



Cove Junior School
Whole School Overview - Geography

Year 3 Topics	Knowledge/ Key Questions	Subject specific vocabulary Understand and use a widening range of geographical vocabulary	Assessment Statements
<u>Blooming Marvellous</u>	<p><u>Where did our school come from?</u> (Linked to History) Orientate a map. Identify human/physical features. To know where Hampshire is and the surrounding counties. To know London, Cardiff, Edinburgh, Dublin. Cove, Farnborough, Rushmoor.</p>	<p>Map, school, grounds, human, physical features, Cove Brook, St John's church, Cove Junior, Cove Infants, route, county, Hampshire, Great Britain, England, Ireland, Scotland, Wales...</p>	<ul style="list-style-type: none"> • Identify where countries are within the UK and the key topographical features • Name and locate the cities of the UK • Identify physical and human features of the locality
<u>Food Glorious Food</u>	<p><u>Where in the world?</u> Identify where we are on a world map and then identify where the Christmas Story happened. To recall the <u>What journey did Mary and Joseph take?</u> Pictorial map work, looking at symbols. Journey to Bethlehem. Where is Bethlehem?</p>	<p>World map, Great Britain, UK, land oceans, Bethlehem, Jerusalem</p> <p>Key, symbols, pictorial, woods, river, map, desert, mountainous and rocky.</p>	<ul style="list-style-type: none"> • Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features • Use four figure grid references • Make plans and maps using symbols and keys • Recognise there are similarities and differences between places
<u>Digging Up the Past</u> (Stone Age)	<p><u>Does a map stand still?</u> Look at features of a map, compare map of present day and Stone Age Period <u>Can we settle here?</u> Where did the Stone Age people settle and why? Map work. Maps and symbols, identifying human and natural resources.</p>	<p>Maps, symbols, landscape, natural resources, human and physical features, slopes, compass, grid reference...</p>	<ul style="list-style-type: none"> • Develop an awareness of how places relate to each other • Make plans and maps using symbols and keys
<u>It's a Mystery</u>	<p><u>Where am I?</u> In school fieldwork – to observe, measure, record and present the Human/Physical features in the local area using a range of methods. Build on knowledge from Autumn 1.</p>	<p>Maps, birds-eye-view, built-up, human/physical, compass (N, S, E, W) 8 points, environment, local, fieldwork, data, features...</p>	<ul style="list-style-type: none"> • Use four figure grid references • Use the eight points of a compass • Identify physical and human features of the locality • Use fieldwork instruments e.g. camera, rain gauge • Make more detailed fieldwork sketches / diagrams • Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...?
<u>Webs and Whiskers</u>	<p><u>Where in the world?</u> Continents Oceans Countries Cities Day and night</p>	<p>Continents Oceans Countries Cities Day and night</p>	<ul style="list-style-type: none"> • Analyse evidence and draw conclusions E.g. make comparisons between locations E.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. • Communicate findings in ways appropriate to the task or audience • Explain about weather conditions / patterns around the UK and parts of Europe

Year 4 Topics	Knowledge/ Key Questions	Subject specific vocabulary Understand and use a widening range of geographical vocabulary	Assessment Statements
Rivers	<u>What is a river?</u> Locational knowledge of local area. Fieldwork – Comparison of Cove Brook in the local area and a section of the Thames. River Thames, Cove Brook, River Seven.	River, banks, channel, current, delta, deposition, erosion, estuary, floodplain, meander, mouth, ox-bow lake, plunge pool, tributary, waterfall, riverbed, source, rapid, reservoir...	<ul style="list-style-type: none"> • Know how rivers erode, transport and deposit materials • Understand why there are similarities and differences between places • Describe and understand key aspects of physical geography: rivers and the water cycle • Explain about key natural resources e.g. water in the locality • Describe how people have been affected by changes in the environment • Know how the locality is set within a wider geographical context
<u>Tribes, Towns and Togas!</u> Roman Trade Links Pompeii	<u>Can I Live in a Volcano?</u> Volcanoes Atlas work – change over time To be able to identify Italy on a map. To identify the ring of fire.	Maps, European, Europe, Oceans, Volcanoes, Italy, continent, physical/human, erupt, eruption, ash, lava, Mount Vesuvius, Bay of Naples, volcanic gases, tectonic plates, earth's surface, Ring of Fire, Pacific Ocean, crust, mantle, outer-inner core, crater.	<ul style="list-style-type: none"> • Demonstrate knowledge of features about places beyond the UK • Explore weather patterns around parts of the world • Describe and understand key aspects of physical geography: volcanoes and earthquakes
<u>Abominables</u> Mountains	<u>Can I survive on a mountain?</u> Topographical Maps, digital technology. Mount Everest, Himalayas.	Mountain, Farnborough, England, UK, peak, summit, outcrop, foot, range, valley, slope, snowline, tree line, face, ridge,, map, Ireland, Scotland, Wales, atlas, locate, Europe, weather, plateau, fold, dome, fault-block, volcanic, avalanche, google maps...	<ul style="list-style-type: none"> • Explore features on OS maps using 6-figure grid references
<u>Save Our Seas</u> Impact of humans on the Earth.	<u>Why do our seas and oceans matter so much?</u> Human Geography on natural world – school and seas. Sketch maps In school fieldwork . Environmental work, locate oceans, which are near to us? Which have you visited? To locate Atlantic Ocean, English Channel, North Sea.	Environment, sea, ocean, pollution, description, human impact, global warming, greenhouse effect, energy, recycling, globe, refuse, plastic, habitat, waste...	<ul style="list-style-type: none"> • Recognise the different shapes of continents • Demonstrate knowledge of features about places beyond the UK • Demonstrate how people have been affected by changes in the environment • Plan the steps and strategies for an enquiry

