

# Geography

Year 3	Vocab	Year 4	Vocab
<p><b>GEOGRAPHY</b></p> <p><b>I. THE LOCAL AREA/COMMUNITY</b></p> <p><b>Teachers:</b> Pupils should learn to distinguish between the built and the natural environment. They should learn to distinguish between different types of services available in the community and the functions of different buildings and land. They should learn to identify different features of the landscape (which may lie outside of larger urban areas).</p> <p><b>Terms:</b> region, community</p> <ul style="list-style-type: none"> <li>• Observe aerial/satellite photographs of the local area.               <ul style="list-style-type: none"> <li>▪ Use these to identify settlements, physical features and points of interest.</li> <li>▪ Discuss why things are located where they are, for example local buildings and services (bank, post office, shops, garage)</li> <li>▪ Discuss land-use types: parks, housing, industry, roads, farms.</li> </ul> </li> <li>• Draw a map of the school grounds using basic symbols and a key.               <ul style="list-style-type: none"> <li>▪ Use the map and the eight points of the compass to navigate around the school: north, south, east, west, northeast, southeast, northwest and southwest [Cross-curricular connection with Mathematics Year 4].</li> </ul> </li> <li>• Use a simple coordinate grid to describe the location of objects and places on a map, using the eight points of the compass.</li> <li>• Introduce scale: for example, fifty paces = 5 cm on a map.</li> <li>• Identify different types of residence               <ul style="list-style-type: none"> <li>▪ Apartments, terraced housing, detached houses</li> </ul> </li> <li>• Understand features of the natural environment               <ul style="list-style-type: none"> <li>▪ Rivers, hills, coastline, vegetation, animals</li> </ul> </li> <li>• Discuss ways in which the natural environment is managed and changed by people (e.g. park, farming, reservoir, urban drainage).</li> </ul>	<p>Eight-point compass: north north-east, east south-east south south west, west north west.</p> <p>Grid reference Symbols Key Human features Physical features</p> <p>region commu nity</p> <p>Symbols key Compass Coordinate natural environment</p>	<p><b>WORLD HISTORY AND GEOGRAPHY</b></p> <p><b>SPATIAL SENSE</b></p> <ul style="list-style-type: none"> <li>• Draw maps of the local area using symbols and a key. For example, have pupils draw a map of their route to school.</li> <li>• Use the points of the compass: north, south, east, west.</li> <li>• Review scale and discuss how they will show this on their maps.</li> <li>• Identify changes to a locality over time, sequence of change, and spread or growth. For example,               <ul style="list-style-type: none"> <li>• study aerial photographs of a local place taken in different years.</li> <li>• Use an atlas and online resources to find geographical information.</li> <li>• On a globe, identify the tropics of Cancer and Capricorn and understand their significance.</li> </ul> </li> </ul>	<p>Lines of latitude Lines of Longitude Equator Prime Meridian tropics of Cancer and Capricorn</p>
