

# Brookside Academy Skills, Knowledge and Vocabulary document

## Geography Year 6

### 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,</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> </ul>

		valley, vegetation, season and weather 2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<ul style="list-style-type: none"> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <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</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>

Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
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**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 6**

	<b>Skill and Knowledge</b>	<b>Vocabulary</b>
Geography skills and fieldwork	<ul style="list-style-type: none"> <li>• I can use maps, atlases and digital/computer mapping (Google Earth) to locate countries and describe features studied (including the Amazon, the Arctic, Germany and the UK)</li> <li>• I can use the eight points of a compass and six -figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build my knowledge of the United Kingdom.</li> <li>• I can use maps, charts etc. to support decision making about the location of places (defence strategy of the UK during World War II)</li> <li>• I can confidently explain scale and use maps with a range of scales</li> <li>• To use OS maps to answer questions</li> <li>• To use maps, aerial photos, plans and web resources to describe what a locality might be like</li> <li>• I understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.</li> </ul>	land use rural urban symbols grid reference scale distance ordnance survey natural resources trade links tributary sustainability Tsunami Doggerland Palaeolithic era Coastal Climate Transportation Sea levels  Global warming Climate change Pollution Congestion land use rural urban natural resources Deforestation Tropical Sustainability Coastal Carbon footprint Desertification Greenhouse gases Fossil fuels
Physical Geography	<ul style="list-style-type: none"> <li>• I can use basic geographical vocabulary to refer to key physical features.</li> <li>• I can explain the physical geography and the climate of extreme environments and understand how animals are adapted to these environments.</li> <li>• I can use maps to examine how Britain separated from Europe during the Ice Age comparing this to present day.</li> <li>• I can describe the physical features of the Amazon, Skara Brae and the UK (including rivers, mountains, coastal features).</li> <li>• I can identify battles and links between political and physical geography and history, linking ally relationships to physical support and issues of transport to physical locations using a variety of maps.</li> <li>• I understand how Britain became separated from Europe due to rising sea levels and a tsunami during the Ice Age.</li> </ul>	Global warming Climate change Pollution Congestion land use rural urban natural resources Deforestation Tropical Sustainability Coastal Carbon footprint Desertification Greenhouse gases Fossil fuels
Human Geography	<ul style="list-style-type: none"> <li>• I can calculate my carbon footprint.</li> <li>• I show empathy towards nature, the planet and wildlife.</li> <li>• I am able to use creativity to identify ways to reduce my carbon footprint.</li> <li>• I can explain how human activity (deforestation) has caused an environment (the Amazon rainforest) to change.</li> <li>• I understand the causes and consequences of global warming.</li> <li>• I understand the effect of plastic pollution on the oceans.</li> <li>• I can explain how land is used in the Amazon and how this affects the rest of the world (exports &amp; trade links)</li> <li>• I can explain why prehistoric humans settled in Skara Brae and how the land was used.</li> <li>• I understand how natural resources (food, minerals and water) are distributed in the UK, focusing on marine and coastal areas and Somerset.</li> <li>• I understand the causes of rising sea levels (Arctic &amp; Greenland)</li> <li>• I can describe how the internet has led to an increase in globalisation.</li> </ul>	Global warming Climate change Pollution Congestion land use rural urban natural resources Deforestation Tropical Sustainability Coastal Carbon footprint Desertification Greenhouse gases Fossil fuels

Place Knowledge	<ul style="list-style-type: none"> <li>Identify human and physical geography of Germany and compare similarities and differences with the UK.</li> </ul>	Occupation/occupied urban
Locational Knowledge	<ul style="list-style-type: none"> <li>I can name and locate European countries and capital cities.</li> <li>I understand how Nazi Germany occupied land changed during World War II and how the D-Day landings.</li> <li>I can locate the world's countries, using maps to focus on Europe (including the location of Russia).</li> <li>I can compare maps of Europe focusing on how the landscape of Europe changed during World War II.</li> <li>I can reflect on the location of European countries today.</li> <li>I can locate major cities in Europe using atlases and computer mapping.</li> </ul>	Indigenous Tropical Deforestation Southern hemisphere Adaptations Land use natural resources pollution  rural urban symbols grid reference scale distance ordnance survey