

## Geography - Threads of learning

### Geography Thread of Learning

A thread of learning shows how a 'concept' is taught from Nursery to Year 6 through the EYFS curriculum and in the IPC units of work. Leaders need to understand and reference that all parts of the EYFS curriculum build the 'foundational skills' of Geography. Some concepts are from the National Curriculum directly, some from the IPC and some will be interwoven throughout the curriculum.

Collect evidence for each of the learning questions below. Evidence would ideally be 3 pieces of work per learning question to also show adaptation.

KEY CONCEPTS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;"><b>Creating maps</b></p> <p style="text-align: center;">National Curriculum (NC) Geographical skills and fieldwork</p> <p style="text-align: center;">IPC Geographical data collection and interpretation</p>	<p>Talk about features and photos of the local community sp1</p> <p>(pirate maps sum2)</p>	<p>Draw a simple map from a story Sp2</p> <p>Use maps and photos to talk about features of the local community Sp1</p>	<p>IPC 1.01 Be able to create simple maps and plans</p> <p style="text-align: center;"><b>A day in the Life</b></p> <p style="text-align: center;"><b>Treasure Island</b></p>	<p>IPC 1.01 Be able to create simple maps and plans (local map)</p> <p style="text-align: center;"><b>Buildings</b></p> <p style="text-align: center;"><b>From A to B</b></p>	<p>IPC 2.01 Be able to create maps and plans using symbol (world map)</p> <p style="text-align: center;"><b>Island Life</b></p> <p style="text-align: center;"><b>Travel and Tourism</b></p>	<p>IPC 2.01 Be able to create maps and plans using symbols (rivers/trains)</p> <p style="text-align: center;"><b>All aboard</b></p> <p style="text-align: center;"><b>Land Sea and Sky</b></p>	<p>IPC 3.01 Create maps and plans using symbols and a legend (tourist maps)</p> <p style="text-align: center;"><b>The Holiday Show</b></p>	<p>IPC 3.01 Create maps and plans using symbols (four and six figure grid reference)</p> <p style="text-align: center;"><b>Earth as an Island</b></p>

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**Learning Questions**

Create a simple map Sum 1  
Make maps A2

<p><b>Treasure Island</b> What are the key features of a plan?</p> <p>How do I organise information on a map?</p> <p>What are human and physical features?</p>	<p><b>From A to B</b> (home learning) What geographical features do you pass on your way to school?</p> <p>Who has the longest journey to school?</p>	<p><b>Island Life</b> Can I identify maps of familiar and unfamiliar places?</p> <p>What are the key features of islands and where are they located?</p> <p>What are grid references and how can I use them?</p> <p><b>Travel and Tourism</b> How can I show key information on a map?</p>	<p><b>All aboard</b> What is impressive about the Trans Siberian Railway?</p> <p><b>Land Sea and Sky</b> What are the key geographical vocabulary needed to communicate where somewhere is?</p>	<p><b>The holiday show</b> What is the scale of a map and how is it used?</p> <p>What are the key features of a map of my local area?</p>	<p><b>Earth as an Island</b> What features can you find on our map by using 4 and 6 figure grid references?</p> <p>In what ways might an island environment affect the types of economic activity?</p>
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KEY CONCEPTS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Using maps/ Direction</b></p> <p>NC Geographical skills and fieldwork IPC Geographical data collection and interpretation</p>	<p>Talk about features and photos of the local community sp1</p>	<p>Use positional language a1 and a2</p> <p>Draw information from simple maps Sum 1.</p> <p>Compare lives in different countries.</p>	<p>KEY IPC 2.02 Be able to interpret maps of familiar places, including digital maps (UK is an island)</p> <p><b>The Earth our home</b> <b>Treasure Island</b></p>	<p>KEY IPC 2.02 Be able to interpret maps of familiar and unfamiliar places, including digital maps (local maps)</p> <p><b>From A to B</b></p>	<p>KEY IPC 2.02 Be able to interpret maps of familiar and unfamiliar places, including digital maps (world map/islands)</p> <p><b>Island Life</b></p> <p><b>Travel and Tourism</b></p>	<p>KEY IPC 2.02 Be able to interpret maps of familiar and unfamiliar places, including digital maps (climate and political maps/rivers)</p> <p><b>All Aboard</b></p> <p><b>Different places Similar lives</b></p> <p><b>Land, Sea and Sky</b></p>	<p>KEY IPC 3.02 Be able to use and interpret globes, images and maps including identifying differences in scale, including digital maps (tourist maps)</p> <p><b>The Holiday Show</b></p>	<p>KEY IPC 3.02 Be able to use and interpret globes, images and maps including identifying differences in scale, including digital maps (four and six figure grid reference)</p> <p><b>Earth as an Island</b></p>
<p><b>Learning Questions</b></p>			<p><b>Treasure Island</b> Where are we in the world?</p> <p>Where are the key physical features on a map?</p> <p>How are maps labelled?</p> <p>What are the key features of a plan?</p>	<p><b>From A to B</b> What geographical features do you pass on your way to school?</p> <p>Who has the longest journey to school?</p> <p>What is the best way to travel from London to Africa?</p> <p><b>Buildings</b></p>	<p><b>Island Life</b> Can I identify maps of familiar and unfamiliar places?</p> <p>What are the key features of islands and where are they located?</p> <p>How effective are different types of maps?</p>	<p><b>All aboard</b> What is impressive about the Trans Siberian Railway?</p> <p><b>Different places Similar lives</b> What are the key features of our locality?</p> <p>What are climate and political maps</p>	<p><b>The Holiday Show</b> Which country do I believe would make the best holiday destination and why?</p> <p>What are lines of longitude and latitude?</p> <p>What are the similarities and differences of weather and climate between 2</p>	<p><b>Earth as an Island</b> What geographical features can you find about Lundy Island?</p> <p>Why might some cities also be islands?</p> <p>What features can you find on our map by using 4</p>

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			<p>How do I organise information on a map?</p> <p>Why do maps have a key?</p> <p>What are the four cardinal directions?</p> <p>Which symbols are needed on maps?</p> <p><b>The earth our home</b></p> <p>How can you find places you know on a digital map?</p> <p>What local geographical features can you identify?</p>	<p>How is your house different to another you have found out about?</p>	<p>What are grid references and how can I use them?</p> <p>What generalisations can I make about islands and or groups of islands?</p> <p><b>Travel and Tourism</b></p> <p>What key features attract tourists to a certain location?</p> <p>How can I show key information on a map?</p> <p>What are the different types of tourism and why are they popular in different locations?</p>	<p>and how are they used?</p> <p>What industries are important to our local area?</p> <p><b>Land Sea and Sky</b></p> <p>What are the key geographical vocabulary needed to communicate where somewhere is?</p> <p>What are the key geographical vocabulary needed to communicate where somewhere is?</p>	<p>locations on either hemisphere?</p> <p>What would persuade a person to visit a certain location?</p> <p>What are the key features of a map of my local area?</p> <p>What is the scale of a map and how is it used?</p>	<p>and 6 figure grid references?</p>
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KEY CONCEPTS	Nursery	Reception	Milepost 1		Milepost 2		Milepost 3	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Field Work</b></p> <p>NC Geographical skills and fieldwork</p>	<p>Enjoy exploring the indoor and outdoor environment Aut1</p>	<p>Changes over time in local area</p> <p>Notice and discuss patterns in the environment A1</p>	<p><b>The Earth our home</b></p> <p>What are the physical and human features around our school?</p> <p>(Human and Physical geography)</p> <p>Name, describe and group features of the school environment from first hand observations, responding to simple questions</p>	<p><b>Buildings</b></p> <p>What are the buildings like around our school?</p> <p>(Human geography)</p> <p>Name, describe and compare human features of their own locality and another named place, asking and responding to questions</p>	<p><b>Travel and Tourism</b></p> <p>What are the 'areas of interest' around our school?</p> <p>(Human and Physical geography)</p> <p>Observe, measure and record the human and physical features in the local area responding to a range of geographical questions</p>	<p><b>All aboard</b></p> <p>How did the arrival of the railway change our local area?</p> <p>(Human geography)</p> <p>Propose geographical questions, collecting and recording specific evidence to answer them</p>	<p><b>The Holiday Show</b></p> <p>What is the climate/weather like where we live?</p> <p>(Physical geography)</p> <p>Choose the best method for recording observations and measurements, including graphs and digital technologies</p>	<p><b>Earth as an Island</b></p> <p>How has area around the school changed over time?</p> <p>(human geography)</p> <p>Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets</p>

Autumn  
Spring  
Summer