

Geography Golden Threads and Sticky knowledge

Bluebell	Fern	Bramble	Laurel
Local Area Arctic World map	Local environment Climate change – animals Farming and land use UK map World map	Amazon Africa – climates, countries and human geography Fair trade Mid Sussex local area	Japan – volcanoes/earthquakes USA Mayan

Golden Threads:

1. Our place in the world:
 - Climate change and sustainability
 - Location
 - Similarities and differences
2. Fieldwork

Sticky Knowledge linked to the Golden Threads

Bluebell - Reception

Golden Thread	Why it's good to be me?	How can we make the world a better place?	How do we show kindness to people and places?
Climate change and sustainability		Children will know: That the global climate is changing and that is having an impact on polar ice caps, which will be detrimental to the world.	Children will know: That certain behaviours e.g. driving to school, are detrimental to our local and wider environment.
Location	Children will know:	Children will know:	Children will know:

	How to describe their immediate environment looking at landmarks e.g. the green and the church. That they have an address that letters can be sent to. How seasons change the weather.	That the Earth is round and is made up of land and sea. That there are some places in the world that are hot and some that are cold.	How to look after our countryside environment by not leaving litter, picking flowers or taking creatures home with us.
Similarities and difference	Children will know: That there are different countries in the world that speak different languages e.g. In Knuffle Bunny Free, Trixie's grandparents live in Holland	Children will know: Children living in very cold or very hot countries will see different animals to us and eat different food from us. Children living in very cold or very hot countries will wear different clothes from us and will understand why.	Children will know: That although environments are different, they all need to be looked after.
Fieldwork	Children will know: How to map simple journeys around the school and to and from school.		Children will know: How to look carefully at our local environment to find out information about what it is like.

Fern - Year 1/2

Golden Thread	What makes a hero?	Do we value what we've got?	What is a leader?	Where does our food come from?	What is play?	How has communication changed (and stayed the same) through history?
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Climate change and sustainability		<p>Children will know:</p> <ul style="list-style-type: none"> • That climate change is a shift in the Earth's temperature. • That ice caps and other landscapes are negatively affected by climate change • That forest fires cause deforestation and lack of homes for animals. • That charities try to lessen our environmental impact. • That our human footprint is linked to the carbon emissions we create. • Reduce, reuse and recycle help prevent the impact of climate change 		<p>Children will know:</p> <ul style="list-style-type: none"> • That the UK farms livestock, wheat, oats, potatoes and some fruits and vegetables. • That certain foods, such as citrus fruits, grow best in tropical climates. • That seasons affect what can be grown in the UK. • Take temperatures of their local environment over a set period of time. 		
Location		<p>Children will know</p> <ul style="list-style-type: none"> • Where Europe, Asia, Africa, Antarctica, South 		<p>Children will know</p> <ul style="list-style-type: none"> • That the UK is made of 4 countries 		<p>Children will know</p> <ul style="list-style-type: none"> • That communication at distance can

		<p>and North America are on a world map.</p> <ul style="list-style-type: none"> • Where Arctic, Southern, Pacific, Indian and Atlantic oceans are on a map. • Where Staplefield is plotted on a UK map. • How to use images on goggle maps to recognise key features of Staplefield • How to plot where litter is on a bird's eye view of their school. • What is litter and what we can do to reduce it. 		<ul style="list-style-type: none"> • They will be able to plot the 4 countries on a UK map. • They will name the capital cities of the 4 UK countries. • That the UK is made up of rural land and urban land. • How to identify physical and human characteristics of their local environment. • Be able to label some features of their local environment. • How to read compass point 		<p>be via email, letters, postcards, phones etc. They can name the best way to contact a person abroad.</p> <ul style="list-style-type: none"> • Children will know how to write and send a postcard from Brighton to school.
Similarities and difference		<p>Children will know</p> <ul style="list-style-type: none"> • Which ocean their plastic is likely to end up in using OceanCleanUp website • seals, whales, polar bears and many species of fish may be hurt 		<p>Children will know:</p> <ul style="list-style-type: none"> • Show where foods are grown on a world map. • Read food labels to find out where food has been produced. • That countries around the world produce different 		<p>Children will know</p> <ul style="list-style-type: none"> • how to compare a seaside town with their local area including: <ul style="list-style-type: none"> -Style of houses -Types of transport

