

A stylized tree logo with a brown trunk and a green canopy. The canopy is composed of several overlapping, curved shapes in shades of green and yellow, giving it a dynamic, swirling appearance.

AJS Geography Learning Journeys

Years 3 to 6

Ashley Junior School

Intent

Our aim for Geography at Ashley Junior School is for all children to enjoy, be enthused and have a passion about exploring our planet that links to and enhances the topics and core subjects that are taught throughout the school. This will include:

- An increasing knowledge and curiosity of where places are and what they are like.
- Progressive opportunities to investigate in depth, the world's countries, becoming confident using maps to understand geographical locations, using previous knowledge to compare similarities and differences.
- An extensive base of geographical knowledge and vocabulary building year on year.
- The chance to discuss and investigate human impact and activity on our planet, and the appreciation of how the world's natural resources are used and transported and how they interconnect.
- Identifying topographical features such as rivers and land use and how they have changed over time.
- Being increasingly confident in communicating geographical vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Installing curiosity and fascination when discussing or exploring the world in a practical and engaging way.
- Opportunities to be creative and imaginative in representing visual knowledge.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Develop rational opinions based on learned knowledge.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and to achieve their very best.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. This ensure that teaching is informed by the children's starting points and takes account of pupil voice. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion.

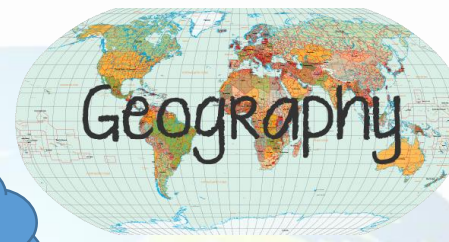
It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

Impact

At the end of the four years at Ashley Junior, the pupils will be able to:

- Communicate with and use geographical language – such as country, county, continent etc.
- Have increased their knowledge of these – naming countries within continents, local counties.
- Confidently discuss land use in different areas of the world in relation to the equator and poles.
- Identify key features of these landscapes and explain why certain trees for example are found in similar areas.
- Discuss geography with interest.
- Understand how maps work and confidently use them.
- Understand how humans interact with their environment, including natural resources.
- Have a good foundation of knowledge to allow success in KS3.

Year 3 – The world - Autumn



Vocabulary to be used

Northern Hemisphere
Southern Hemisphere
Arctic and Antarctic Circle
Continents
Equator
Capital City

curiosity

Locational knowledge

WALT: identify the continents and oceans of the world

What is our world like?
Quiz style

communicate

Locational knowledge

WALT: identify the position and significance of northern and southern hemispheres

Discuss that the equator separates the two hemispheres

curiosity

Locational knowledge

WALT: explore the similarities and differences of the Arctic and Antarctic circle

Possible question - Where does Santa live?

Discuss

Place knowledge

WALT: explore European countries and their capital cities

explore shapes of countries.

Italy as a boot for example.

Look at world maps

What's it like?

Explore

WALT: locate and explore our area

WALT: use the eight points of a compass

WALT: Use fieldwork to observe, measure, record and present information

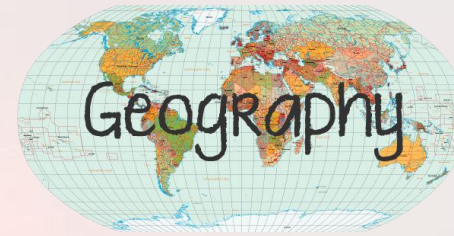
Local area discovery

investigate

Year 3 – Volcanoes - Summer

Vocabulary to be used

Northern Hemisphere
Southern Hemisphere
Continents
Equator
Capital City



WALT: locate a point on a map using a 4-digit grid reference

Create own map

Human and physical

WALT: understand why humans live near volcanoes

Writing task

Discuss opinions

Explain

Identify

Human and physical

WALT: understand the key aspects of a volcano and why it erupts

Present the data

curiosity

Human and physical

What is a volcano?

