

Geography Golden Threads

	Location	People and places	Fieldwork
	I understand that:	I understand that:	I understand that:
Year R	This is where I live. e.g. Prieford	People and families are different. e.g. dark hair and blond hair	Senses are used to make observations. e.g. 'feel that rough bark!'
Year 1	Where I live is an area. e.g. North Devon.	People make up communities. e.g. Marwood School	Observations promote enquiries. e.g. why do woodlice live here but not there?
Year 2	An area is found in a locality. e.g. Devon.	Communities develop in different places. e.g. Maasai tribe in Kenya.	Enquiries are answered by planned investigations. e.g. setting up different habitats for woodlice.
Year 3	Localities can be grouped into a country. e.g. the counties of England.	Different places create different challenges. e.g. low rainfall in the Sahara.	Investigations require data collection. e.g. on maps or measure specific charts.
Year 4	Countries can be grouped into a continent. e.g. Europe.	Different challenges require resources to be improved. e.g. stop tree felling to reduce desertification.	Data collection is presented in different ways. e.g. as graphs or maps.
Year 5	Continents can be surrounded by oceans. e.g. the Atlantic Ocean	Different resources are a commodity. e.g. the water in the River Nile in Egypt.	Data presentation analysis results in answers to enquiries. e.g. woodlice prefer dark, damp locations and so live there because it is dark and damp.
Year 6	Continents and oceans can be grouped together to form the planet Earth.	Commodities need to be sustainable to support communities. e.g. reservoirs are built to collect water for use in drier times.	Investigations are improved by evaluation. e.g. we will use more than two habitat choices next time to make sure it wasn't just luck!