



Ashley Junior School

Ready • Respectful • Responsible



AJS Geography Learning Journeys Whole School

INTENT

At Ashley Junior School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of an ever changing world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it through a broad and balanced curriculum. The ambitious geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. We draw meaningful cross-curricular links including maths, writing and reading.

IMPLEMENTATION

Our curriculum is carefully sequenced to ensure that children build secure geographical knowledge and understanding over time through a carefully sequenced curriculum in which key concepts are revisited and connected. Through the study of both physical and human geography, pupils develop substantive knowledge about locations, environments, processes and geographical features, alongside disciplinary knowledge that enables them to think and work as geographers. This includes asking questions, analysing evidence, interpreting maps and data, drawing conclusions and communicating geographical understanding.

IMPACT

Children will see themselves as geographers who can:

- Explore environments that are local to them (such as school grounds) and further afield (during field work)
- Show a deepening understanding of physical and human processes and make links between
- Use their geographical knowledge and skills to help them explore, navigate and understand the world around them
- Debate and discuss (real life current affairs) geographical issues – locally and globally
- Form their own opinions and use these to make a difference to inspire future life choices



Geography



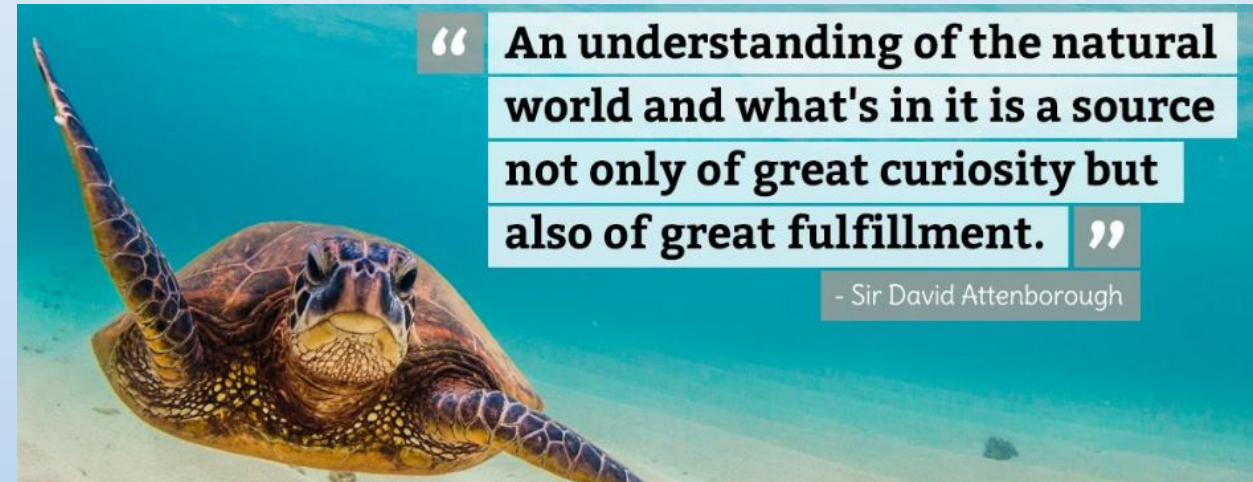
Definition



A **geographer** studies the Earth's physical environment and human habitat.

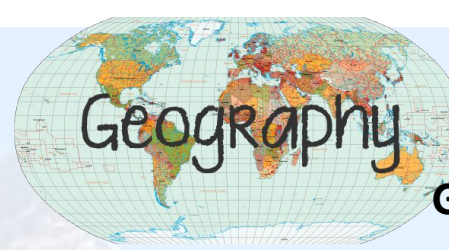
As **geographers** we are learning to...

- **independently** interpret information from maps and graphs
- analyse, look for patterns and **reflect** on reasons for change
- be good communicators and find ways to learn about our world
- **think** critically and reach logical conclusions



**AJS Geography
Learning Journeys
Year 3/4-Cycle A**

Cycle A Year 3/4– 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.

curiosity

communicate

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.

WALT: investigate different environments

What can we hear around our school?

Explore

investigate

Retrieval:

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Key Questions:

1) Can you name any significant mountains and their continents?

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2) Name and describe two features of a mountain?

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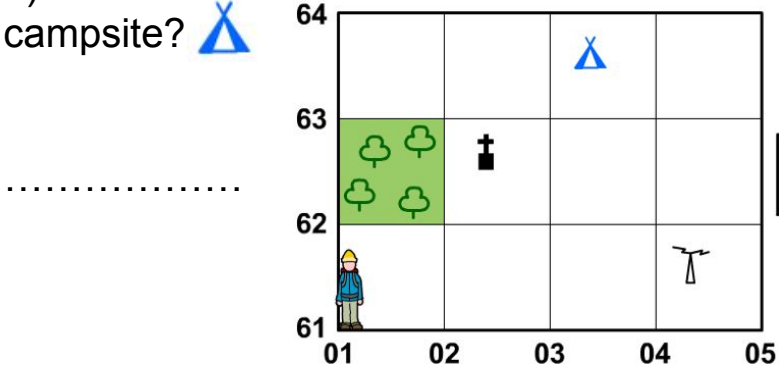
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3) What is the four digit reference for the campsite?



Cycle A Year 3/4– U.K region - Spring

Vocabulary to be used

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

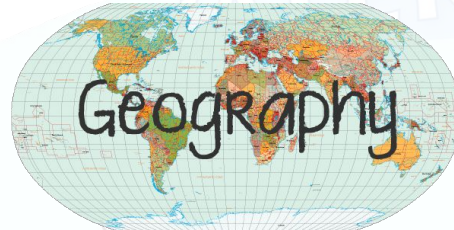
curiosity

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 importance of England's Capital Cities.