<p><b>II. WESTERN EUROPE</b></p> <p><b>Terms:</b> temperate climate, alpine climate, agriculture, industry, Romance language, Germanic language</p> <p><b>A. FRANCE, GERMANY, THE NETHERLANDS (HOLLAND), BELGIUM, AUSTRIA, SWITZERLAND</b></p> <ul style="list-style-type: none"> <li>• Humid temperate/broadleaf forest and alpine climate/ecosystem</li> <li>• Landscape               <ul style="list-style-type: none"> <li>▪ Alps, central highlands, lowlands, Rivers (Rhone, Rhine, Seine, Danube)</li> </ul> </li> <li>• People and culture               <ul style="list-style-type: none"> <li>▪ Germanic</li> <li>▪ Protestant/Catholic Churches</li> </ul> </li> <li>• Classical music Mozart [Cross-curricular links with Music, Years 2, 3, 4 and 5] Vivaldi [Cross-curricular link with Music, Year 3] Beethoven [Cross-curricular links with Music, Years 3 and 6]</li> <li>• Famous artists Vincent van Gogh [Cross-curricular links with Visual Arts, Years 1 and 2] Claude Monet [Cross-curricular links with Visual Arts, Year 2]</li> <li>• The European Union</li> </ul>	<p>temperate climate, alpine climate, agriculture, industry, Romance language, Germanic language</p>	<p><b>II. MEDITERRANEAN EUROPE</b></p> <p><b>A. GEOGRAPHY OF MEDITERRANEAN EUROPE (SOUTHERN FRANCE, PORTUGAL, SPAIN, ITALY, GREECE, MALTA, CYPRUS)</b></p> <ul style="list-style-type: none"> <li>• The climate of Europe: A Mediterranean climate.</li> <li>• Landscape</li> <li>• Alpine mountain system (Sierra Nevada, Pyrenees, Alps, Balkans)</li> <li>• Coastline, islands and beaches</li> <li>• Turkey</li> <li>• Gateway to the Middle East, Istanbul, the Bosphorus.</li> <li>• Settlements</li> <li>• Lisbon, Madrid, Rome, Milan, Venice, Athens.</li> </ul>	<p>Balkans Baltic Countries Baltic Sea: Latvia, Lithuania, Estonia, Poland Cyrillic human geography physical geography steppe Kremlin</p>
<p><b>II. WESTERN EUROPE</b></p> <p><b>Terms:</b> temperate climate, alpine climate, agriculture, industry, Romance language, Germanic language</p> <p><b>A. FRANCE, GERMANY, THE NETHERLANDS (HOLLAND), BELGIUM, AUSTRIA, SWITZERLAND</b></p> <ul style="list-style-type: none"> <li>• Humid temperate/broadleaf forest and alpine climate/ecosystem</li> <li>• Landscape               <ul style="list-style-type: none"> <li>▪ Alps, central highlands, lowlands, Rivers (Rhone, Rhine, Seine, Danube)</li> </ul> </li> <li>• People and culture               <ul style="list-style-type: none"> <li>▪ Germanic</li> <li>▪ Protestant/Catholic Churches</li> </ul> </li> <li>• Classical music Mozart [Cross-curricular links with Music, Years 2, 3, 4 and 5] Vivaldi [Cross-curricular link with Music, Year 3] Beethoven [Cross-curricular links with Music, Years 3 and 6]</li> <li>• Famous artists Vincent van Gogh [Cross-curricular links with Visual Arts, Years 1 and 2] Claude Monet [Cross-curricular links with Visual Arts, Year 2]</li> <li>• The European Union</li> </ul>	<p>temperate climate, alpine climate, agriculture, industry, Romance language, Germanic language</p>	<p><b>EASTERN EUROPE</b></p> <p><b>A. ALBANIA, AZERBAIJAN, BULGARIA, CZECH REPUBLIC, CROATIA, ESTONIA, GEORGIA, HUNGARY, KOSOVO, LATVIA, LITHUANIA, POLAND, ROMANIA, UKRAINE</b></p> <ul style="list-style-type: none"> <li>• Russia: borders China in the East and Finland in the West, Ural mountains, Ural river, Moscow, St Peterburg</li> <li>• The Baltic Countries: Latvia, Lithuania, Estonia and Poland</li> <li>• The Balkan Countries: Croatia, Albania, Bosnia-Herzegovina, Bulgaria and Kosovo</li> <li>• Landscape: lowlands and river valleys (Danube, Dniester), Balkan Mountains</li> </ul>	<p>Balkans Baltic Countries Baltic Sea: Latvia, Lithuania, Estonia, Poland Cyrillic human geography physical geography steppe Kremlin</p>