WALT: locate volcanoes around the world and their differences

Read from tables

Discuss dates of eruptions

conclusion

Vocabulary to be used

Volcano
opinion

Year 4 – U.K region - Spring

Vocabulary to be used

County
City
Grid references (4 figure)
Continents
Country
Northern hemisphere

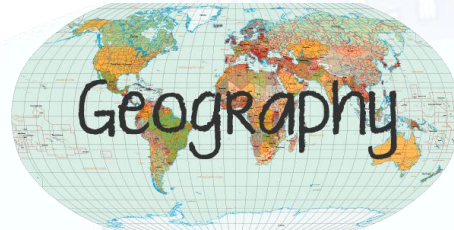
curiosity

Locational
knowledge

Where did the Anglo-Saxons and Vikings come from?

WALT: Locate the countries of origin for Anglo-Saxon settlers

Re-cap oceans. Seas crossed



Locational
knowledge

WALT: identify the main cities in history and their location

How has this changed over time?



Human and physical
geography

WALT: Describe and understand the key features of the water cycle

Linked to early settlers.

investigate

Geographical skills and
fieldwork

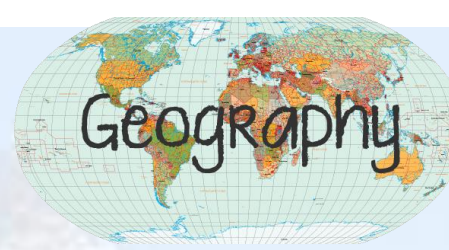
WALT: use 4 digit grid reference

OS maps – symbols and keys

Locate a county on a map

Explore

Year 4 – mountains - Autumn



Vocabulary to be used

City
water cycle
mountains
Northern Hemisphere, Southern Hemisphere,
Arctic and Antarctic Circle, Volcano,
Continents, Capital cities

Locational knowledge

When does a hill become a mountain?

WALT: locate significant mountains of the world

Vocabulary to use:
Northern Hemisphere,
Southern Hemisphere,
Continents, Capital cities

Create table of information

Human and physical geography

WALT: describe and understand the key aspects of a mountain

Include hills and why they are different.

Place knowledge

WALT: identify similarities and differences of mountains

Snowdon compared to ..

Environment and Human characteristics

Geographical skills and fieldwork

WALT: find a feature on a OS map using a 4 - digit grid reference using symbols and keys.

communicate

Explore

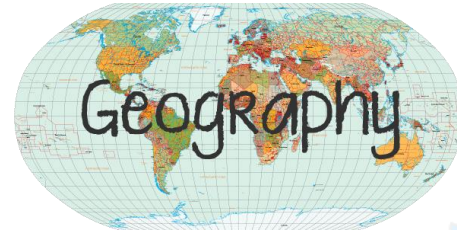
investigate

curiosity

Year 4 – U.K region - Summer

Vocabulary to be used

County
City
Grid references (4 figure)
Observe
Measure
Record
Present



communicate

Place knowledge

WALT: explore the region of the New Forest

*Location and main towns
Types of environment*

Place knowledge

WALT: compare the New Forest with a European Forest.

Geographical skills and fieldwork

WALT: use 4 digit grid reference

OS maps – symbols and keys

Locate a county on a map

Geographical skills and fieldwork

WALT: use research skills
Use fieldwork to observe, measure, record and present the human and physical features in the local area using plans and graphs.

Locational knowledge

What is our area like?

WALT: identify Hampshire and its surrounding counties

Change over time

Locational knowledge

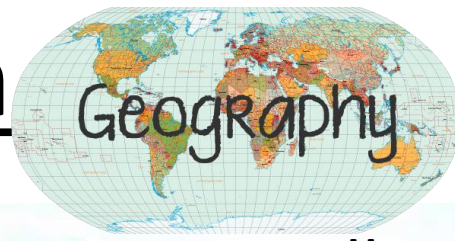
WALT: identify the main cities in each county

curiosity

investigate

Explore

Year 5 – Autumn



Vocabulary to be used

Latitude
Longitude
Equator
Rivers
Continent
Country

Locational knowledge

WALT: identify the equator

Where is Egypt? What continent? Explore surrounding countries.

*Position /
Key features /
Introduce*

Locational knowledge

WALT: explore the city of Cairo in Egypt.

How has it changed since the ancient Egyptians?

Human and physical geography

WALT: Describe and understand the key aspects of rivers.

River Nile

How do we get our drinking water compared to Cairo?