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

communicate

Geographical skills and fieldwork

WALT: use 4 digit grid reference

OS maps – symbols and keys

Locate a county on a map

Explore

WALT: compare environments

What can we hear around our school?

investigate

Retrieval:

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Key Questions:

1) Which countries did the Anglo-Saxons come from and why?

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2) How have England's capital cities changed over time?

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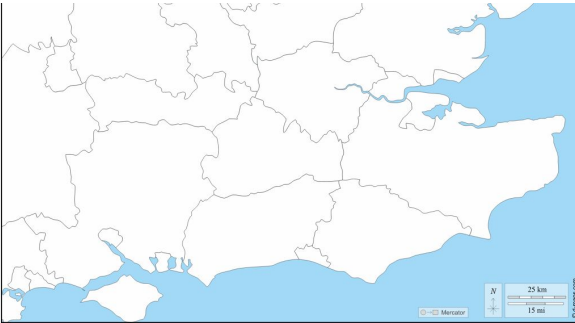
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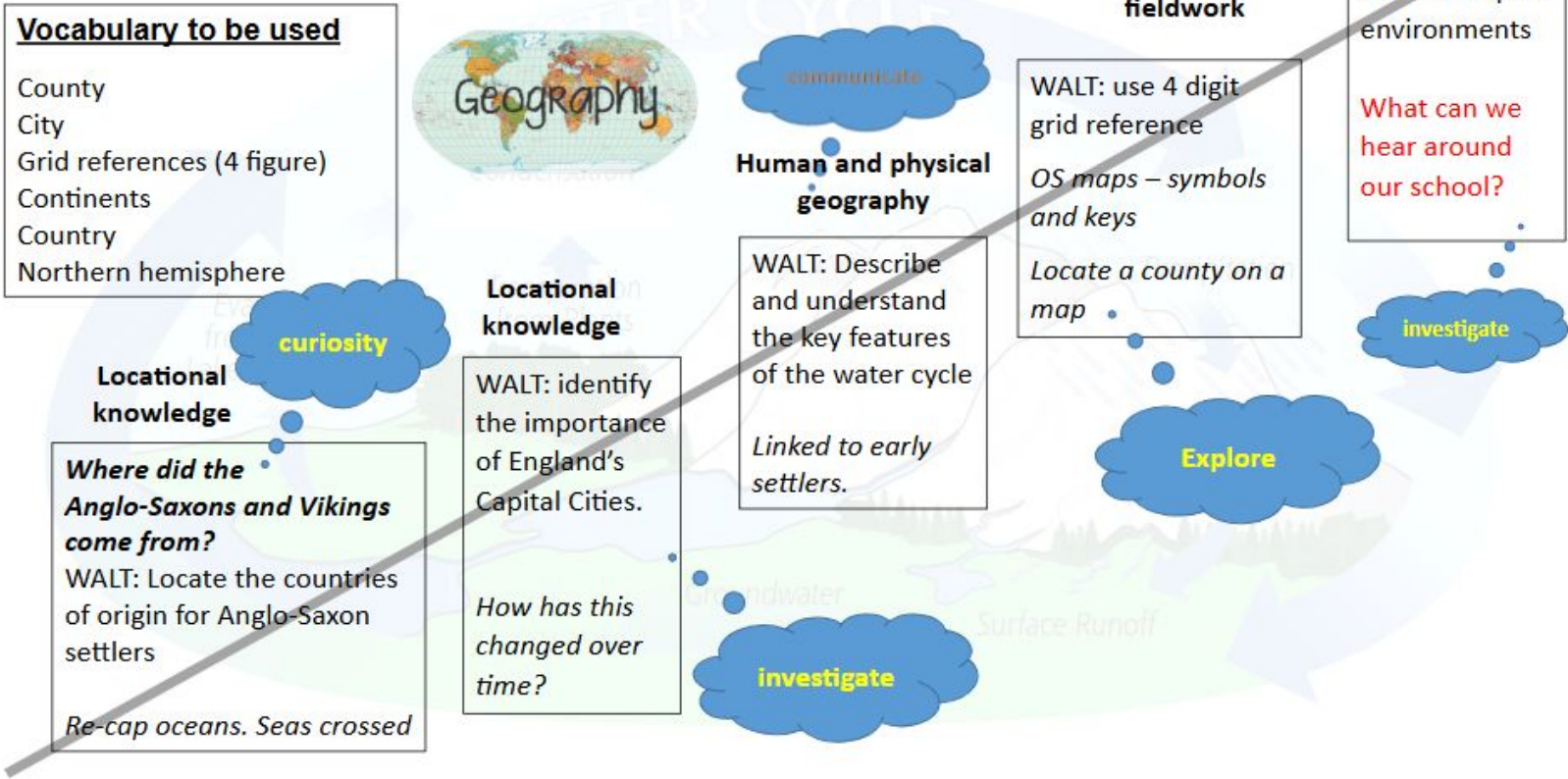
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3) Colour in Hampshire on the map.



