

Golden Thread	Year 3	Year 4	Year 5	Year 6
Mapping (Representation and interpretation of geographical data)	- To locate counties in Britain. - To use four and eight points of a compass to describe location and direction. - To use maps. - Produce and read/understand a map of the school grounds and note/mark the key areas of the school. - Find out- collect data by counting litter and record in a whole class table. - I can represent my data using colour on my map. - I can create a key. - I can discuss results and make sense of them. - I can find a solution to solve litter problems at KJS. - Study maps from different times in history, comparing similarities and differences. - To understand what life was like in Ancient Athens and what made it powerful. - To explore how Athens' geography helped it to grow and stay strong.	- To describe the impact of rainfall on the environment. - To research different methods of irrigation. - To examine the local environment. - To use maps to locate familiar and important places. - Identify the habitats of a variety of animals on a world map. - To identify and compare renewable and non-renewable sources of energy. - To evaluate the impact of energy choices on the environment. - To use four-figure grid references to locate features on a map. - To interpret historical maps of the local area. - To give reasons why people might invade another country. - To appreciate how the Roman Empire expanded. - To investigate what the Roman Empire was and how it benefitted the Romans. - To understand where the Angles, Saxons,	- Identify and mark some Fair Trade producers and individual workers on a world map. - I can talk about Fairtrade and explain its primary purpose. - I know what a producer is. - I can identify the location of a producer and mark it on a map. - I can use an atlas – index and grid references. - To identify where the first civilisations developed and explain why rivers were important to them. - To understand the importance of the River Nile to Ancient Egypt. - To locate North America and identify its countries, major cities and physical features. - To know that the United States is made up of 50 states and name some of the major cities and locate them on a map. - To compare local land use with that of a North American region. - To record and present land use data.	- I can use an atlas to locate Allied and Axe Countries on a map. - To know the characteristic features of the Blitz and what type of area was most likely to be affected. - To locate where bombing raids took place. - Identify the countries producing the most plastic waste on a world map. - I can make sensible predictions to guess which countries produce the most plastic waste with justified reasoning. - I can find out which countries produce the most plastic waste. - I can identify and map these places on a world map. - I can create a colour map. - I can locate the countries of the Maya. - I can identify & explain the significance of geographical features: the equator, the tropics, the Arctic and Antarctic circles, northern &



	- To ask and answer questions about the past using different sources. - To consider the contribution the Ancient Greeks made to modern life. - To consider the geographical position of Greece and its influence over surrounding areas.	Jutes and Frisians come from. - To understand the mystery of Sutton Hoo. - To appreciate the significance of the find. - To select from a variety of sources to investigate who may have been buried at Sutton Hoo. - To understand where Russia is located.		southern hemispheres, the Prime/Greenwich meridian & time zones. - To understand time zones and their links to lines of longitude. - To compare local time in different places around the world. - To use fieldwork to measure and record features of the local area. - To present findings using maps, graphs, and digital tools.
Natural Environment (Earth's physical features, processes, and ecosystems)	- To identify key changes during the Stone Age and explain what was 'new'. - To understand why Stone Age people began farming and what impact it had on their lives. - To ask and answer historical questions using evidence. - Observe, record and use field work skills to assess the level of litter of the school grounds. - Discuss the impact of litter on the local and my environment. - Discuss the impact of litter on the school. - Predict whether we do have a school issue.	- To understand what the water cycle is. - To examine climates, particularly rainfall, around the world. - To look closely at the climate in Kenya. - To describe the impact of rainfall on the environment. - To research different methods of irrigation. - To examine the local environment. - To use maps to locate familiar and important places. - To learn about cliff erosion. - To recognise physical processes and explain	- To identify where the first civilisations developed and explain why rivers were important to them. - To understand the importance of the River Nile to Ancient Egypt. - To compare Ancient Egypt with Stone Age Britain. - To select from a variety of sources to identify the earliest civilisations achievements. - To discuss and identify shared achievements across the earliest civilisations. - To locate North America and identify its	- Identify the countries producing the most plastic waste on a world map. - I can make sensible predictions to guess which countries produce the most plastic waste with justified reasoning. - I can find out which countries produce the most plastic waste. - I can identify and map these places on a world map. - I can create a colour map. - To ask historical and geographical enquiry based questions based on printed pictures and