Recap water cycle.

Geographical skills and fieldwork

WALT: use 6-digit grid references

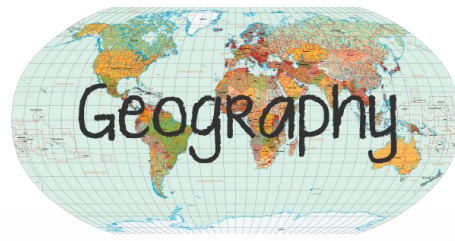
*Locate a city
Southampton
Comparison with Cairo.*

Geographical skills and fieldwork

WALT: use research skills

Use fieldwork to observe, measure, record and present the human and physical features in the local area using plans and graphs.

Year 5 – Spring



Vocabulary to be used

Latitude
Longitude
Equator
Earthquakes
Continent
Country

Human and physical geography

WALT: Identify the
location of
earthquakes.

***What causes an
earthquake?***

Continents / countries

Human and physical geography

WALT: Describe
and understand
the key aspects
of earthquakes.

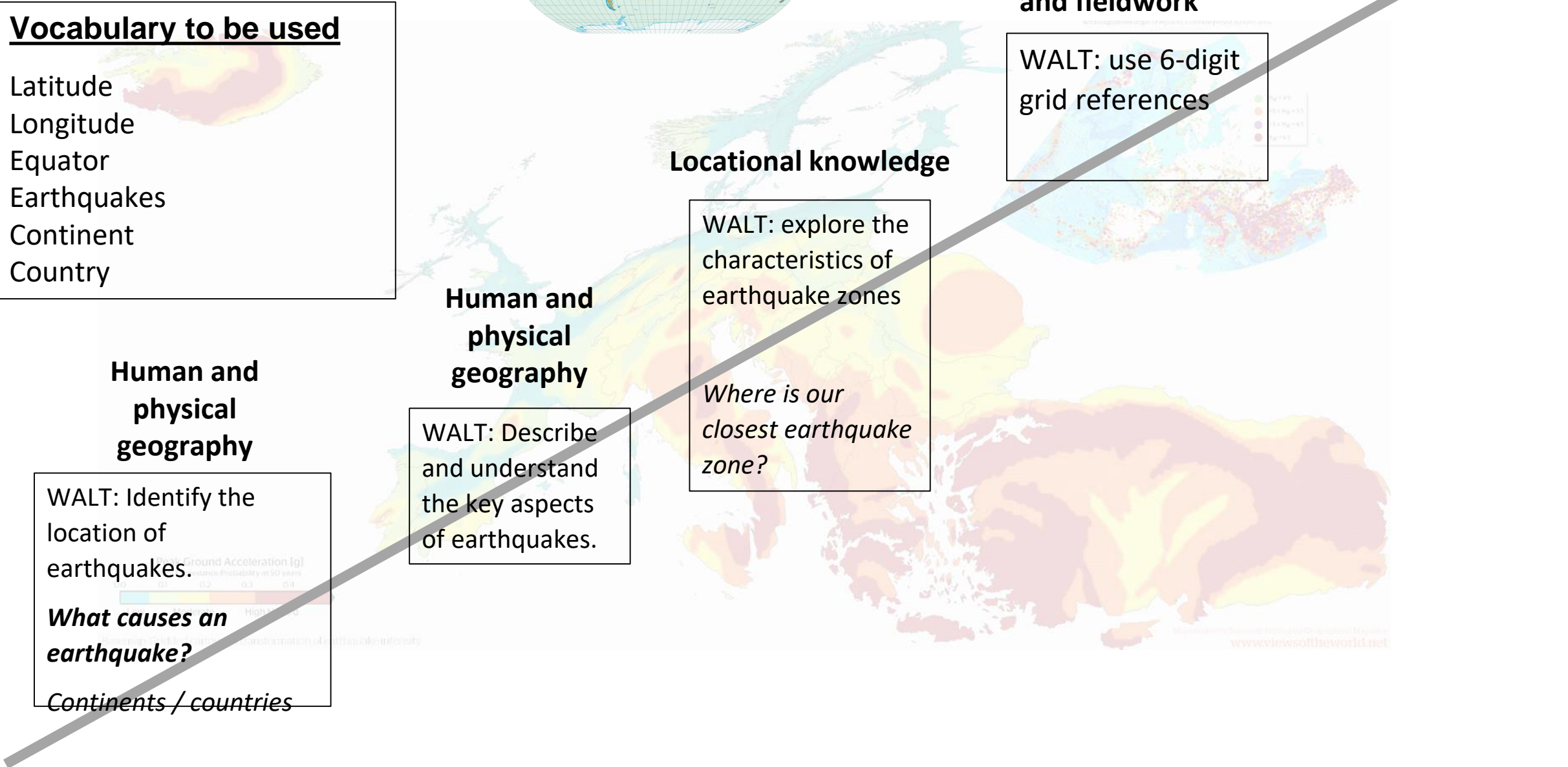
Locational knowledge

WALT: explore the
characteristics of
earthquake zones

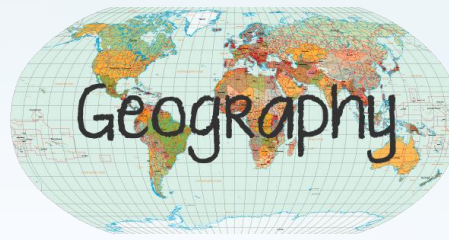
*Where is our
closest earthquake
zone?*

Geographical skills and fieldwork

WALT: use 6-digit
grid references



Year 5 – Summer



Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country

Place knowledge

WALT: identify similarities and differences of an island
Santorini vs I.O.W

Locational knowledge

Why is Greece hotter than the U.K?

WALT: Locate Greece and its Islands.

Continents / countries

Human and physical geography

WALT: explore the land use of Santorini

Land use

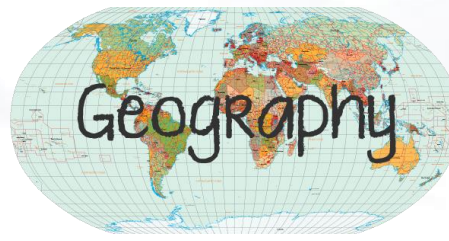
Natural resources

Geographical skills and fieldwork

WALT: Use fieldwork to observe, measure, record and present data

Explore the human and physical features in the local area using digital technologies.

Year 6 – Autumn



Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country
City
County

Locational knowledge

WALT: Locate regions in the U.K

How do regions of England differ?

