



Knowledge Organiser	Subject: Geography	Topic: The Caribbean Summer Term One	Year: 4
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Key Knowledge

In KS1, children should have learned about the continents of the World, as well as learn the impact of climate/weather in South America. In Year 3 continents would have been revisited and the knowledge of where food comes from will have looked at varying places around the world. In Year 4, climates and biomes would have been studied already, so children should have an understanding of these terms. This unit will focus on the Caribbean islands, a specific region with many varied human and physical features. This unit should look at the differing physical features, cultures of chosen islands and the impact of tourism on the region as a whole. All children should know by the end of the unit, that there are similarities and differences between the islands, both in human and physical geography and culture. The study of this unit, as well as the Windrush generation will link to Year 5 history and Year 6 history – enabling a sense of place.

- <https://www.youtube.com/watch?v=QjVGDhUL-gY>
- <https://kids.nationalgeographic.com/geography/countries/article/jamaica>
- <https://kids.nationalgeographic.com/geography/countries/article/haiti>
- <https://kids.britannica.com/students/article/Caribbean-Sea/273521>

Being a Geographer/Key Skills Developed

A good geographer in Key Stage 2 will be able to:

- use more detailed maps and discuss human and physical characteristics of regions
- They will understand climate zones, mountains, volcanoes, the water cycle, rivers, types of settlement and natural resources and areas.
- They will use ICT, different types of maps, atlases, more complex compass directions, aerial photographs, as well as fieldwork and observational skills.

Multi-Disciplinary Skills

Environmental knowledge will be closely linked to science. A good geographer will be able to demonstrate an awareness of their physical and human world, and an understanding of environmental management and sustainability, this links closely to PSHE. They will understand the importance of their place within the world and the impact they may have through their actions, this links to Eco-schools, PSHE, Science and RE. The skills of cause and effect, impact and change, empathy and compassion will also be developed. Mapping skills will link closely to the use of co-ordinates and compass directions in maths, as well as grid references in OS maps. The Caribbean will enable opportunities to discuss the human impact of tourism, pros and cons. It will also allow a smooth transition into The Windrush, to discuss in greater detail the Windrush generation and their lives.

Key Concepts

Place A construct that is defined in terms of what it is like, what happens there and how and why it is changing.

Space The location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.

Environment The 'zoom lens' that enables us to view places from global to local levels.

The Caribbean – a rich and diverse tapestry!

Key Vocabulary	
The Caribbean	The Caribbean is a group of 7000 islands in the Caribbean Sea, to the East of Central America.
Climate	The weather conditions <u>prevailing</u> in an area in general or over a long period.
Continent	A large continuous mass of land, regarded as a collective region. There are 7 continents: Asia, Africa, North and South America, Europe and Australasia (Oceania).
Region	An area having definable characteristics.
Sovereign country	Sovereign countries rule themselves.
Dependent territory	Dependent territory belongs to another country.
Indigenous	The first people to live in an area; being originally from that place.
Landform	A natural feature of the Earth's surface e.g. mountains, rivers etc..



Linking Thinking Across Our Learning Journey

Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All About Me – To begin to identify similarities and differences. Positional Language. Local Walk.	Where do I live? Looking at the local environment and understanding the human impact of our locality.	Who Lives Here? To understand the different environments in the World and how people survive?	Where does our food come from? Impact of location on human and physical features/food production/climate etc	The Caribbean To know the diversity of the physical and human geography. To begin to understand the impact of tourism on the landforms and people.	North America To know the countries, capitals and regions of North America. To identify the human and physical differences of the 5 regions.	Water World This unit will, among other things, look at the importance of water for our planet. Links to Year 6 history and Slave Trade.