<p><b>II. WESTERN EUROPE</b></p> <p><b>Terms:</b> temperate climate, alpine climate, agriculture, industry, Romance language, Germanic language</p> <p><b>A. FRANCE, GERMANY, THE NETHERLANDS (HOLLAND), BELGIUM, AUSTRIA, SWITZERLAND</b></p> <ul style="list-style-type: none"> <li>• Humid temperate/broadleaf forest and alpine climate/ecosystem</li> <li>• Landscape               <ul style="list-style-type: none"> <li>▪ Alps, central highlands, lowlands, Rivers (Rhone, Rhine, Seine, Danube)</li> </ul> </li> <li>• People and culture               <ul style="list-style-type: none"> <li>▪ Germanic</li> <li>▪ Protestant/Catholic Churches</li> </ul> </li> <li>• Classical music Mozart [Cross-curricular links with Music, Years 2, 3, 4 and 5] Vivaldi [Cross-curricular link with Music, Year 3] Beethoven [Cross-curricular links with Music, Years 3 and 6]</li> <li>• Famous artists Vincent van Gogh [Cross-curricular links with Visual Arts, Years 1 and 2] Claude Monet [Cross-curricular links with Visual Arts, Year 2]</li> <li>• The European Union</li> </ul>	<p>temperate climate, alpine climate, agriculture, industry, Romance language, Germanic language</p>	<p><b>UK GEOGRAPHY</b></p> <p><b>Teachers:</b> Pupils should study each region of the UK including: climate, landscape, resources, ecosystems, population distribution, people, cultural practices, economic activities, political status (Scotland, Wales and Northern Ireland) and places of interest. The aim is for pupils to develop their knowledge of the geography of the UK in more detail. The lists of regional geography are by no means extensive or final. They are included as examples of geographical knowledge that pupils might study. The regions covered in Years 4-6 can be taught in any order. In Year Four, teachers may like</p>	<p>London coastline Thames Dover Skyline Transportati on Conurbation</p>

<ul style="list-style-type: none"> <li>▪ Origins, members, trade, migration</li> <li>▪ European Parliament in Brussels</li> <li>• Settlements <ul style="list-style-type: none"> <li>▪ Paris, Lyon, Berlin, Munich, Vienna, Zurich, Amsterdam, Brussels</li> </ul> </li> <li>• Economic activity <ul style="list-style-type: none"> <li>▪ Agriculture (cheese, wine, fruit and vegetables)</li> <li>▪ Industry (cars)</li> <li>▪ Services (tourism, restaurants, hotels)</li> </ul> </li> </ul>		<p>to begin with the region in which the school is located and then study a different region. The remaining regions should be taught in Years 5 and 6.</p> <p><b>LONDON AND THE SOUTH EAST</b></p> <ul style="list-style-type: none"> <li>• Greater London, Surrey, East Sussex, West Sussex, Kent, Berkshire, Buckinghamshire,</li> <li>• Hertfordshire, Oxfordshire, Isle of Wight</li> <li>• Transport, River Thames, Houses of Parliament, Tower Bridge, St Paul’s Cathedral.</li> <li>• Buckingham Palace, Thames Barrier, Dover, Channel Tunnel, Battle of Hastings, Brighton, Southampton and Portsmouth</li> </ul>	
<p><b>III. SETTLEMENTS AND POPULATIONS</b></p> <p><b>Terms:</b> urban, rural, conurbation, hamlet</p> <ul style="list-style-type: none"> <li>• Identify different types of settlement: hamlets, villages, towns, cities and conurbations.</li> <li>• Distinguish between rural, urban and suburban areas.</li> <li>• Use a local map to identify the site and situation of local settlements. <ul style="list-style-type: none"> <li>▪ Where are settlements found? In valleys, along coasts and at river crossings.</li> <li>▪ Why did people choose these locations? Access to water, farmland, wood or for defence.</li> </ul> </li> <li>• Examine population density <ul style="list-style-type: none"> <li>▪ Distinguish between areas where people are dispersed (rural) and crowded (towns and cities).