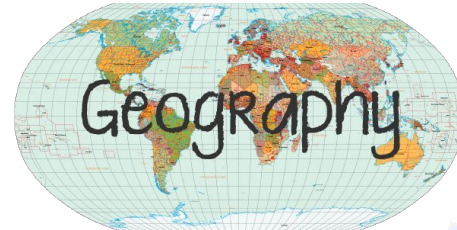
Cycle A Year 3/4– U.K region - Spring



Cycle A Year 3/4– U.K region - Summer

Vocabulary to be used

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



communicate

Place
knowledge

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. - What are
Woodlands like?*

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

WALT: explore
the region of
the New Forest

*Location and
main towns*
*Types of
environment*

investigate

Explore

Retrieval:

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Key Questions:

1) Describe our area

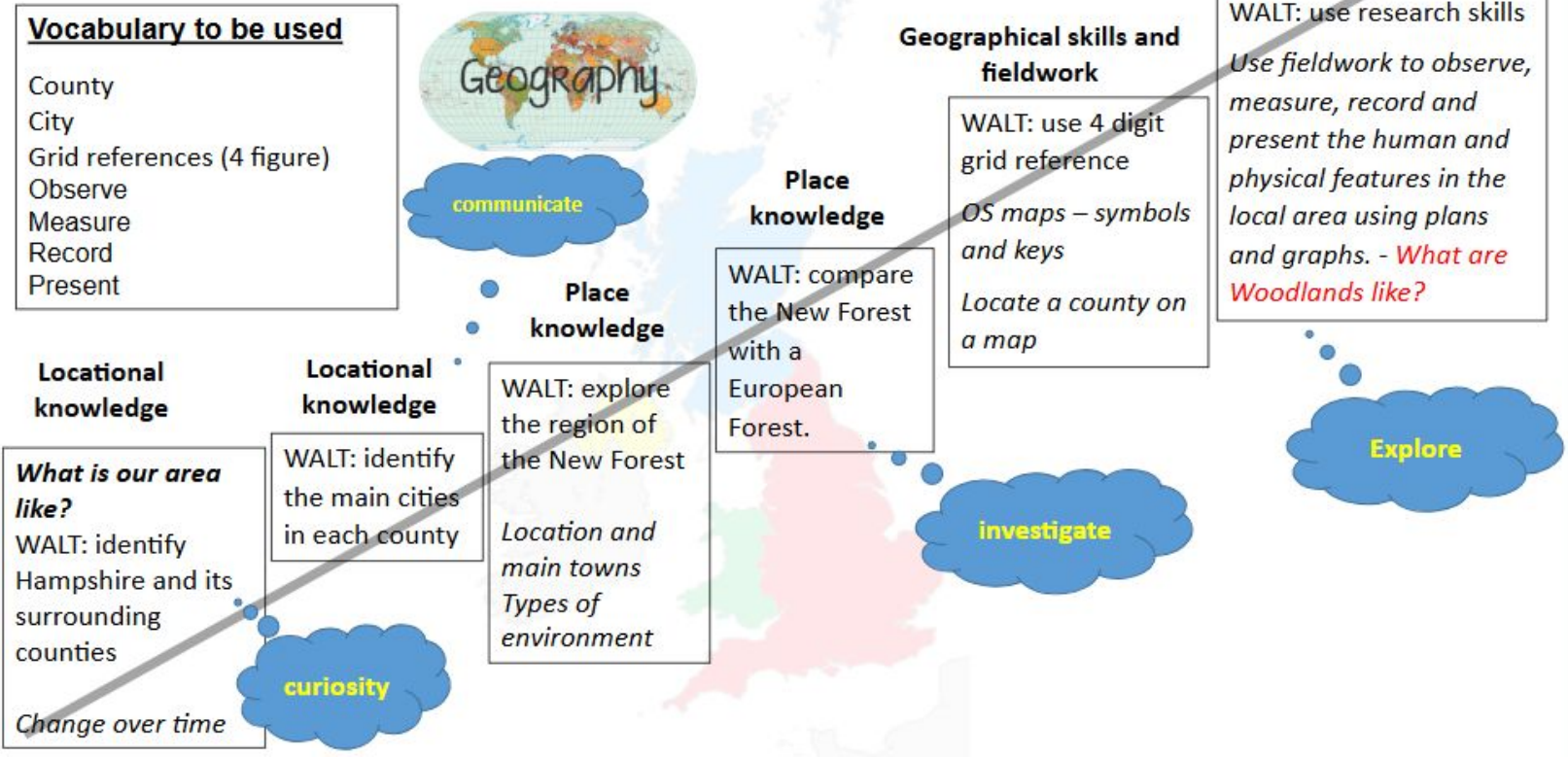
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Cycle A Year 3/4– U.K region - Summer



2) What are the main cities of Hampshire?

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3) What are the differences between the New Forest and a European forest?

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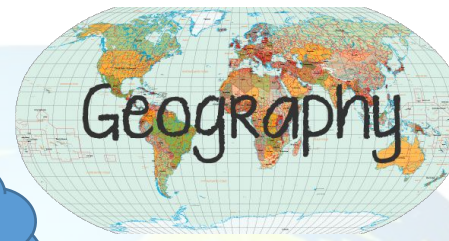
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**AJS Geography
Learning Journeys
Year 3/4-Cycle B**

Cycle B Year 3/4 – 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

What is the area around our school like?

investigate

Retrieval:

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Key Questions:

1) Name all of the continents

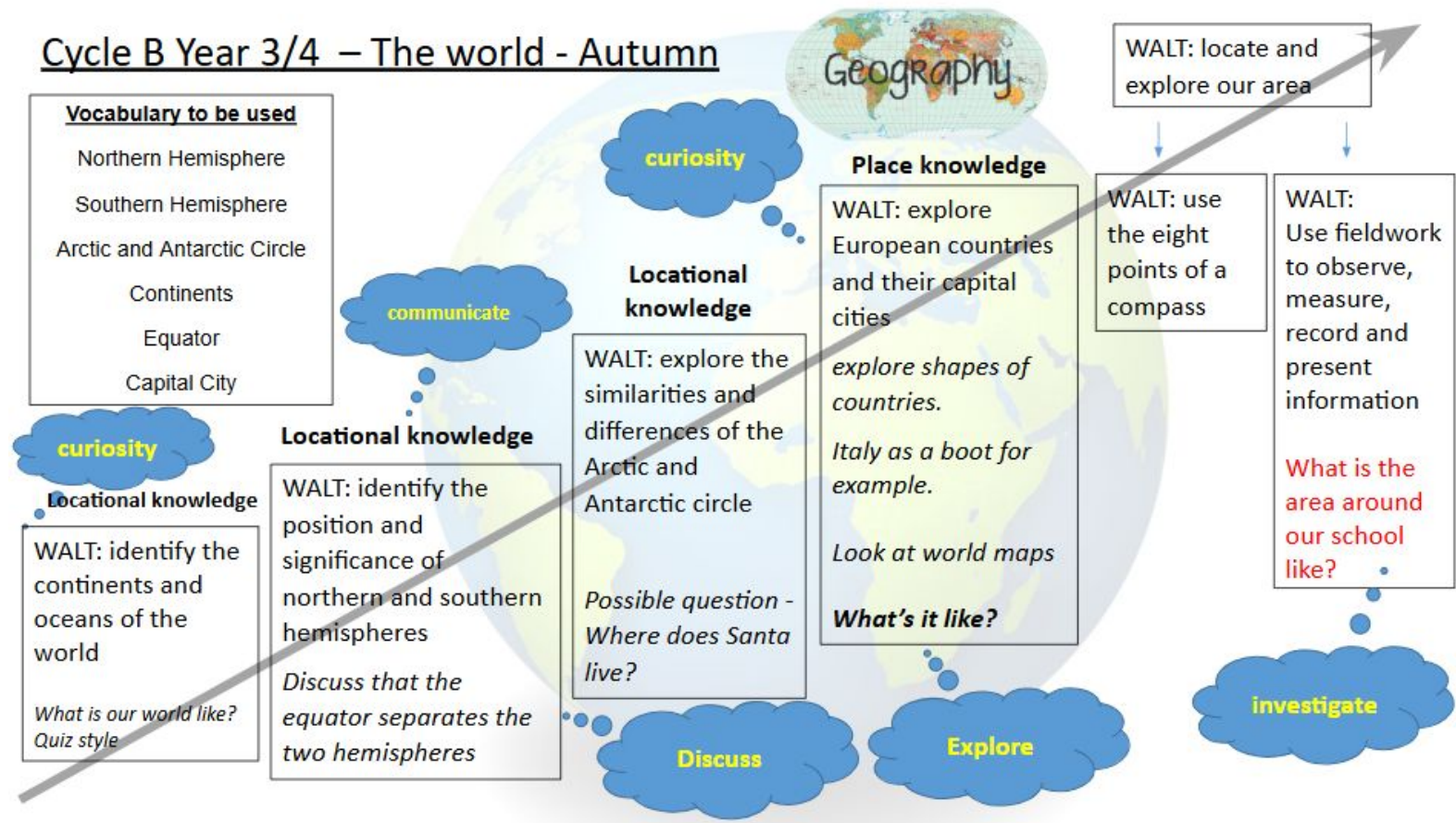
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Cycle B Year 3/4 – The world - Autumn



2) Name two differences between the Arctic and the Antarctic

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3) Fill in the eight points of the compass



Cycle B Year 3/4 – Volcanoes - Summer

Vocabulary to be used

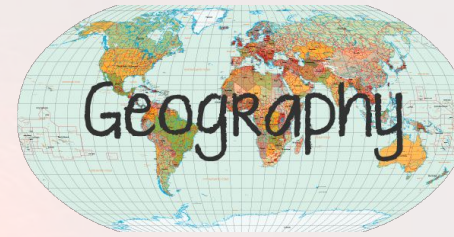
Northern Hemisphere

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 - Main vent, lava flow, ash cloud, crater, conduit, magma chamber

opinion

Retrieval:

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Key Questions:

1) Describe what a volcano is

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2) Why does a volcano erupt?

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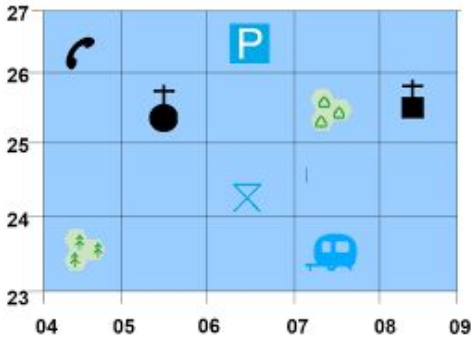
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3) What grid-reference is the caravan site?

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Cycle B Year 3/4 – Volcanoes - Summer

Vocabulary to be used

Northern Hemisphere

Southern Hemisphere

Continents

Equator

Capital City

Explain

Human and physical

WALT: understand why humans live near volcanoes

Writing task

Discuss opinions

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 - Main vent, lava flow, ash cloud, crater, conduit, magma chamber

opinion

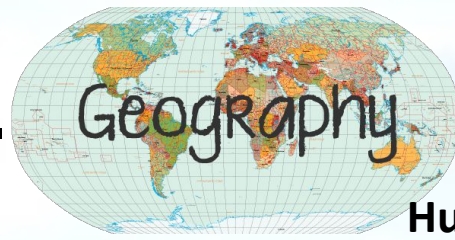
Geography

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

Create own map

**AJS Geography
Learning Journeys
Year 5**

Year 5 – Autumn



Vocabulary to be used

Latitude	Source
Longitude	Mouth
Equator	
Rivers	
Continent	
Country	

Locational knowledge

WALT: identify the equator
Where is Egypt? What continent? Explore surrounding countries.

*Position /
Key features /
Introduce
Longitude/latitude*

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 fieldwork to observe, measure, record and present data

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

What is our school like?

Retrieval:

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Key Questions:

1) What continent is Egypt in, what is the country like?

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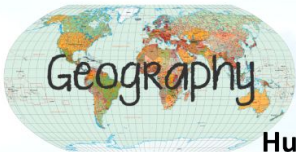
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Year 5 – Autumn



Vocabulary to be used

Latitude	Source
Longitude	Mouth
Equator	
Rivers	
Continent	
Country	

Locational knowledge

WALT: identify the equator
Where is Egypt? What continent? Explore surrounding countries.

*Position /
Key features /
Introduce
Longitude/latitude*

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 fieldwork to observe, measure, record and present data

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

What is our school like?

2) Label and explain these main parts of a river?

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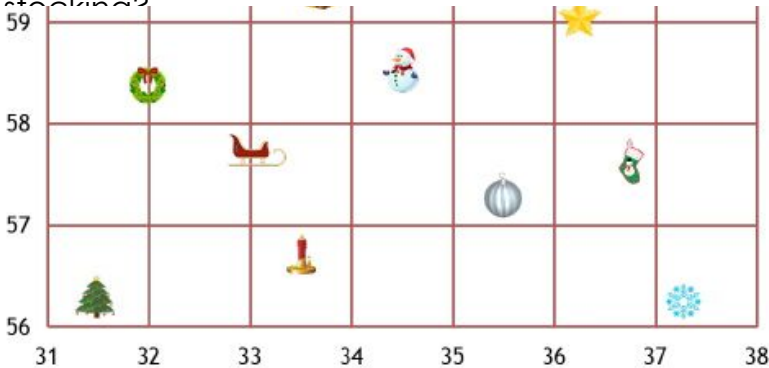
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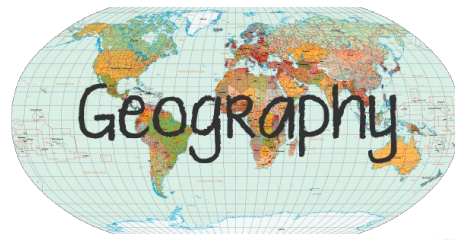
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3) What is the 4-figure grid reference of the *atopline?*



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.

What impact does an earthquake have on a community?

Locational knowledge

WALT: explore the characteristics of earthquake zones

Where is our closest earthquake zone?