Year 5 Topics	Knowledge/ Key Questions	Subject specific vocabulary Understand and use a widening range of geographical vocabulary	Assessment Statements
<u>Ferocious Fighters</u> Settlements and Origins of the Vikings	<u>Where did the Vikings travel, and why?</u> Land use, key physical and human characteristics, distribution of natural resources. Farnborough v Viking Settlement.	Settlement, beach, cliff, river, town, city, seafaring, place, hamlet, village, rural, urban, holiday resort, market town, port, industrial town...	<ul style="list-style-type: none"> • Know and describe where a variety of places are in relation to physical and human features
<u>Potions and Possibilities</u> Map reading and research	<u>Where in the World is Hogwarts?</u> O/S symbols, reading maps. Use 8 points of compass, 4 figure grid reference, symbols and key to build their knowledge of UK Digital technologies	o/s map, symbols, compass (N, S, E, W) 8 points, scale, cartographer, co-ordinates, atlas, Google Maps	<ul style="list-style-type: none"> • Revision of skills needed for map reading • Recognise the different shapes of countries
<u>Infinity and Beyond</u> (Small Topic)	<u>Why was the Winchester Science Centre & Planetarium built out of town?</u> Describe features needed, maps to locate specific areas,	Human and physical features and resources, maps, traffic,	<ul style="list-style-type: none"> • Know about the wider context of places e.g. county, region, country
<u>Groovy Greeks</u> European cities	<u>Why did the Greeks invade?</u> Countries in Europe, key physical and human characteristics, identify the position.	Empire, democracy, slaves, government, city state, citizen, enemies, Persian, Mount Olympus, Sparta,, Athens, Mediterranean...	<ul style="list-style-type: none"> • Know the location of a selection of capital cities and countries in Europe
<u>Change for Life</u> (Small Topic)	<u>How do I get to swim?</u> Investigate how to get to the local Swimming Pool	Maps, transport, direction,	<ul style="list-style-type: none"> • Revision on using OS maps and skills linked to map reading
<u>Coasts</u>	<u>Why do we look to be beside the sea?</u> How has it changed over time? What is a coast? How do you know it is? Erosion. Fieldwork – Jurassic Coast	Coast, beach, bay, sand, pebbles, rock pools, tombolo, arch, groyne, pier, harbour, shingle, spit, lighthouse, cliffs, erosion, tourism...	<ul style="list-style-type: none"> • Know and describe where a variety of places are in relation to physical and human features • Know about the physical features of coasts and begin to understand erosion and deposition

Year 6 Topics	Knowledge/ Key Questions	Subject specific vocabulary Understand and use a widening range of geographical vocabulary	Assessment Statements
<u>Guilty or Not Guilty</u> North America	<u>Where in America could 'Holes' have taken place?</u> Maps, Hemispheres, equator, tropics, time zones. Digital technologies. Locate America on a map and know that it is a continent. Arizona, Texas, Utah, New Mexico.	Hemispheres, equator, tropics, time zones, planes, travel, longitude, latitude, International Date Line, circumference, contour, GPS, co-ordinates, continents, meridian, pole, google maps...	<ul style="list-style-type: none"> Identify the physical characteristics and key topographical features of the countries within North America Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences Use maps, globes and digital / computer mapping to locate countries and describe features studied Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Understand that there are different time zones across the world
<u>The Ice Trap</u> Biomes - Polar	<u>Why is Antarctica a desert?</u> Understand biomes and climate zones. What is a biome? Identify Antarctica.	Biomes, climate, polar, alpine, bog, forest, city, cave, coastal, river, sea, grassland, food plain, habitat, heath, highland, jungle, marshland, pack ice, polar desert, rainforest, tundra...	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography: climate zones and biomes
<u>Keep Calm and Carry On</u> Invasion – Russia/Europe	Where are the cities that were targeted? 6 figure grid reference, 8 points compass and European capital cities. To know countries where children were impacted.	Empire, trade, invasion, city, Europe, colonies, map, America, allies, destroyed, port, Russia, import, Germany, Austria, Britain, cities, enemy, factory, Serbia...	<ul style="list-style-type: none"> Use the eight points of a compass; four and six-figure grid references; symbols and keys (including Ordnance Survey maps) Describe and understand key aspects of 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 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
<u>Temples of Doom</u> South America	<u>Are all rainforests of the world the same?</u> Vegetation – Rainforest (Remind of previous learning, biomes, climate zones, tropics) Comparison to UK	Amazon, Mayans, map, locate, Mesoamerica, city, change, north, south ...	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts