



AJS Geography Learning Journeys

Years 3 to 6

Ashley Junior School

Year 3 – what to teach

Locational knowledge

Recap continents and oceans from KS1.
Identify the position and significance of the Northern and Southern hemisphere and The Arctic and Antarctic Circle.
Use same and difference.

Vocabulary to be used

Northern Hemisphere
Southern Hemisphere
Arctic and Antarctic Circle
Volcano
Continents
Capital cities

Place knowledge

Look at world maps to explore shapes of European countries.
Italy as a boot for example.

Need some help?

Outcomes will include:

- In depth piece of writing
- interpret a range of sources of geographical information – maps
- Showing numerical and quantitative skills
- Create own maps using compass points.

Human and physical geography

Describe and understand the key aspects of Volcanoes

[Geography Field work](#)

[Geography at AJS](#)

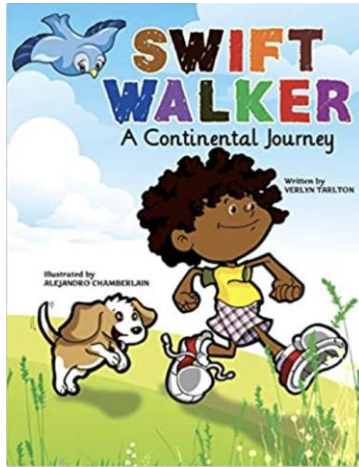
Geographical skills and fieldwork

Find a county on a UK map using a 4 -digit grid reference
use the eight points of a compass

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

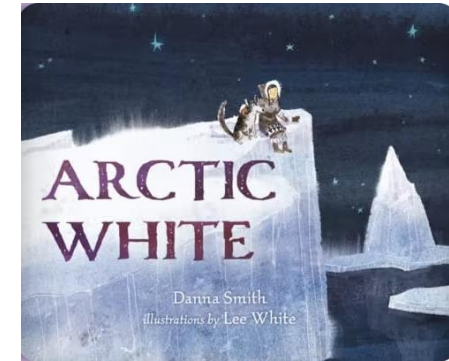
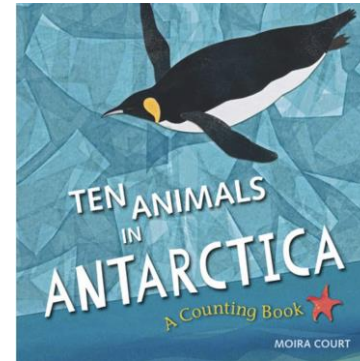
Resources to assist the topics.

Autumn

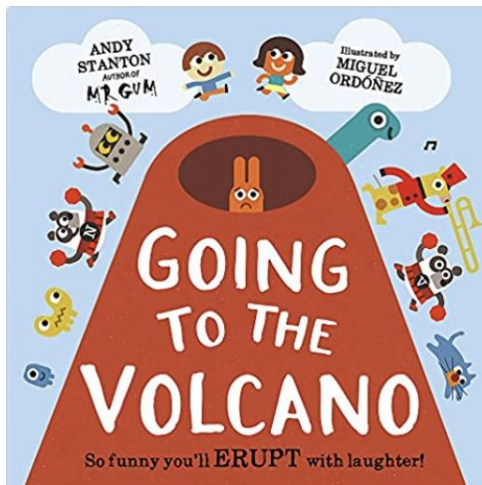


[Seven Continents Song](#)

[Five Oceans Song](#)



Summer



[Going to the volcano by Andy Stanton | read aloud](#)

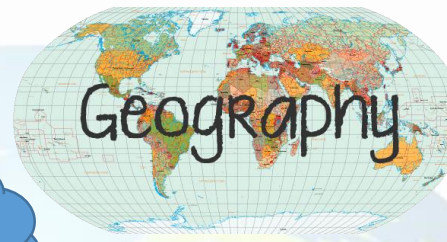
[The Volcano Song](#)

[Earth's Major Volcanoes | National Geographic Society](#)

[Why do people choose to live near volcanoes? - Twinkl Homework Help](#)

[Why Do People Live Near Volcanoes? Explosive Facts That Kids Will Love | Kidad!](#)

Year 3 – The world - Autumn



Vocabulary to be used

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

communicate

curiosity

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?

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?

Locational knowledge

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

Discuss that the equator separates the two hemispheres

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

Possible question - Where does Santa live?

Discuss

Explore

investigate

curiosity

Locational knowledge

WALT: identify the continents and oceans of the world

What is our world like?

