

Eveline Day School

Developing Young Geographers

Knowledge, Skills and Vocabulary

Lower Key Stage 2

| Strands | Year 3 | Year 4 |
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| Locational Knowledge | <ul style="list-style-type: none"> • Use maps to locate the countries of Europe • Locate the countries in Europe, identifying their environmental regions • Locate the countries in Europe, concentrating on their key physical and human characteristics • Locate the major cities (urban areas) in the United Kingdom • Identify and describe the land-use patterns of an area of the UK linked to the area being studied and say how these have changed over time • Use photographs to critically study the topographical features of an area in the UK, linked to the area being studied | <ul style="list-style-type: none"> • Locate and label different continents in the Northern and Southern hemisphere • Locate and label different countries in the Northern and Southern hemisphere • Identify the equator on a map and in an atlas • Raise questions about the different hemispheres • Make predictions on how life might be different in the two hemispheres • Identify and describe the land-use patterns of an area of the UK linked to the area being studied and say how these have changed over time |
| Place Knowledge | <ul style="list-style-type: none"> • Identify and describe the geographical similarities and differences through the study of human and physical geography of contrasting regions in the UK | <ul style="list-style-type: none"> • Identify and describe the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in Europe |
| Human and Physical Geography | <ul style="list-style-type: none"> • Understand the term 'climate zone' • Describe and show an understanding of the climate zones of the key places studied • Describe and show an understanding of earthquakes linking to the key places studied • Describe and show an understanding of volcanoes in/near the key places studied • Describe the land use and settlements of the key places studied • Use maps to make assumptions about the different areas of Europe | <ul style="list-style-type: none"> • Use and explain the term 'climate zone' • Name the climate zones in the world • Use maps to identify different climate zones • Ask questions and research what affects the climate • Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area • Ask questions about and identify the cause of global warming • Research and understand the implications of global warming • Understand the consequences of global warming for the future |

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| | <p>(e.g. use map keys to identify mountainous areas, urban areas – critically study photographs)</p> <ul style="list-style-type: none"> Identify and explain the economic activity, including trade links, of the key places studied Discuss the distribution of natural resources, including energy, of the key places studied Answer questions about the food, minerals and water aspects of the key places studied <p>FOCUS STUDY: Mountains, volcanoes and earthquakes</p> | <ul style="list-style-type: none"> Research and identify various solutions and their impact both in the short and long-term, on society and the environment (e.g. renewable energy sources) <p>FOCUS STUDY: Coasts, rivers and the water cycle</p> |
| Enrichment | <p>Exploring Outdoor Learning</p> <ul style="list-style-type: none"> Exploring the local area – Balham Walk Travel Plan – Bike/Scooter/Walk Week Juniper Hall – orienteering, forest walks and art etc. | <p>Exploring Outdoor Learning</p> <ul style="list-style-type: none"> Exploring the local area – ?? Travel Plan – Bike/Scooter/Walk Week Sayers Croft - orienteering, raft building, ?? |
| Our Changing World | See whole school overview – Appendix 1 | See whole school overview – Appendix 1 |
| Geography Skills and Fieldwork | <ul style="list-style-type: none"> Use keys to build knowledge/research Start to understand complex keys Start to understand contour lines Use maps [atlases, and globes] to locate and start to describe features Use 4 figure grid references to build knowledge Work out simple distances from a map (e.g. aerial distance, or along a straight road) Create a sketch map (e.g. of a short route, or a building plan with simple symbols) Start to draw to scale (positive integer scaling and simple correspondence - from Maths NC) | <ul style="list-style-type: none"> Use complex keys to build knowledge e.g. making quantitative estimates based on size of symbol Understand contour lines Use the contents and index of an atlas Use oblique and aerial views Start to use 6 figure grid references Use a scale to reasonably estimate distances (e.g. along roads/waterways) Start to explain ideas using a thematic map for reference Draw a map or plan from a description Create a scale-bar Draw cross-sections (harder integer correspondence (from Maths NC)) |