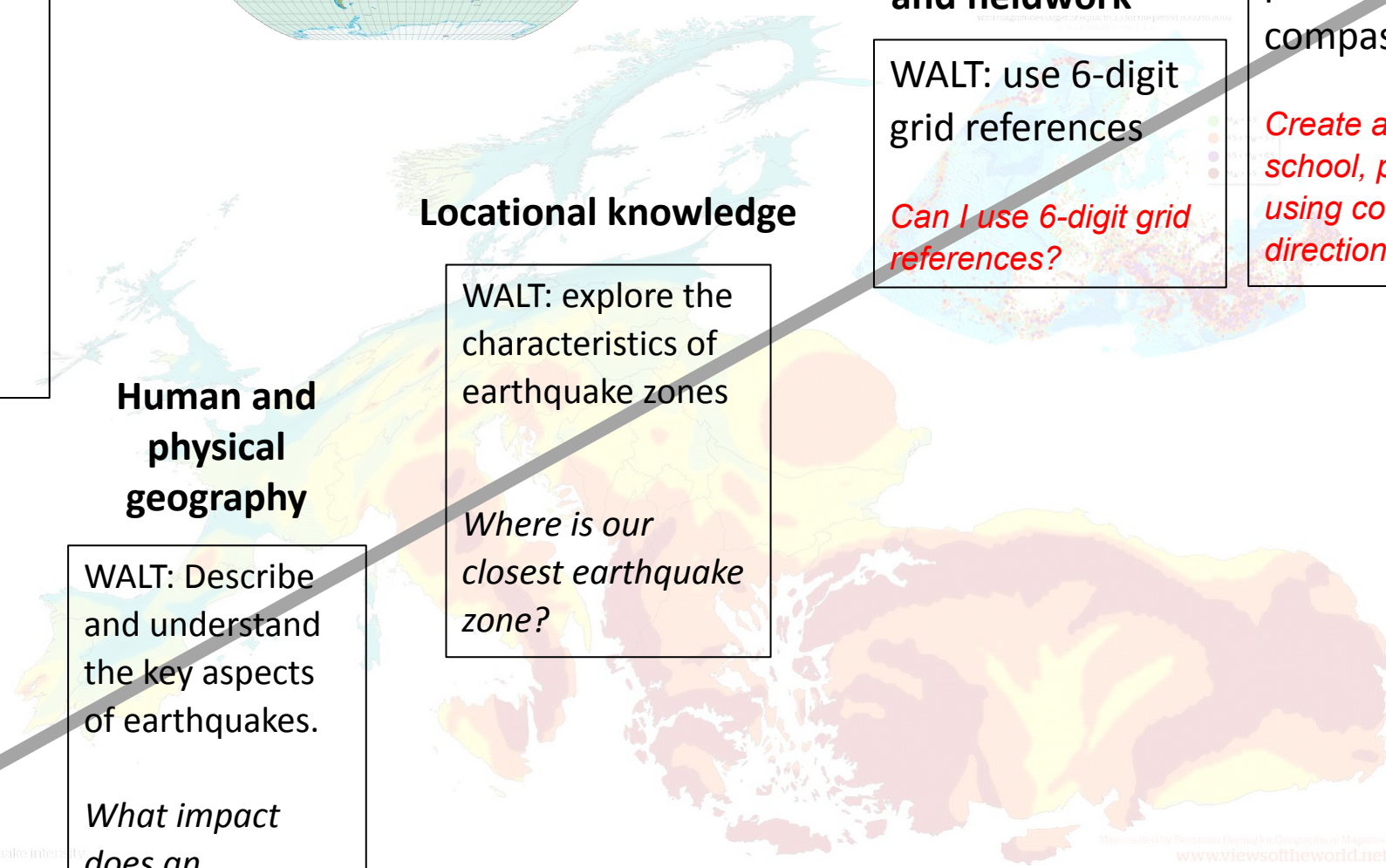
Geographical skills and fieldwork

WALT: use 6-digit grid references

Can I use 6-digit grid references?

WALT: use the 8 points of a compass

Create a map of our school, plan a route using compass directions.



Retrieval:

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Key Questions:

1) Explain what causes an earthquake?

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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.

What impact does an earthquake have on a community?

Locational knowledge

WALT: explore the characteristics of earthquake zones

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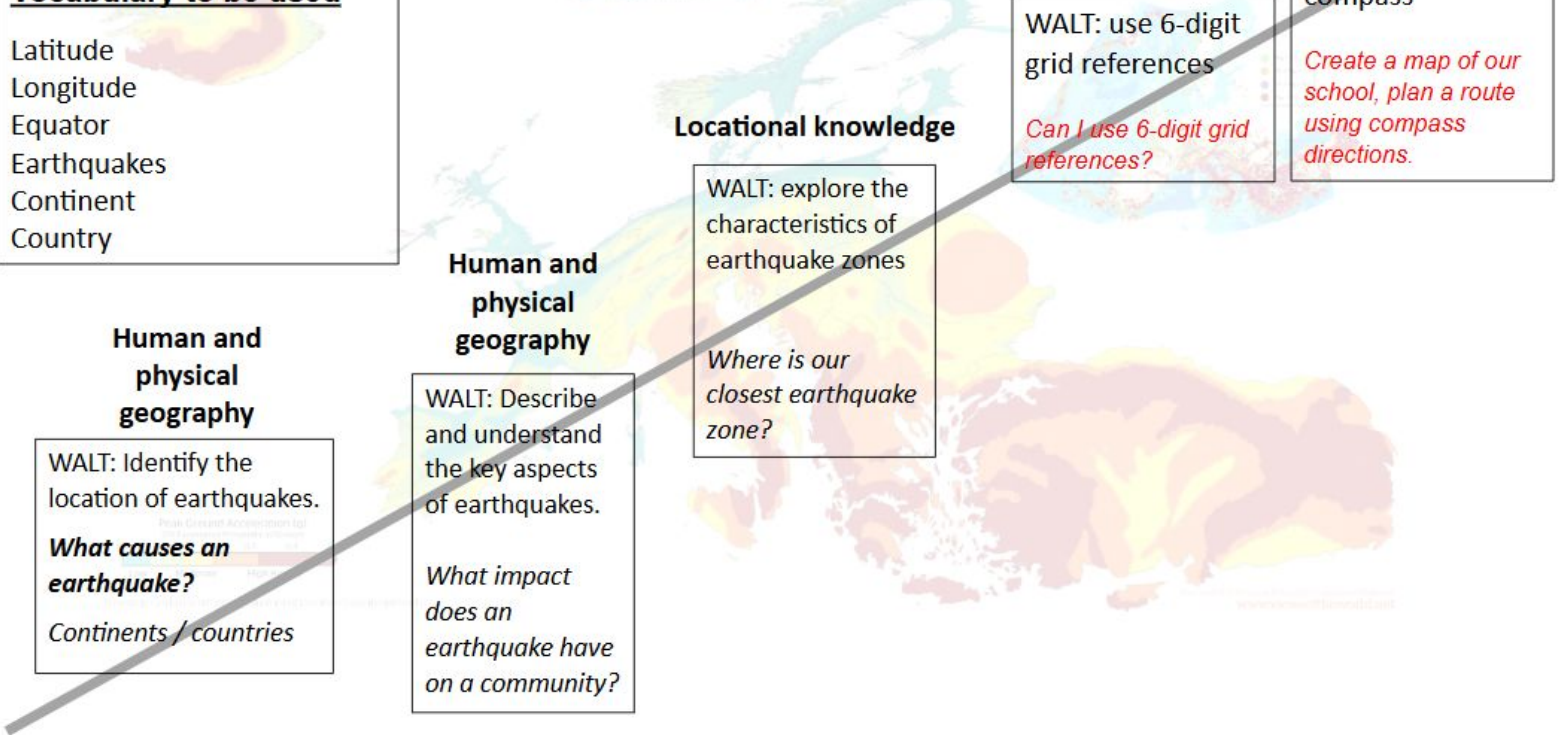
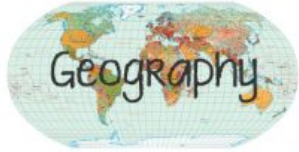
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WALT: use 6-digit grid references

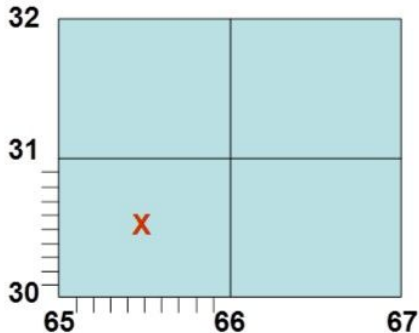
Can I use 6-digit grid references?