</li> </ul> </li> <li>• <b>Compare and contrast UK with a region in North or South America</b></li> </ul>	<p>hamlet village town city urban, rural, conurbation, hamlet</p>	<p><b>SOUTH WEST</b></p> <ul style="list-style-type: none"> <li>• Dorset, Wiltshire, Cornwall, Devon, Somerset</li> <li>• For example: South Downs, Exmoor, Bodmin Moor, Dartmouth National Park, Lands End, dairy/sheep/arable farming, Stonehenge, Bristol, Exeter, Plymouth, Bath,</li> <li>• Bournemouth, Great Western Railway, rural, coastline, wave erosion, tides, limestone/granite/chalk, caves (e.g. Cheddar Gorge) Monuments: Stonehenge, Tintagel Castle, Glastonbury Tor</li> </ul> <p><b>III. NORTHERN IRELAND</b></p> <ul style="list-style-type: none"> <li>• Part of the UK, separate from the Republic of Ireland</li> <li>• (Ring of Gullion), peat bogs, Giant’s Causeway, Glens, Belfast, Londonderry, Gaelic, ship building, farmland, dairy</li> </ul>	<p>coastline The Gulf Stream Atlantic Ocean county arable land Land pastoral land Land Area of Outstanding Natural Beauty moor tourism</p>
<p><b>IV. RIVERS AND BASINS</b></p> <p><b>Terms:</b> river source, tributary, river mouth, floodplain, irrigation, watershed, drainage basin, estuary</p> <p><b>A. UNDERSTAND THE WATER CYCLE</b></p> <ul style="list-style-type: none"> <li>• Evaporation from the sea/lakes, condensation, precipitation, run-off and groundwater</li> <li>• Discuss the different paths that water takes.</li> <li>• Discuss how urban areas modify the drainage of water.</li> </ul> <p><b>B. RIVER BASINS</b></p> <ul style="list-style-type: none"> <li>• Understand that a river basin is an area of land drained by a river and its tributaries.</li> <li>• Identify features of a river basin: springs, mountain streams, channel, valley, floodplain, lakes, estuary, coastline</li> <li>• Follow the course of a river from source to mouth while using a map.</li> </ul> <p><b>C. IDENTIFY MAJOR RIVERS AND THEIR BASINS</b></p> <ul style="list-style-type: none"> <li>• UK major rivers: Thames, Trent, Severn, Tyne, Ouse, Great Ouse, Wye, Tweed, Exe</li> <li>• Europe: Volga, Danube, Rhine</li> <li>• Asia: Ganges, Indus, Tigris, Euphrates</li> <li>• Africa: Nile, Niger, Congo</li> <li>• <b>South America: Amazon, Parana, Orinoco</b></li> <li>• <b>North America: Mississippi, Missouri, Colorado, Rio Grande, Yukon</b></li> <li>• Australia: Murray-Darling</li> </ul>	<p>river source tributary river mouth floodplain irrigation watershed drainage basin estuary source stream tributaries estuary mouth of a river river basin drainage basin watershed waterway</p>		<p>Ulster Belfast Londonderry</p> <p>Republic Partition Giant’s Causeway Unionists Nationalists</p>
<p><b>V. GEOGRAPHY OF ASIA AND EARLY ASIAN CIVILISATIONS</b></p> <p><b>Teachers:</b> Pupils are introduced to Asia through the countries of India, China and Japan. They should learn where these countries are located and study their physical setting and culture.</p> <ul style="list-style-type: none"> <li>• Learn that Asia is the largest continent, with the most populous countries in the world</li> </ul>	<p>Warrior Indus River Indus Valley</p> <p>Ganges River Hinduism Vishnu</p>		

- Himalayan mountain range includes some of the tallest mountains in the world. The tallest mountain is Mt. Everest.
- Locate the following countries:
  - China
  - India
  - Japan

Pantheon  
Qin dynasty  
Land of the  
Rising  
Sun  
Tokyo  
Kyoto  
climate  
weather  
tsunami  
monsoon  
Samurai  
kimono  
origami