- Start measuring distance on digimaps
- 'Zoom' for a purpose and explain the scale
- Annotate digital maps with text/labels
- Understand and explain the reliability / purpose of different picture types (incl. [historical silhouettes & lithographs](#) – link to Sci 'light' topic)
- Start to use eight points of a compass [and link to magnets and poles \(Sci\)](#)
- Start to use idea of degrees to measure turns ([from Maths NC](#))
- Start to evaluate own observations, and compare them with others'
- Start to estimate length and distance
- Measure to nearest mm, nearest 10ml, and 45° for angle
- Convert between units, e.g. m to cm ([from Maths NC](#))
- Start to understand the concept of area ([from Maths NC](#))
- Use scales in ones, twos, fives and tens where numbers may be missing ([from Maths NC](#))
- Secure use of left and right from any perspective (e.g. with an upside-down map)
- Use sketch maps, tables, jotted diagrams, subdivided lists etc
- Start to frame questions and answers in Geographically valid ways (e.g. about change/difference)
- Select information according to relevance (i.e. spot the 'main' landmarks)
- Explain the difference between primary and secondary data
- Start to show awareness that there are different ways to represent Geographical information, and that these might inform opinions and beliefs

FIELDWORK INVESTIGATION: plan a fieldwork investigation in the local area selecting appropriate techniques.

- Accurately measure distance, including non-linear distances
- Annotate digital maps with markers, text, photographs, hyperlinks etc
- Use digital maps for a purpose (e.g. select, 'screengrab' & paste into .pub/.ppt/.doc)
- Compare the context & purpose (reliability) of different photographs
- Use digital technologies to alter photos/images
- Confidently use the eight points of a compass
- Use concepts of acute/obtuse angles, i.e. increasingly understanding turns ([from Maths NC](#))
- Evaluate own observations and compare them with others'
- Make reasonable estimations of length and distance; start to estimate mass, capacity and angle
- Start to understand inches & miles, stone & pounds, Fahrenheit
- Understand the concept of area ([from Maths NC](#))
- Use more complex scales where some numbers may be missing ([from Maths NC](#))
- Take quantitative and qualitative notes about observations
- Start to include continuous data
- Make simple calculations while in the field
- Ask and answer Geographically valid questions (e.g. about cause and effect, reliability, change and difference)
- Note connections, contrasts and trends and use these to order by relevance
- Recognise that Geographical 'facts' can vary depending on the source, and begin to suggest reasons for this

FIELDWORK INVESTIGATION: plan a fieldwork investigation in the local area selecting appropriate techniques.

| Key Vocabulary | Year 3 | | | Year 4 | | |
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| Subject Focus | Atlas globe grid reference area contour equator | NE SE SW NW population parallel coordinates relief map sketch fieldwork | easting northing degrees longitude latitude diagram | sort classify property base spherical cylindrical | concave convex symmetrical reflect construct sketch protractor | translation rotation survey questionnaire interpret |
| Local Knowledge | Regions: North East North West Yorkshire and the Humber West Midlands East Midlands East Anglia (Greater) London | South East South West Orkney Shetland Hebrides archipelago authority council polar | government borough district administration municipality Arctic Circle Antarctic Circle tropics/tropical Hemisphere | time zone federation union autonomy sovereign state province Polar hemisphere | Name and locate European countries and capitals Name and locate Russia, Moscow, St Petersburg Name and locate (with their capitals): Canada USA (also New York, San Francisco, LA) Mexico Brazil Argentina Panama isthmus Identify location of China Japan Australia India Pakistan Israel Egypt Nigeria Kenya, South Africa | |
| Human Geography | settlement locality community culture port harbour | energy renewable minerals function factory industry | (inter)national canal waterway transport | economic activity trade links land use finance retail municipal industrial distribution | employment infrastructure arable pastoral mixed farming carrying capacity statistics | contiguous impact settlement waste sewage pollution sound pollution (from Sci NC) man-made resources trade productivity |

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| Physical Geography | rivers mountains valley natural resources characteristic climate zone vegetation (forest, grassland, tu ndra, desert, ice sheet) ocean environment climate soil peat loam clay lake tropical temperate igneous metamorphic sedimentary tectonic plates magma pressure heat crystals fossil landscape organic (from Sci NC) vegetation belts erosion weathering urban rural volcano earthquake epicentre | zenith focus biome greenhouse polytunnel vegetation region dominant environmental anemometer barometer coastal humid erosion weathering water cycle precipitation evaporation condensation (from Sci NC) natural resources natural disaster ox-bow lake spring (water) urban rural tributary river delta meander ox-bow lake mouth source deposition confluence flood plain |
| Additional maths N.C Link Vocabulary | acute & obtuse angle, corresponding, equivalent, positive, negative, round up/down, approximate(ly), estimate, remainder, data(base), row, column, cell, amount, worth, expensive, (from Maths NC), million, billion (i.e. for population but not in much detail yet; million is Y5 Maths NC, billion not at all) 3D shapes negative numbers increase, decrease factor plot quadrant origin | |