WALT: use the 8 points of a compass

Create a map of our school, plan a route using compass directions.

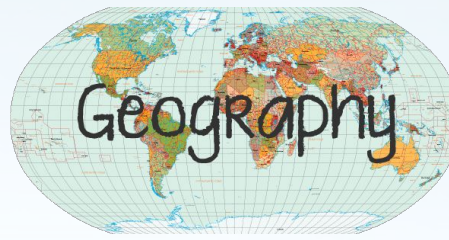


3) What grid-reference is the red x?



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Year 5 – Summer



Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country

Human and physical geography

Place knowledge

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

WALT: explore the
land use of
Santorini

Land use

Natural resources

*How do you get
there?*

WALT: understand the
differences of islands

Caribbean island of
Barbados compared
to islands off Scotland

Do these both have
the same
communities?

Why do both
inhabitants love living
there?

Locational knowledge

***Why is Greece hotter
than the U.K?***

WALT: Locate Greece
and its Islands.

Continents / countries

Retrieval:

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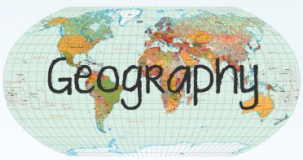
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Key Questions:

Year 5 – Summer



Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country

Locational knowledge

Why is Greece hotter than the U.K?

WALT: Locate Greece and its Islands.

Continents / countries

Place knowledge

WALT: identify similarities and differences of an island

Santorini vs I.O.W

Human and physical geography

WALT: explore the land use of Santorini

Land use

Natural resources

How do you get there?

WALT: understand the differences of islands

Caribbean island of Barbados compared to islands off Scotland

Do these both have the same communities?

Why do both inhabitants love living there?

2) Name three differences between the Isle of Wight and Santorini.

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3) Thinking about Barbados and Orkney, which one would prefer to live on and why?

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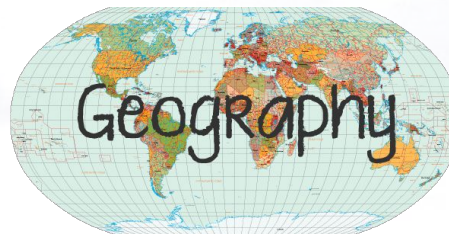
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**AJS Geography
Learning Journeys
Year 6**

Year 6 – Autumn



Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country
City
County

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: *collect and present data*

What are best features of our school grounds?

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

London – identify imperial war museum

Place knowledge

WALT: Identify differences between two U.K regions

London city centre
Devon

Locational knowledge

WALT: Locate regions in the U.K

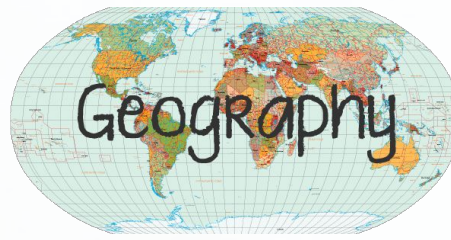
How do regions of England differ?

London

Devon

Change over time

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

Human and physical geography

WALT: Research The Rainforest biome.

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

Retrieval:

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Key Questions:

1) Describe the climate in the tropical zone.