Quiz style

Year 3 – The world - Autumn



Vocabulary to be used
 Northern Hemisphere
 Southern Hemisphere
 Arctic and Antarctic Circle
 Continents
 Equator
 Capital City

Locational knowledge
 WALT: explore the similarities and differences of the Arctic and Antarctic circle
 Possible question - Where does Santa live?

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?

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?

curiosity
Locational knowledge
 WALT: identify the continents and oceans of the world
 What is our world like?
 Quiz style

Locational knowledge
 WALT: identify the position and significance of northern and southern hemispheres
 Discuss that the equator separates the two hemispheres

Discuss

Explore

investigate

Cardinal Directions Song

What is the area around our school like?

Organise parent helpers for this task.

1. Children to work in small groups and record the compass direction on each direction they head.
2. Record what the three colour buildings are.
3. Record what shops are in the parade.
4. On road D, record a tally of the types of housing.

Possible teaching journey.
 Watch clips from '7 worlds, one planet'
 'Frozen planet' / 'Frozen Planet 2'

Use Swift Walker book and songs to recap the continents and oceans.
[World: Continents and Oceans - Map Quiz Game](#)

[Continents game - World Geography Games](#)
<https://www.sporcle.com/search/quizzes/?s=continents>

Look at maps, take photos of the discussion between what they see north and south of the equator.

Read 'Ten animals in Antarctica' and 'Arctic white'
 Discuss what is similar and different.
[The Arctic vs. the Antarctic | The Kid Should See This](#)
 Draw a venn diagram with evidence of vocabulary:
 Northern/Southern hemisphere
 : Arctic and Antarctic circle

Countries that look like things.
 List country, what it looks like and its Capital City.
 What are their sizes compared to others.
 How long would it take to fly to From the U.K?

Use 'Going to a volcano' to talk about what a volcano is.



Look at a map of volcanoes around the world.

[Earth's Major Volcanoes | National Geographic Society](#)

Discuss current eruptions
[Global Volcanism Program | Current Eruptions](#)

Are there any countries that have more than one erupting volcano?

Recap Capital Cities for the countries mentioned and Northern and southern hemispheres.

Click on a few and discuss their differences.

Take photos of the discussions.

[The Volcano Song](#)

<https://www.3dgeography.co.uk/map-skills-worksheets>

Year 3 – Volcanoes - Summer

Vocabulary to be used

Northern Hemisphere
Southern Hemisphere
Continents
Equator
Capital City



Human and physical

WALT: understand why humans live near volcanoes

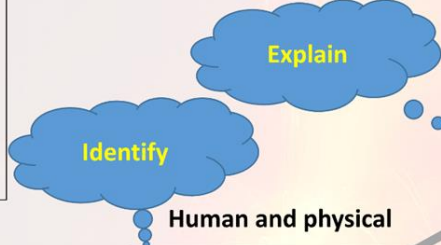
Writing task

Discuss opinions

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

Create own map

Create own map (on grid paper) to include a volcano, draw the map showing type of volcano (active / dormant / extinct) Draw area around volcano labelling with any buildings, land features etc, linked to why humans live near the volcanoes. Show use of 4-digit grid referencing.



Human and physical

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

Present the data



Human and physical

What is a volcano?

WALT: locate volcanoes around the world and their differences

Read from tables

Discuss dates of eruptions

Vocabulary to be used

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

opinion

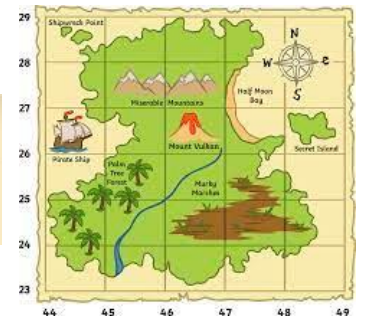


Make a map of an imaginary area

In this mapping activity, the pupils apply the skills they have learnt to make their own map of an imaginary place. The worksheet gives an example of what a map might look like and also lists the key features needed to make a good one. The map will be used to discuss with your class the benefits of drawing your imaginary map on 4 digit grid. There are four blank templates to choose from.

Download worksheet

<https://www.3dgeography.co.uk/map-skills-worksheets>



Using Coke and Mentos show that if too much gas is made it has to escape somewhere. The bottle's opening is the vent. Relate to a volcano.

Draw a diagram of a volcano and an explanation of why it erupts.

Would you live near a volcano?