	- To describe Greece's location and physical geography. - Study maps from different times in history, comparing similarities and differences. - To understand what life was like in Ancient Athens and what made it powerful. - To explore how Athens' geography helped it to grow and stay strong. - To ask and answer questions about the past using different sources. - To consider the contribution the Ancient Greeks made to modern life. - To understand how earthquakes are caused and where they commonly occur. - To identify global earthquake zones. - To understand there are three different types of rocks. - To know where and how rocks are formed. - To compare rocks. - To describe how fossils are formed.	how these cause changes. - To understand the features of a stream. - To conduct a local field study. - To measure and record features of a river using simple tools. - To present data in a structured format. - To compare and contrast features of rivers. - To recognise patterns made by physical features. - To identify and describe types of settlements. - To understand land use patterns and their links to physical geography. - To describe similarities and differences between urban and rural settlements. - To understand how human features vary with location. - To carry out research. - To understand the features of a major river. - To work as part of a team. - To present effectively. - To speak in a manner appropriate to an audience.	countries, major cities and physical features. - To know that the United States is made up of 50 states and name some of the major cities and locate them on a map. - To identify and describe different biomes in North America. - To compare North American climate zones with those in the UK. - To compare local land use with that of a North American region. - To record and present land use data.	photos of artefacts. - I can locate the countries of the Maya. - I can identify & explain the significance of geographical features: the equator, the tropics, the Arctic and Antarctic circles, northern & southern hemispheres, the Prime/Greenwich meridian & time zones. - I can identify the tropical rainforests of the world. - To compare and contrast the food the Maya eat and the food we eat today. - I understand there can be similarities and differences of human and physical geography with Brazil and the UK.
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	- To discover the work of Mary Anning. - To recognise soils are made from rock and organic matter.	- To research living things in coral reefs and classify and identify common life processes. - To learn about ways in which living things and the environment need protection. - Identify the habitats of a variety of animals on a world map. - To identify and compare renewable and non-renewable sources of energy. - To evaluate the impact of energy choices on the environment. - To describe the physical and human geographical features of Russia. ☐ To identify the different climates in Russia.		
Settlements (Where and how people live, and how places develop)	- To identify key changes during the Stone Age and explain what was 'new'. - To understand why Stone Age people began farming and what impact it had on their lives. - To ask and answer historical questions using evidence.	- To compare and contrast features of rivers. - To recognise patterns made by physical features. - To identify and describe types of settlements. - To understand land use patterns and their links to physical geography. - To describe similarities and differences	- To place Ancient Egypt in chronological context and understand that multiple civilisations developed at the same time. ☐ To use and apply vocabulary including BCE and CE. - To identify where the first civilisations developed and explain	- To know the characteristic features of the Blitz and what type of area was most likely to be affected. - To locate where bombing raids took place. - To ask historical and geographical enquiry based questions based on printed pictures and photos of artefacts.



	- To understand that Stonehenge was built a very long time ago, and was changed over nearly 1000 years to reach its final form. - To find out what materials were used, where they came from and how they were moved to Salisbury Plain. - To understand how earthquakes are caused and where they commonly occur. - To identify global earthquake zones.	between urban and rural settlements. - To understand how human features vary with location. - To give reasons why people might invade another country. - To appreciate how the Roman Empire expanded. - To investigate what the Roman Empire was and how it benefitted the Romans. - To begin to give reasons for and the results of the main events and changes introduced to the local area by the Roman invasion of Britain. - To begin to understand the reasons Britain was invaded by the Romans. - To understand the purpose of a Roman fort. - To understand what was located in the Castleshaw Valley. - To recognise why the Romans decided to build their fort in that area. - To discover what still exists in our local area from that time.	why rivers were important to them. - To understand the importance of the River Nile to Ancient Egypt. - To compare Ancient Egypt with Stone Age Britain. - To select from a variety of sources to identify the earliest civilisations achievements. - To discuss and identify shared achievements across the earliest civilisations. - To locate North America and identify its countries, major cities and physical features. - To know that the United States is made up of 50 states and name some of the major cities and locate them on a map. - To consider the many different Native American tribes and why we cannot treat them all 'as one'. - To research a Native American tribe. - To understand geographical similarities and differences through the study of two contrasting regions.	I understand there can be similarities and differences of human and physical geography with Brazil and the UK.
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		- To visit the site at Castleshaw. - To understand where the Angles, Saxons, Jutes and Frisians come from. - To understand the mystery of Sutton Hoo. - To appreciate the significance of the find. - To select from a variety of sources to investigate who may have been buried at Sutton Hoo. - To describe the physical and human geographical features of Russia. - To identify the different climates in Russia. - To compare and contrast Moscow with Manchester. - To be able explain the problems of living and working in rural Russia compared to urban Russia.	To identify how natural resources and economic activity vary across North America.	
Trade (Exchange of goods and services; economic interdependence)	- To understand that Stonehenge was built a very long time ago, and was changed over nearly 1000 years to reach its final form. - To find out what materials were used, where they came from and how they were	- To describe the impact of rainfall on the environment. - To research different methods of irrigation. - To examine the local environment. - To use maps to locate familiar and important places.	- Identify and mark some Fair Trade producers and individual workers on a world map. - I can talk about Fairtrade and explain its primary purpose. - I know what a producer is.	- To understand historical changes on industry (Local study). - To look at industry in the Oldham area and compare then and now. - I can identify the tropical rainforests of the world.



