locate countries and cities around the world.  I Can select the map that I need, that is most appropriate for what I am locating.  I can identify the longitude and latitude of the place I am studying and interpret what this tells me. |
| **Natural environment** | The natural environment- identify materials are natural or man- made. | The natural environment –  The natural environment- identify materials are natural or man- made.  Know how to recycle.  Know that recycling is good for our earth | The natural environment  Comparing hot to cold places, why are these the hottest and coldest places? Know the features of a hot and cold environment and which animals and plants thrive/ live there and discuss why.  Use both maps and globes, identify the coldest places in the world –  The North and South pole, related to their study of the Arctic. Make  predictions about where the hottest places in the world are?  Children to identify the equator and locate the places on the Equator  which are the hottest | The natural environment – What is going on in our world?  Mini study on the Water Cycle. | The natural environment – What is going on  A study of the physical Geography of the Amazon Rainforest. The Water Cycle and identify simple structure of a River – building on from Yr 3 knowledge in preparation for Yr 5 depth study Rivers - Identifying different types of rivers, mini study. Introduction to Earthquakes | The natural environment-  Describe biomes and climates of different locations.  Look at the features of a river- revisit from Yr4 and look at the language of the processes of a river. Look in depth at the water cycle- what is transpiration? | The natural environment – What is going on in our world – in depth study of climate change linked to water eg. melting ice caps, increased global temperatures- Antarctica. Mini study of an environmentalist eg. David Attenborough, Greta Thundberg. |
| **Weather** | Weather and climate- What is the  weather like here? Can we describe the  weather? | What is the  weather like here?  Know that the weather changes with the seasons.  Discuss the weather in different parts of the UK e.g.  Do you think the weather is  Different in London compared to Glasgow. | Explain how it is different from hot to cold environments.  Know how the weather change with the seasons and explain how rivers are affected by this and farms and our land. | Compare  different environmental  regions of Europe- how are they different? Why do you think this? Building on prior  knowledge of Equator- to  know that countries around the equator have the warmest climates Introducing the Tropic of  Cancer and Tropic of  Capricorn- what is the climate like in countries between  these | What is the weather  like here?  Know and explain how the weather and climate change in the Northern and Southern  hemisphere.  Explain what a climate zone is.  Know the characteristics of each climate zone.  Know which climate zone we live in and how is this different to our area of study.  Know what a biome is.  Know what climate change means. | Draw conclusions on the  weather and climate of a  country based on its location- is  it near the Equator and within  the Tropics?  Explain the weather in climates and biomes through a study/ investigation and compare them.  Know what it is like to live in different  Biomes | Use my knowledge  of location within the  hemispheres and  proximity to the equator  to inform my deductions  about the climate of the  place of study.  What is extreme  weather? Look at  different examples,  linking to study of natural  disasters. Name significant natural disasters and explore how they occurred due to extreme weather. See below - |
| **Settlements**  **and our local area** | We live in Telford  Know where you live  Know what type of house you live in.    Ask what materials  your house made from.  What are the  surroundings of your house like? I know how to ask questions about where I live. | Know what it looks like to live in London- know why people settled around the River Thames to make London  What are the  surroundings of your house like? I know how to explain the surroundings of where you live. | Settlement – explain what is like to  Live in telford – shops, parks explore what it is like to live in London  Explain why shrewsbury was built where it is and how the settlement grew.  (linked to  the River Thames from Year 1 and Year 2’s study of the River Severn)  Compare settlements | Focus on  historical and current  settlements around  Volcanoes. Look at  settlements, particularly in  relation to the volcanoes –  what conclusions can be  drawn?  Know the effects of an Earthquake on the human  population, introduction of mass migration.  The impact of logging/deforestation on  indigenous people  Contrast to indigenous  people of The North Pole  with a simple comparison  around water/living near  water. | Explain what is it like to live here.  Look at why people live  around large rivers. Comparison  of Ancient Egypt/modern Egypt  around the River Nile. Know how has  trade changed over time with  the Nile.  Know why the Nile is so  important for trad. | Compare different settlements and know why people have settled in different areas.  Explore and evaluate contrasting localities. | eg Haiti  Earthquake (2010), Nepal  Earthquake (2015),  central Italy Earthquake  (2016), flooding in  Bangladesh, Indonesian  Tsunami (2004)-  migration and refugees  linked to natural  disaster/war or events  from the past e.g Jews in  WW2/Windrush/ or  current events e.g  movement of people  across Europe (link to  current news topic) |
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