[Why do people choose to live near volcanoes? - Twinkl Homework Help](#)

[Why Do People Live Near Volcanoes? Explosive Facts That Kids Will Love | Kidadl](#)

<https://www.nationalgeographic.com/culture/article/active-volcano-kilauea-hawaii-agung-mayon-community-culture>

You've visited a volcano and want to write a postcard home telling everyone about it and that you want to / do not want to live nearby. What would you write, use your senses to help.

Retrieval:

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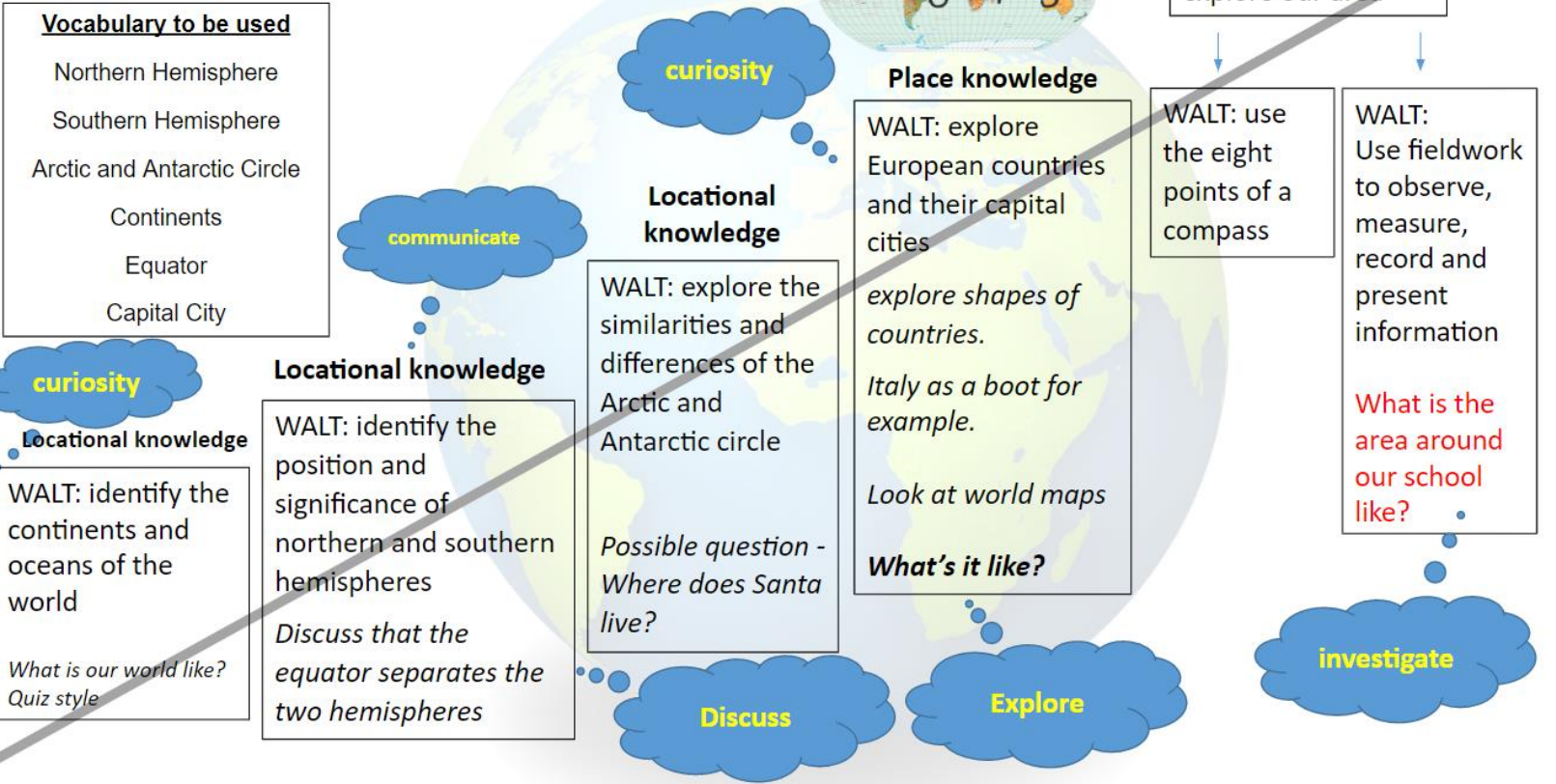
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Year 3 – The world - Autumn



Key Questions:

1) Name all of the continents

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2) Name two differences between the Arctic and the Antarctic

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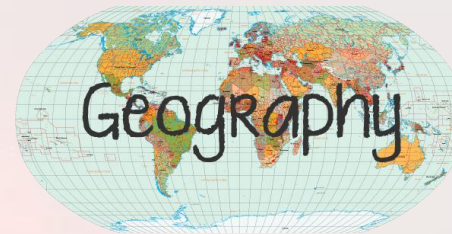
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3) Fill in the eight points of the compass



Year 3 – Volcanoes - Summer



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

conclusion

Vocabulary to be used

Northern Hemisphere

Southern Hemisphere

Continents

Equator

Capital City

curiosity

Human and physical

What is a volcano?