		<p>due to our plastic usage in Staplefield.</p> <ul style="list-style-type: none"> • How to compare pictures of clean oceans to polluted oceans • How to write a letter to the local council suggesting improvements to our local park 		<p>foods (reared and grown).</p>		<p>-Leisure activities -Choices of shops</p>
Fieldwork		<p>Children will know Fieldwork enquiry – How could we make our local area more fun for children? (local walk)</p> <ul style="list-style-type: none"> • A physical characteristic is made by nature and a human characteristic is man-made. • To draw suggested improvements to their local park. • Create a litter map of the school over a week to spot any trends. 		<p>Children will know Fieldwork enquiry – Do we produce food waste at school and in our local area?</p> <ul style="list-style-type: none"> • The order of North, East, South and West on a compass. • How to find north using a compass. • Plan a walking route using an aerial map of Staplefield. • Make a simple map of a farm with a key. • How to make a plan to answer an enquiry question. 		<p>Children will know: Fieldwork enquiry - Why do people choose to live by the sea? (Beach trip) Does the local area provide a safe environment for our wildlife? (welly walk)</p> <ul style="list-style-type: none"> • How to use a map to find key features of the Seaside. (Beach trip) • How to record data using digital technology and pictograms. (Beach trip)

				<ul style="list-style-type: none"> • How to create a questionnaire to collect data. 		<ul style="list-style-type: none"> • How to analyse data and use it to make judgements. • How to use data judgements to suggest improvements.
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Bramble – Year 3/4

Golden Thread	What does it mean to be human?	What is respect?	What's worth fighting for?	What is justice?	Is it ever ok to break the rules?	What is a fair society?
Climate change and sustainability	<p>Identify impact of Ice Ages on Mesolithic and introduction of farming in Neolithic Britain.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Britain was attached to the continent during the Palaeolithic age. • The change in climate across Britain during the transition from Palaeolithic to Mesolithic. 	<p>Explore current global issues and identify impact on the rainforest (deforestation, global warming)</p> <p>Children will know:</p> <ul style="list-style-type: none"> • That deforestation is the cutting down and clearing of forests. • The rainforest previously covered a much larger areas but is 	<p>Children will know:</p> <ul style="list-style-type: none"> • That climate change affects us all and needs to be addressed for future generations. • That an activist is someone who is purposefully campaigning for political or social change. 			

		<p>vanishing due to climate change.</p> <ul style="list-style-type: none"> • How to name ways that we can help the rainforests from where we live. 				
Location	<p>Identify pre-historic countries (Scotland, France) Explore different types of settlements and introduction of villages/towns in Neolithic.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • People were able to establish fixed settlements during the Neolithic due to the introduction of farming. 	<p>Identify countries/cities within South America. Locate southern hemisphere.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • South America is located in the southern hemisphere. • South America is located in the Tropic of Capricorn. 	<p>Identify significant countries/cities involved in War. Locate on map and identify proximities/boundaries</p> <p>Children will know:</p> <ul style="list-style-type: none"> • How to use a map to locate the country in Europe that were invaded by Germany during WW2. 	<p>Understand that Africa is a continent. Identify countries/cities in Africa. Identify the physical and human geography of Tanzania, Kenya, Uganda and South Africa.</p> <p>Equator, Longitude, Latitude.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • There are 54 countries in Africa. • Africa has a range of climates: equatorial (tropical climate near the 	<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time in the context of the UK's rivers and seas.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Mid-Sussex is a district in England, which is a county. • England, which is in the United Kingdom, is in the continent of Europe. 	<p>Identify settlements/land use/trade in Ancient Egypt.</p> <p>Children will know that:</p> <ul style="list-style-type: none"> • Egypt is located in North Africa and is bordered by Libya, Israel and Sudan. • The River Nile was known as the 'Gift of the Nile' and had a significant role in Egypt's success as civilisation (food/water source, trade, travel) • Egypt was inhabitable due to the influence of the Nile allowing people to settle there.