	moved to Salisbury Plain. • Study maps from different times in history, comparing similarities and differences. • To understand what life was like in Ancient Athens and what made it powerful. • To explore how Athens' geography helped it to grow and stay strong. • To ask and answer questions about the past using different sources. • To consider the contribution the Ancient Greeks made to modern life. • To consider the geographical position of Greece and its influence over surrounding areas.	• To give reasons why people might invade another country. • To appreciate how the Roman Empire expanded. • To investigate what the Roman Empire was and how it benefitted the Romans. • To begin to give reasons for and the results of the main events and changes introduced to the local area by the Roman invasion of Britain. • To begin to understand the reasons Britain was invaded by the Romans.	• I can identify the location of a producer and mark it on a map. • I can use an atlas – index and grid references. • To identify where the first civilisations developed and explain why rivers were important to them. • To understand the importance of the River Nile to Ancient Egypt. • To understand geographical similarities and differences through the study of two contrasting regions. • To identify how natural resources and economic activity vary across North America. • To understand geographical similarities and differences through the study of two contrasting regions. • To identify how natural resources and economic activity vary across North America.	• To compare and contrast the food the Maya eat and the food we eat today.
Climate/Weather (Atmospheric conditions and their geographical impact)	• To understand why Stone Age people began farming and what impact it had on their lives.	• To understand what the water cycle is. • To examine climates, particularly rainfall, around the world. • To look closely at the climate in Kenya.	• To compare Ancient Egypt with Stone Age Britain. • To select from a variety of sources to identify the earliest civilisations achievements.	• I can locate the countries of the Maya. • ☐ I can identify & explain the significance of geographical features: the equator, the tropics, the Arctic



	- To describe Greece's location and physical geography. - To explore how Athens' geography helped it to grow and stay strong. - To recognise soils are made from rock and organic matter.	- To describe the physical and human geographical features of Russia. ☐ To identify the different climates in Russia.	- To discuss and identify shared achievements across the earliest civilisations. - To identify and describe different biomes in North America. - To compare North American climate zones with those in the UK.	and Antarctic circles, northern & southern hemispheres, the Prime/Greenwich meridian & time zones. - To understand time zones and their links to lines of longitude. ☐ To compare local time in different places around the world.
Local Area (Direct study of immediate surroundings and community)	- To locate counties in Britain. - To use four and eight points of a compass to describe location and direction. - To use maps. - Observe, record and use field work skills to assess the level of litter of the school grounds. - Discuss the impact of litter on the local and my environment. - Discuss the impact of litter on the school. - Predict whether we do have a school issue. - Produce and read/understand a map of the school grounds and note/mark the key areas of the school. - Find out- collect data by counting litter and record in a whole class table.	- To describe the impact of rainfall on the environment. - To research different methods of irrigation. - To examine the local environment. ☐ To use maps to locate familiar and important places. - To conduct a local field study. - To measure and record features of a river using simple tools. - To present data in a structured format. - To begin to develop a sense of historical change over time using historical evidence (Local Study). - To use four-figure grid references to locate features on a map. - To interpret historical maps of the local area.	- To conduct a local study of the wider area around school (Local study). - To compare local land use with that of a North American region. - To record and present land use data.	- To know the characteristic features of the Blitz and what type of area was most likely to be affected. - To locate where bombing raids took place. - To understand historical changes on industry (Local study). - To look at industry in the Oldham area and compare then and now. - I understand there can be similarities and differences of human and physical geography with Brazil and the UK. - To use fieldwork to measure and record features of the local area. - To present findings using maps, graphs, and digital tools.



	• I can represent my data using colour on my map. • I can create a key. • I can discuss results and make sense of them. • I can find a solution to solve litter problems at KJS. • To begin to develop a sense of historical change over time (Local Study).	• To begin to give reasons for and the results of the main events and changes introduced to the local area by the Roman invasion of Britain. • To begin to understand the reasons Britain was invaded by the Romans. • To understand the purpose of a Roman fort. • To understand what was located in the Castleshaw Valley. • To recognise why the Romans decided to build their fort in that area. • To discover what still exists in our local area from that time. • To visit the site at Castleshaw.		
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