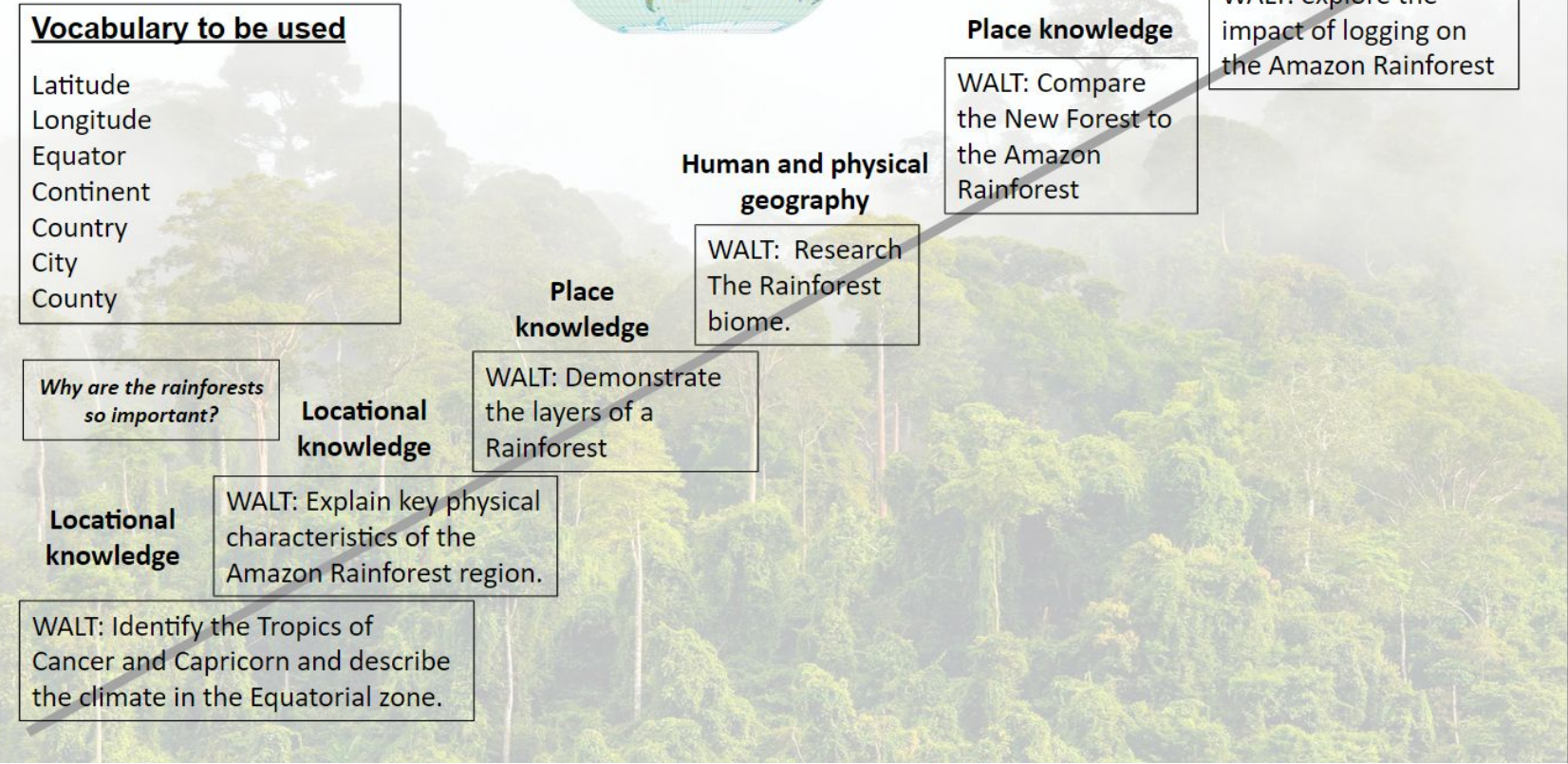
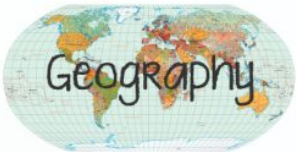
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Year 6 – Spring



2) What are the layers of a rainforest?

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3) Explain the differences between the New Forest and a rainforest?

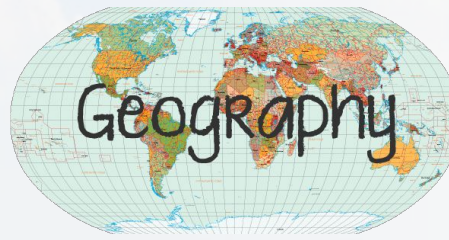
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Year 6 – Summer



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

What are the different areas of our school?

WALT: create a map using grid references.

Treasure map for mystical object

Retrieval:

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Key Questions:

1) What are the countries that surround Saudi Arabia?

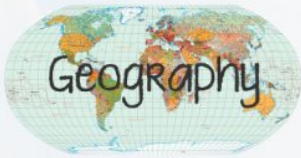
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Year 6 – Summer



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

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Oil and its distribution

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What are the different areas of our school?

Geographical skills and fieldwork

WALT: create a map using grid references.

Treasure map for mystical object

2) Why is Saudi Arabia a rich country?

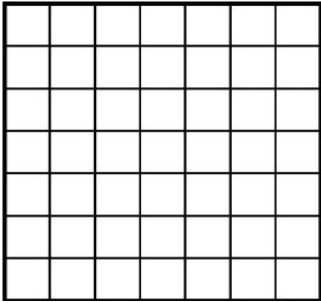
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3) Create a map and show the grid reference of a location.



Speak like a Geographer



What do you think language!

Use these sentence starters when you want to share your views/opinions (which are very important!):

- I think that ...
- I believe ...
- In my opinion ...
- In my view ...
- It is my belief that ...
- It is clear to see ...



To empathise:

- Above all
- Ultimately
- Especially
- Significantly

To compare:

- Likewise
- Equally
- In the same way
- Similarly

Give examples:

- Such as
- For example
- In the case of
- As revealed by
- For instance

Proper Nouns!

A name for a person, place or thing.
For example: Africa, the Atlantic Ocean, New Milton and the River Thames.

They should ALWAYS start with a capital letter.

Key terms spelling!

Look carefully at the spelling of these key terms:

Accessibility	Developing	Renewables
Altitude	Earthquake	Resources
Anticyclone	Economy	Settlement
Business	Environment	Sustainability
Climate	Erosion	Transportation
Continent	Hurricane	Tsunami
Countries	Migration	Urbanisation
Deforestation	Mountains	Volcanoes
Deposition	Population	Weather
Depression	Questionnaire	Weathering

Elaborating your ideas!

Use sentence starters such as:

- This suggests ...
- This shows ...
- This infers ...
- This signifies ...
- This means ...
- Therefore ...
- However ...
- Furthermore ...

... To develop your brilliant points/ideas/arguments!

Use connectives to link each paragraph!

Explain an idea:

- Although
- Except
- Unless
- However
- Therefore

Sequencing:

- Firstly
- Secondly
- Next
- Finally
- Since

Adding to:

- Furthermore
- Also
- As well as
- Moreover

Cause and effect:

- Thus
- So
- Therefore
- Consequently

Contrasting:

- Whereas
- Instead of
- Alternatively
- Otherwise
- Then again