				<p>equator) tropical wet and tropical dry. The temperature is usually hot because the equator runs through Africa.</p> <ul style="list-style-type: none"> • South Africa is located in the south-west of Africa. Its major cities are Pretoria, Johannesburg and Cape Town. 	<ul style="list-style-type: none"> • The capital cities of the four countries that make up the United Kingdom and their characteristics. • The surrounding seas of the United Kingdom. • Land-use patterns in the local area and how they have changed overtime. • The terms urban and rural and use them to describe areas of the UK. • How to locate places using four figure grid references. • How to identify features such as hills, mountains, coasts and rivers on a map 	
Similarities and difference	Compare with modern day Scotland, France- identify France and Britain separating.	Compare biomes (rainforest with those evident in Britain and explain differences)	<p>Children will know:</p> <ul style="list-style-type: none"> • How to verbally compare maps of Europe 	Make comparisons with Africa and UK (economy, human and physical geography,		Compare with modern day Britain and other civilisations (settlements, land use, trade, society)

	<p>Make connections between life in pre-historic Britain (beliefs, society, culture)</p> <p>Children will know:</p> <ul style="list-style-type: none"> Society became more civilised/advanced during the Neolithic due to a number of different factors (climate, settlements, people) 	<p>Children will know:</p> <ul style="list-style-type: none"> An eco-system is a geographic area where plants, animals, and other organisms work together to form a bubble of life. A biome is a large area on the Earth's surface that is defined by the types of animals and plants living there. (USE CLASS BIOME KIT!) The Amazon rainforest is 5.5 million square km and spreads across 9 countries. Through fieldwork enquiry, children will be 	<p>before German rule and after German rule during WW2.</p>	<p>people, settlements, culture)</p> <p>Children will know:</p> <ul style="list-style-type: none"> Kenya is located in East Africa. It is home to a variety of physical features (Mountains, Rivers and Lakes, eco-systems and biomes) Kenya has many land-uses in urban and rural areas. It is home to some of the poorest slums in Africa. Name some of the minerals, goods and produce that Africa exports. Compare to the UK. 		<p>Children will know:</p> <ul style="list-style-type: none"> Egypt and Britain have human geographical features that help build the economy through tourism (Pyramids vs Buckingham Palace).
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		able to compare the appeals of visiting Amazon rainforest and the New forest. This may include: places to stay, leisure activities, areas of natural beauty, wildlife and plant species.				
Fieldwork		<p>Children will know: Fieldwork enquiry – What attracts visitors to forest?</p> <ul style="list-style-type: none"> • How to use primary and secondary sources for data. • How to present findings through posters and talk. 	<p>Locate mid-Sussex and identify human and physical geography. Complete field work or local area (High Weald of Outstanding Natural Beauty) Create map and use directional language and compass points.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • the geographical location of the high weald of outstanding natural beauty and 		<p>Children will know: Fieldwork enquiry – Why do people choose to live in Staplefield? (local walk and questionnaire)</p> <ul style="list-style-type: none"> • How to record the land use in Staple field, identifying human and physical characteristics. • How to use questionnaires to collect qualitative 	

			<p>locate this on a map of the local area.</p> <ul style="list-style-type: none"> • How to use directional language and compass points to plot a route which they will later follow. • Present and interpret their field findings and evaluate the success of their study. 		<p>data from people who live in Staplefield.</p> <ul style="list-style-type: none"> • Analyse and present findings through presentational talk. 	
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Laurel - Year 5/6

Golden Thread	Where do we come from?	How are places the same? How are they different? (Americas) Why do people take risks? (Mountains)	What are rights and responsibilities?	Is exploration always good?	What is friendship?	What is democracy?
Climate change and	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to: <ul style="list-style-type: none"> • Identify the impact of over 	Children will be able to: <ul style="list-style-type: none"> • Understand the Impact of 	