WALT: locate volcanoes around the world and their differences

Read from tables

Discuss dates of eruptions

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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Year 3 – Volcanoes - Summer

Vocabulary to be used

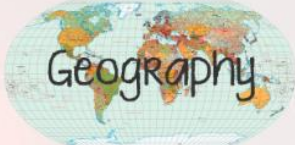
Northern Hemisphere

Southern Hemisphere

Continents

Equator

Capital City



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

Create own map

Identify

Human and physical

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

Present the data

Explain

Human and physical

WALT: understand why humans live near volcanoes

Writing task

Discuss opinions

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

2) Why does a volcano erupt?

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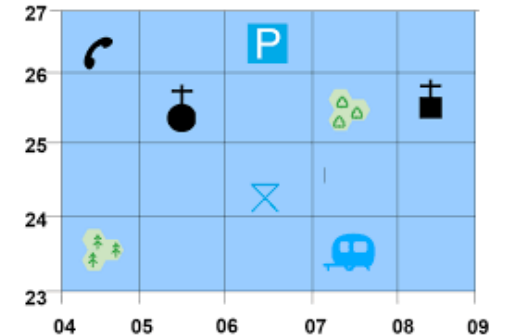
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3) What grid-reference is the caravan site?

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Year 4 – what to teach

Locational knowledge

Name and locate counties and cities of the United Kingdom understanding how some of these aspects have changed over time.

Environmental regions, key physical and human characteristics, countries, and major cities

Vocabulary to be used

County

City

Grid references (4 figure)

water cycle

mountains

Re-cap and evidence

Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Volcano, Continents, Capital cities

Human and physical geography

Describe and understand the key features of mountains.

Describe and understand the key features of the water cycle

Place knowledge

Compare a local region (New Forest) to a region in Europe, identifying similarities and differences.

Geographical skills and fieldwork

find a county on a UK map using a 4 -digit grid reference

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

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

Outcomes will include:

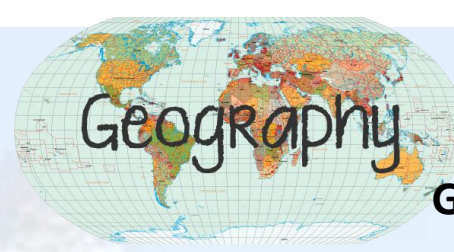
- In depth piece of writing
- interpret a range of sources of geographical information – maps
- Showing numerical and quantitative skills
- Create own maps.

Need some help?

[Geography at AJS](#)

[Geography Field work](#)

Year 4 – mountains - Autumn



Vocabulary to be used

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



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?



Locational knowledge

When does a hill become a mountain?
WALT: locate significant mountains of the world

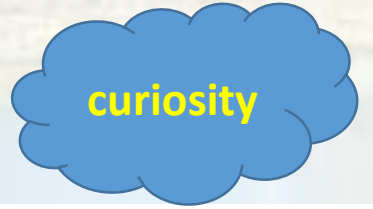
Vocabulary to use:
Northern Hemisphere,
Southern Hemisphere,
Continents, Capital cities

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.



Retrieval:

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Key Questions:

1) Name a similarity and a difference of a mountain.

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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.

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

2) What is the difference between a hill and a mountain?

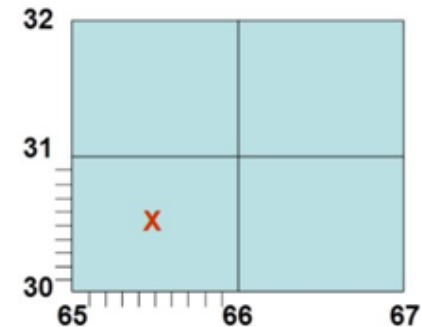
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3) Write the 4 digit grid reference of the X.



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Year 4 – mountains - Autumn

Geography

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

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Include hills and why they are different.