London

Devon

Change over time

Place knowledge

WALT: Identify differences between two U.K regions

London city centre

Devon

Human and physical geography

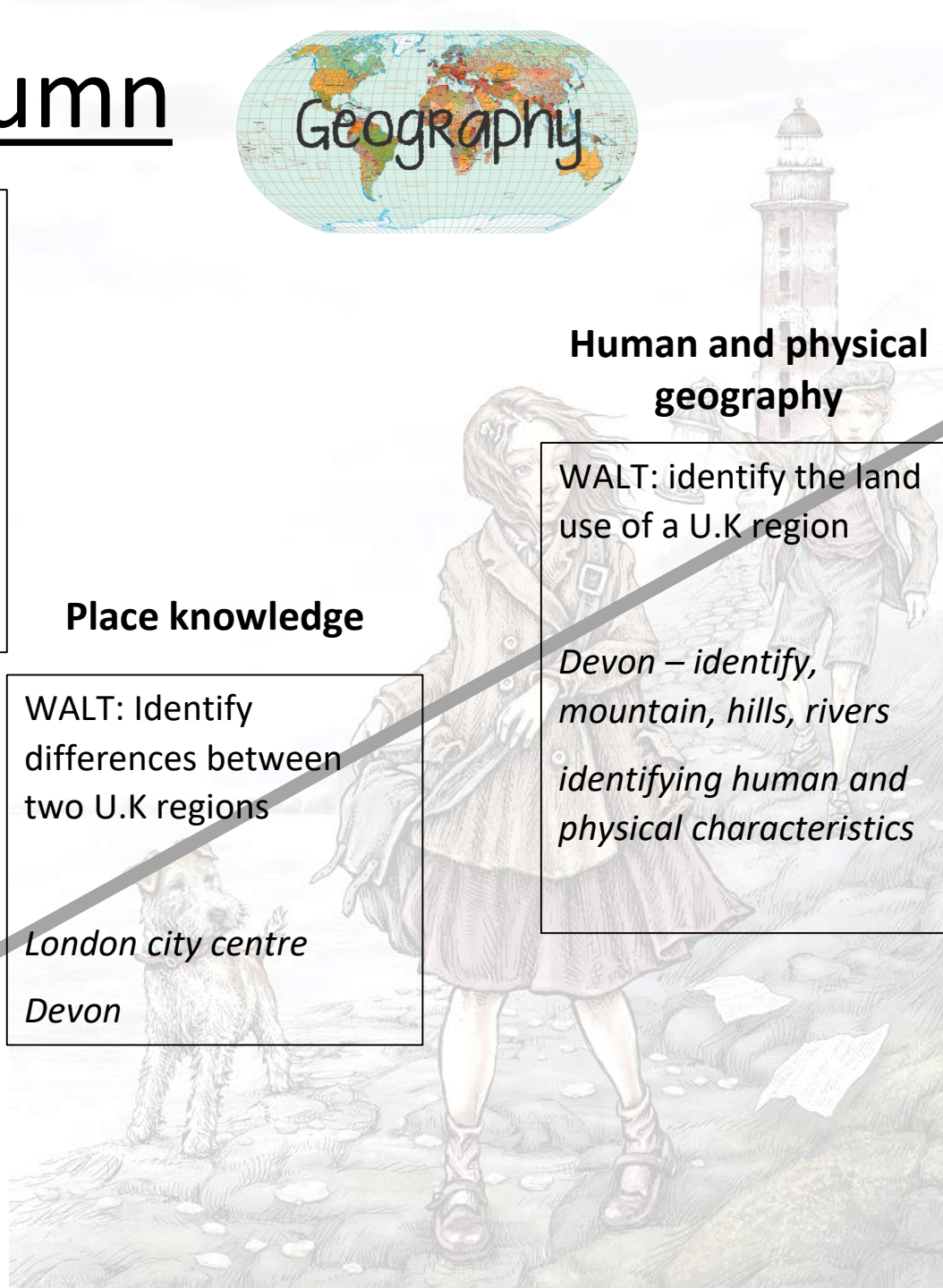
WALT: identify the land use of a U.K region

Devon – identify, mountain, hills, rivers
identifying human and physical characteristics

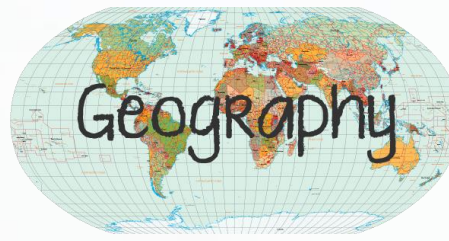
Geographical skills and fieldwork

WALT: find a feature within a city on a UK map using a 6 -digit grid reference

London – identify imperial war museum



Year 6 – Spring



Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country
City
County

Why are the rainforests so important?

Locational knowledge

Locational knowledge

WALT: Explain key physical characteristics of the Amazon Rainforest region.

WALT: Identify the Tropics of Cancer and Capricorn and describe the climate in the Equatorial zone.

Place knowledge

WALT: Demonstrate the layers of a Rainforest biome.

Human and physical geography

WALT: Research The Rainforest

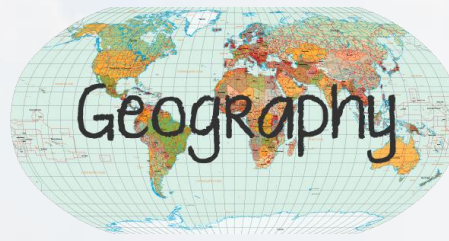
Place knowledge

WALT: Compare the New Forest to the Amazon Rainforest

Human and physical geography

WALT: explore the impact of logging on the Amazon Rainforest

Year 6 – Summer



Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country
City
County

Locational knowledge

Why is Saudi Arabia such a rich country?

WALT: identify Saudi Arabia and its surrounding countries

Continent
Country
Capital city

Human and physical geography

WALT: explore the economic activity of Saudi Arabia

Oil and its distribution

Geographical skills and fieldwork

WALT: create a map using grid references.

Treasure map for mystical object