



St Thomas of Canterbury CE Primary School

Geography Golden Threads

Settlement    Climate    Everyone's world    Maps    Change

|          | Autumn A | Spring A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn B | Spring B | Autumn C | Spring C | Autumn D | Spring D |
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| The Nest | EYFS 3-4 | <p><b>Nursery:</b></p> <p>EYFS Birth - 3</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. PSED</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Explore natural materials, indoors and outside. UW</p> <p>Notice differences between people. UW</p> <p>Understand simple questions about 'who', 'what' and 'where' CL</p> <p>3-4</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. UW</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Use all their senses in hands-on exploration of natural materials. UW</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. UW</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Develop their sense of responsibility and membership of a community. (PSED)</p> <p>Understand position through words alone. For example, "The bag is under the table," – with no pointing. M</p> <p>Describe a familiar route. M</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'. M</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (EAD)</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (CLL)</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Talk about the differences between materials and changes they notice.</p> |          |          |          |          |          |          |

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| Lower Robins             | EYFS Rec                                                                                                                                                                                                                                                                                                                                                               | <p>Recognise some environments that are different to the one in which they live. UW</p> <p>Explore the natural world around them. UW</p> <p>Recognise some similarities and differences between life in this country and life in other countries. UW</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (CLL)</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Engage in non-fiction books (CLL)</p> <p>Draw information from a simple map. UW</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>                           |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
|                          | EYFS ELG                                                                                                                                                                                                                                                                                                                                                               | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UW</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UW</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. UW</p> <p>Understand some important processes and changes in the natural world around them, including the seasons. UW</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things might happen</p> |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| Upper Robins<br>Year 1/2 | <p><b>Maps</b></p> <p>Can we find our school on the map?<br/>Can we plot a route to school?</p> <p>Children use maps and atlases to locate the four countries of the UK, London and other countries of the world.</p> <p>Which areas of the world are inhabited? How does climate differ around the world?<br/>How are our lives similar and different to others'?</p> | <p><b>UK and the World</b></p> <p>Why do more people live in cities?</p> <p>What is the weather and climate like in the UK and other countries? How is it different?</p> <p>What similarities do we have to children in other countries?</p> <p>Children use maps and atlases to locate the four countries of the UK, London and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Our Local Area</b></p> <p>What types of housing and jobs are there in our area?</p> <p>What is our local area like?</p> <p>How can we make a difference in our local area?</p> <p>How can we plan a route using a map of our local area?</p> <p>How can we change our area?</p> | <p><b>Hot and Cold</b></p> <p>Which places on planet Earth are hot and cold and where are they?</p> <p>How can weather be dangerous?</p> <p>How can we record and observe weather?</p> <p>What is life like in the Arctic?</p> <p>I can identify hot and cold places on a map</p> <p>How does weather change through the year?</p> |  |  |  |  |

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| Kingfishers & Herons<br>Year 3/4/5/6 | <p><b>UK Settlements</b></p> <p>What is a settlement?</p> <p>What are the features of a good settlement site?</p> <p>Who built settlements?</p> <p>Can you identify settlements on a map?</p> <p>Why is land used differently in different parts of the UK or world?</p> <p>How has land use changed over time in the context of settlements?</p> | <p><b>Rivers and Coasts</b></p> <p>I can describe the water cycle</p> <p>I can use maps and photographs to identify oxbow lakes, rivers and river sources, seas and oceans.</p> <p>I can name the location of one major river and the sea or ocean it feeds into.</p> <p>I can explain why rivers are important for communities and explore the stories of rivers.</p> <p>I can describe erosion and deposition and how these change rivers.</p> | <p><b>The Americas</b></p> <p>How does latitude affect the geography and climate of an area?</p> <p>What are biomes?</p> <p>What are the ancient and modern wonders of the America?</p> <p>How can fieldwork help me identify the similarities and differences between a region of the Americas and where I live?</p> <p>I can use maps and atlases to identify countries, continents, the equator, tropics and poles.</p> <p>I can read and write coordinates.</p> | <p><b>Natural Resources</b></p> <p>I can list resources a settlement site needs to survive.</p> <p>I can use an atlas, maps and digital maps to locate a given place and calculate distances.</p> <p>I can identify ways that humans can reduce energy usage, carbon footprint and food and water wastage.</p> <p>I can describe renewable energy sources, including those used in the UK.</p> <p>I can explain food miles, and why foods are imported and exported.</p> <p>I can explain the cause of food shortages.</p> <p>I can describe how human needs have changed over time.</p> | <p><b>UK Land Use</b></p> <p>Which areas are suitable for crop or livestock farming?</p> <p>What is land used for in different areas of the UK?</p> <p>Which landmarks are in the local and other areas?</p> <p>I can use, compare and draw sketch maps, including a key</p> <p>How has farming changed since 1950?</p> | <p><b>Farming and Trade</b></p> <p>Which areas are suitable for crop or livestock farming?</p> <p>What is land used for in different areas of the UK?</p> | <p><b>Europe</b></p> <p>How is the climate different in Europe?</p> <p>I can describe the human and physical geography of a place in Europe.</p> <p>How can I plan a trip to Europe?</p> <p>I can use an atlas and maps to find cities, continents, latitude, human and physical features.</p> <p>Children explain the differences between Italy and the UK.</p> | <p><b>Mountains, Volcanoes and Earthquakes</b></p> <p>Do people live near volcanoes or where earthquakes are common? How is climate change contributing to natural disasters?</p> <p>What impact do natural disasters have on people of the world? How do natural disasters change the lives of people effected?</p> <p>How do they change the geographical landscape?</p> <p>I can find areas of higher ground on a map, including the height of a peak.</p> <p>I can describe the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time.</p> |