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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

curiosity

Question - What can we hear around our school?

- Discuss what we know and what we think.
- Observe the area - answering What? why? where?
- Collect data by listening to the sounds when sitting on the field. Compare to the sounds when listening at the area of the shops.
- Present the data - comparison table between the two locations.
- Analyse the data - discuss

Year 4



Using BBC 'Planet Earth - Mountains' (Youtube) Identify how mountains are formed and identify significant mountains. Locate on map (take photos of research) Model use of vocabulary.

[Mountains of the World: 3D Size Comparison \(updated\)](#)

[Mountains of the World](#)

[hill | National Geographic Society](#)
Ask 'what you notice about hills?'

Use book to identify aspects of mountains. Watch and link ideas to the video.
[Climbing Mt Kilimanjaro | Africa's Tallest Mountain \(Part 1\)](#)

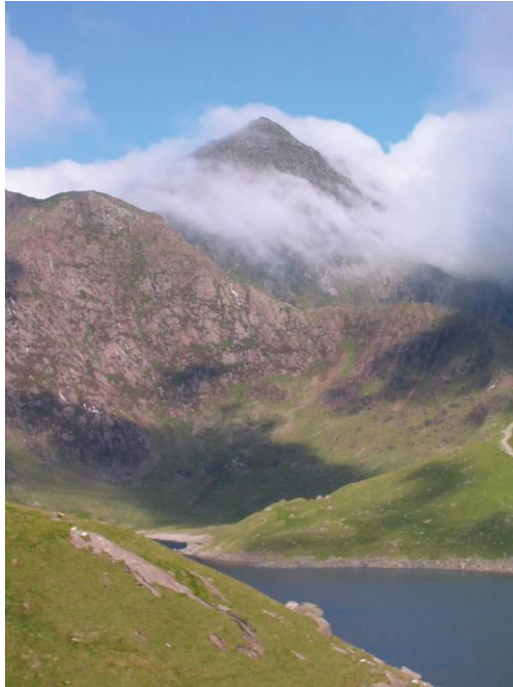
[Mountain worksheets](#) - use to identify vocabulary
(try the sand and flour test)

[Welcome to the Tanzanian folktales page!](#)
[KS2 Geography: Mountains - BBC Teach](#)

Use Snowdon compared to Kilimanjaro (or another mountain if in the news)
What is the mountain used for, what human activity is surrounding it,
What flora/fauna is there?

Using the Snowdon OS map, identify aspects around the mountain using the key. Stick in small area of the map, identifying 4-figure grid referencing of a variety of points on the map - searching for and creating.

Mountain	Hemisphere	Continent / Country	Height
Snowdon			
Matterhorn			
Mont Blanc			
Kilimanjaro			
Everest			



Mount Snowdon - Wales / United Kingdom

Similarities

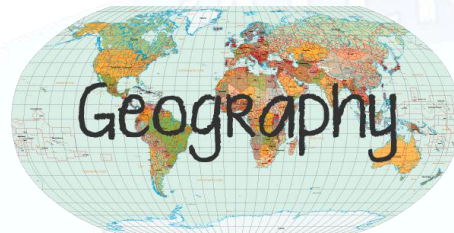


Mount Kilimanjaro - Tanzania / Africa

Year 4 – U.K region - Spring

Vocabulary to be used

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



Human and physical geography

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

Linked to early settlers.

Geographical skills and fieldwork

WALT: use 4 digit grid reference

OS maps – symbols and keys

Locate a county on a map

WALT: compare environments

What can we hear around our school?

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?

investigate

Explore

investigate

Retrieval:

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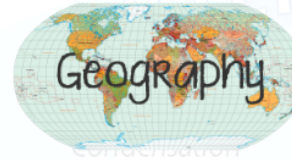
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Year 4 – U.K region - Spring

Vocabulary to be used

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



communicate

Human and physical geography

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

Linked to early settlers.

Geographical skills and fieldwork

WALT: use 4 digit grid reference
 OS maps – symbols and keys
 Locate a county on a map

WALT: compare environments

What can we hear around our school?

investigate

Explore

investigate

Locational knowledge

curiosity

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?

Key Questions:

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

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

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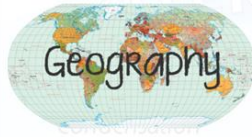
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3) Colour in Hampshire on the map.