sustainability	<ul style="list-style-type: none"> Understand and explain how Climate/land types were reasons for migration/land use when Angles, Jutes and Saxons moved to Briton(farming) 	<ul style="list-style-type: none"> evaluate impact of tourism on mountains e.g. erosion 	<ul style="list-style-type: none"> Explain what biomes are and give examples 	farming on a civilisation (crop failure)	earthquakes/natural disasters on communities	
Location	<p>Children will be able to:</p> <ul style="list-style-type: none"> Locate Countries in Europe Anglo Saxon Viking and Normans came from and where they settled in UK Be able to explain why certain geographical features 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify key UK/European mountain range locations with relevant 4/6 figure grid references 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use compass points and three figure grid references with accuracy Identify key symbols used in map reading 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use Map work to identify where the Maya lived/locate Mesoamerica 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use Pacific map work and grid references e.g for Ring of Fire Locate famous volcanoes and Earth quake zones using latitude and longitude 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Find Location/climate of ancient Greece with reference to major bodies of water e.g. Mediterranean linked to it

	<p>influenced where Anglo-Saxon settlements were located e.g. proximity to rivers and woodlands</p>	<ul style="list-style-type: none"> • explain that a continent is a large landmass; • explain that continents are groups of countries; • identify some countries in North America; • describe physical features of an area of the Americas; • describe the climate of an area of the Americas; • describe the human geography of an area of North America; • explain what latitude is; • identify the equator, tropics and poles on a map 	<p>with accuracy</p>			
<p>Similarities and difference</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand Climate as a reason for 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify key mountain 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Learn range of climates 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Apply knowledge of rainforest climate from 	<p>Identify features/types of volcano and give reasons for earthquakes Children will know:</p>	

	<p>migration movement/l and use (farming) and link this to reasons for Maya migration</p>	<p>types and their specific features along with key common vocabulary</p> <ul style="list-style-type: none"> • Be able to remember these features through dual-coding • identify differences and similarities between the human geography of a place in North America and where they live 	<p>across the Americas and reasons (proximity to equator)</p> <ul style="list-style-type: none"> • Understand what time zones are and the function of(GMT) • Compare and contrast land us in Brighton between 1880 and now 	<p>year ¾ to understand why Maya agriculture developed as it did/why certain crops were sacred</p>	<ul style="list-style-type: none"> • That the UK is not situated on tectonic plates so it is highly unlikely to get earthquakes. 	
Fieldwork	<p>Children will know: Fieldwork enquiry – How does British weather change to support living things?</p> <ul style="list-style-type: none"> • How to use a rain gauge 		<p>Children will know: Fieldwork enquiry – Does our school’s surrounding areas have biodiversity?</p> <ul style="list-style-type: none"> • Use compass 	<p>Children will know: Fieldwork enquiry – What weather is better for a holiday?</p> <ul style="list-style-type: none"> • Children will use their knowledge of physical and human 		<p>Children will know: Fieldwork enquiry – Which area would be best for new houses?</p> <ul style="list-style-type: none"> • Plan a route using an ordnance

	<p>to measure rainfall.</p> <ul style="list-style-type: none"> • How to read a thermometer for temperature. • How to record data over time using an appropriate graphing method. • Be able to make assumptions based upon data collected. • Use their data and findings to support their understanding of migration 		<p>points and three figure grid references with accuracy.</p> <ul style="list-style-type: none"> • Use a map and grid reference to plot the biodiversity around the school. • Use a choropleth map to show how much biodiversity there is in areas surrounding the school. • How to use google maps to plan the scale of their data collecting • Use findings to 	<p>geography to support their argument.</p> <ul style="list-style-type: none"> • Children will use questionnaires to collect qualitative and quantitative data • Give locational example with facts to justify their choice of preferred weather for a holiday. • How to describe a country's/continents climate using language significant to its location on the globe. E.g. equator, southern hemisphere, northern hemisphere etc. • How to use presentational talk, geographical knowledge, 		<p>survey map to explore their local environment and plan how they will record their journey using technology.</p> <ul style="list-style-type: none"> • Use ordnance surveys to analyse where in West Sussex the best place for housing would be. • Use the symbols on an ordnance map to explain suitability for housing development e.g. shops, beach, trains, rivers etc.
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			suggest improvements for biodiversity.	data and research to persuade others of the ideal weather for a holiday.		<ul style="list-style-type: none">• Children use their knowledge of Ordnance maps to design their fantasy Island including features with a key.
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