

# Brookside Academy Skills, Knowledge and Vocabulary document

## Geography Year 4

### Aims

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to
  1. Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  2. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  3. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• use basic geographical vocabulary to refer to:                             <ol style="list-style-type: none"> <li>1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>2. key human features, including: city, town, village, factory, farm,</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</li> </ul>

		house, office, port, harbour and shop	features; devise a simple map; and use and construct basic symbols in a key <ul style="list-style-type: none"> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
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**KS2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

<b>Locational knowledge</b>	<b>Place knowledge</b>	<b>Human and physical geography</b>	<b>Geographical skills and fieldwork</b>
<ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of:             <ol style="list-style-type: none"> <li>1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>2. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

## **Geography Intention Statement**

Teaching Geography at Brookside Academy is focused on igniting and sparking a passion for the vast curiosities of the world and all that lives in and among it. The subject itself covers many areas, from landscapes and environments to people and resources, so learners will leave Brookside equipped with skills and knowledge founded from within this investigative subject for life beyond education. Our learners will take with them, the desire to understand and enquire further about the wider world and their place within it. Living in a rural area, children will be taught about their direct geographical location, alongside other diverse places, broadening and comparing their experience of life outside of their immediate locality. This will be taught through map skills, physical and human processes, fieldwork and place knowledge. With an ever changing planet, the Geographical curriculum will need to change with it to include current issues, such as plastic waste and problems faced by different Geographical areas. Our learners are the future generation and so it is our job to teach and guide them how to be responsible for our planet, and alongside cross curricular links, Brookside learners will be fully prepared to utilise their skills and expand their interest within the subject.

**Year 4**

	<b>Skill and Knowledge</b>	<b>Vocabulary</b>
Geography skills and fieldwork	<ul style="list-style-type: none"> <li>• Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their climates, key physical and human characteristics, countries, and major cities (Focus Egypt, Brazil, New Forest, Rainforests and deserts)</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and how this affects climate.</li> <li>• use maps (including Ordnance Survey maps), atlases, globes and digital/computer mapping to locate countries and describe features studied. (Africa, Egypt, South America, desert, tundra, polar regions, rainforest and temperate forest of the U.K)</li> <li>• Begin use the eight points of a compass and use this to explain position and directions</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and digital technologies. Using images, maps and real views either locally or sent from other schools, children make observations, sketch and map human and physical features.</li> <li>• consolidate four and introduce six-figure grid references and use this to identify and recognise symbols and keys to build their knowledge of their local area (Somerset Levels), the United Kingdom (similar and contrasting locality) and the wider world (different climates from our own)</li> </ul>	<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Farming Scale Grid reference Settlement Inland Costal Urban/ rural Valley Contour Allotments Sustainable Warm humid Costal Evaporation Precipitation Condensation Hemisphere Tropical Polar</p>
Physical Geography	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of temperate and tropical rainforests, deserts, polar regions.</li> <li>• describe and understand key aspects of:</li> <li>• physical geography, including: climate zones, rivers, forests, the Somerset Levels and the water cycle</li> <li>• human geography, including: types of settlement and land use (Egypt) , economic activity (Amazon Rainforest and local temperate forest) including tourism and the distribution of natural resources including energy, food and water.</li> </ul>	
Human Geography	<ul style="list-style-type: none"> <li>• Compare contrasting or similar counties and cities to our own and compare their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; (If year 3 similar year 4 will do contrasting and vice versa)</li> </ul>	
Place Knowledge	<ul style="list-style-type: none"> <li>• Begin to understand how some aspects of our local environment have changed over time. (focus deforestation and seasonal changes to Antarctica and impact of climate change)</li> </ul>	

Locational Knowledge	<ul style="list-style-type: none"><li>• Name and locate the counties of the South of England</li></ul>	
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