Year 4 – U.K region - Spring

Vocabulary to be used
 County
 City
 Grid references (4 figure)
 Continents
 Country
 Northern hemisphere



communicate
Human and physical geography

Geographical skills and fieldwork
 WALT: use 4 digit grid reference
OS maps – symbols and keys
 Locate a county on a map

WALT: compare environments
What can we hear around our school?

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?

WALT: Describe and understand the key features of the water cycle
Linked to early settlers.

investigate
Explore

investigate

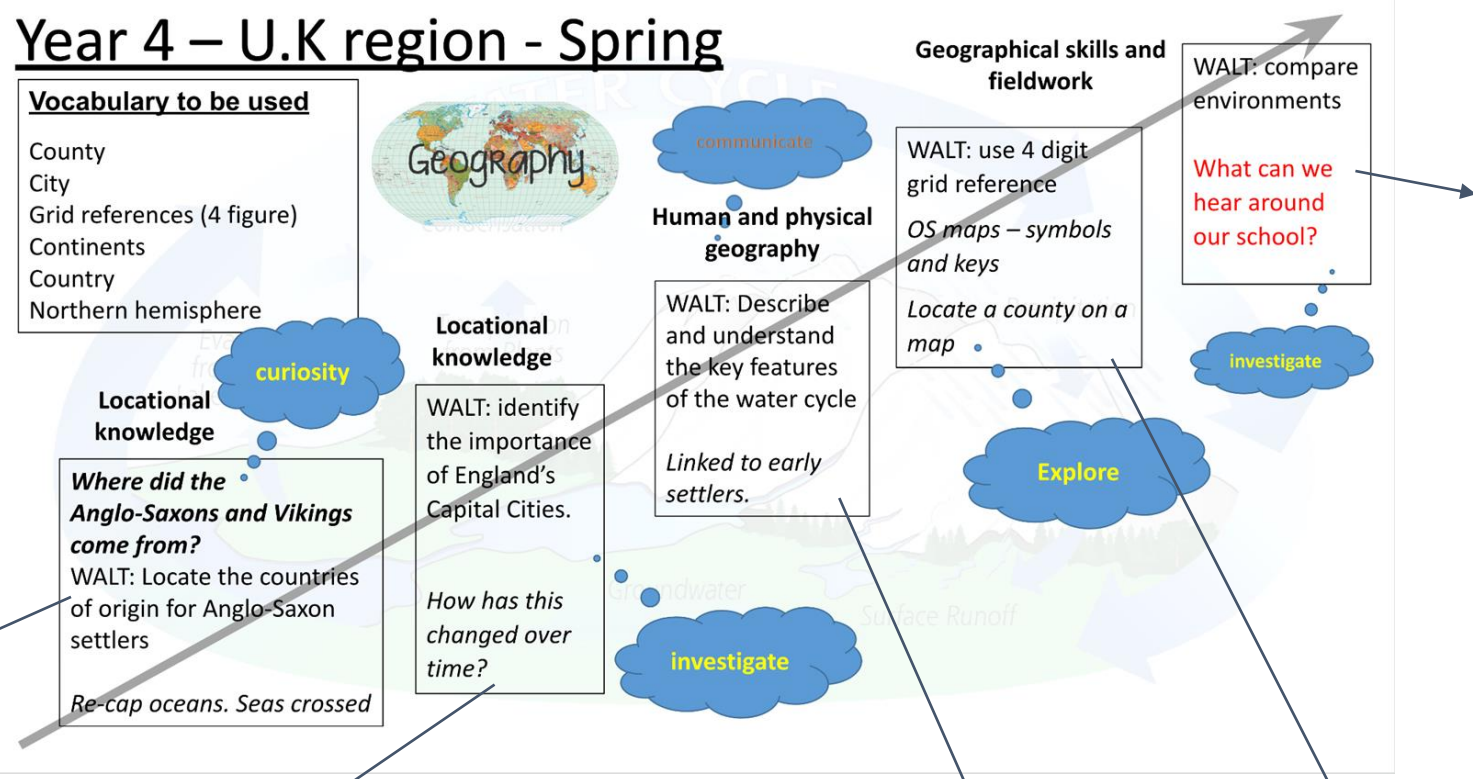
Look at maps to show where the settlers came from. Labelling Countries and seas.

[Who were the Anglo-Saxons? - BBC Bitesize](#)

Has London always been the capital city of England?
 Look at the kingdoms of Britain during this time and how they have changed over time.
[How was England formed?](#)
[Rediscovering Medieval Winchester: England's early capital city](#)
 Possible trip to Winchester.

Why would early settlers build their homes near water?
 (link to Science)

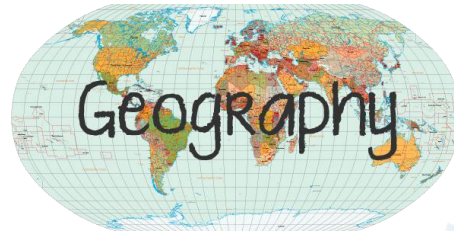
Locate Hampshire.
 Locate Winchester in Hampshire using a 4-figure grid reference.



Year 4 – U.K region - Summer

Vocabulary to be used

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



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

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. - **What are Woodlands like?***



Retrieval:

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Key Questions:

1) Name 2 counties that surround Hampshire.

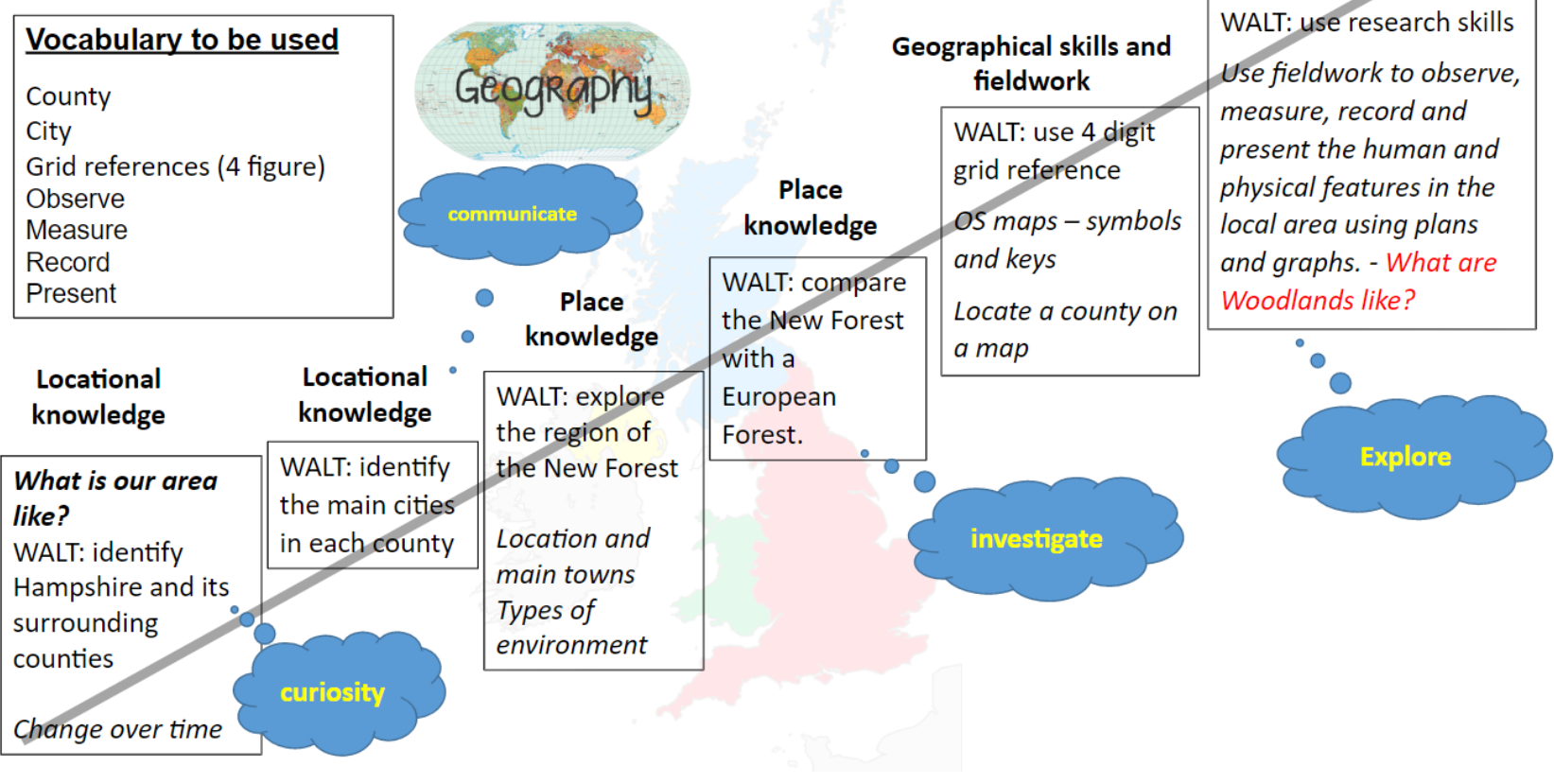
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Year 4 – U.K region - Summer



2) What are the main cities of Hampshire?

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

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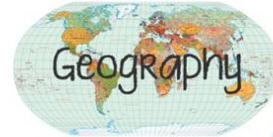
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Year 4 – U.K region - Summer

Vocabulary to be used

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



communicate

Place knowledge

WALT: compare the New Forest with a European Forest.

Place knowledge

WALT: explore the region of the New Forest

Location and main towns
Types of environment

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

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?*

Explore

investigate

Can they locate Hampshire on a map of England?
Which counties surround Hampshire?
Look at the two maps what do you notice?
Discuss places visited and where we are, what do we see. (Take photos of discussion)

Create a quiz style / anagrams etc session to match up Cities in the surrounding counties.

Use Google Earth to explore the region, types of environment. Local legends and stories. Brusher Mills, Alice Liddel, Arthur Conan-Doyle. Visit these sites. Explore and visit Brockenhurst and compare it to Lymington.

Compare The New Forest with a forest such as The Massif Central (France) - or current forest that is in the news. Note size, inhabitants, land use, wildlife.

Use map to explore our region and identify different counties. Use the grid lines to find nearby towns. <https://earth.google.com/web/@50.92069097,-1.42612429,47.29358622a,223678.21357526d,35y,0h,0t,0r> Use to explore our region using the measure tool to show distances.

What is the area around our school like?

Year 4

Question - What is the area around our school like?

- Discuss what we know and what we think.
- Observe the area - answering Who? What? why? where? When?
- Collect data by tying a piece of fabric on the stick to remember an area or something memorable.
- Present the data - use stick to sequence their journey and experience in a piece of writing.
- Analyse the data - share experiences

Question - Can I use 4-digit references to walk a trail?

- Discuss what we know and what we think.
- Observe the area - answering where and how?
- Collect data by using OS map walking a circular route between reference points, what is at this location, with use of map symbols - New Forest.
- Present the data - Use a table to describe each area.
- Analyse the data - Could you give the route to a friend to follow?

Year 4

Parent volunteers for this



19th Century





00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37



00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

Year 5

Vocabulary to be used

Latitude
Longitude
Equator
Earthquakes
Rivers

Re-cap and evidence

County, City, Grid references (4 figure), water cycle, mountains, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Volcano, Continents, Capital cities

Resources:

Atlases
Google Maps

Need some help?

[Geography at AJS](#)

[Geography Field work](#)

Place knowledge

Compare a local region (IOW) to a region in Europe – (Santorini) identifying similarities and differences.

Locational knowledge

identify the position and significance of latitude, longitude (*introduction*) and the equator. Environmental regions, key physical and human characteristics, countries, and major cities. Identify the human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Human and physical geography

Describe and understand the key aspects of rivers.

Describe and understand the key aspects of earthquakes.

Types of settlement and land use for....

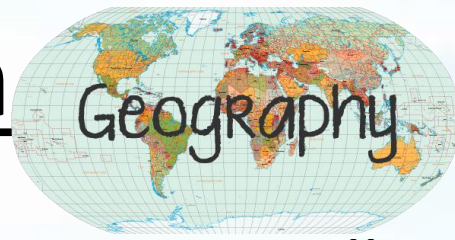
Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in

Geographical skills and fieldwork

find a city on a UK map using a 6 - digit grid reference.

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

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 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?

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.

Where does a river go?

Retrieval:

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Key Questions:

1) What continent is Egypt in?

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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
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?

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.

Where does a river go?

2) What are the main parts of a river?

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3) Where does a river go?

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Year 5 – Autumn Geography

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
Longitude/latitude*

Using maps, explore what countries are on the equator.
Locate Egypt - basic facts - recap continent - introduce the idea of longitude and latitude.

Deeper dive - what features does Egypt have? Deserts / Rivers

Locational knowledge

WALT: explore the city of Cairo in Egypt.
How has it changed since the ancient Egyptians?

[Fun Facts About | CAIRO, Egypt |](#)
Research the City of Cairo.

Locate it on Google maps - explore Street view at different points (Screenshots for evidence)

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.

Discuss Egypt's water crisis vs our own.
[Where does our water come from?](#)

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?

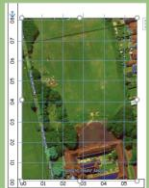
Geographical skills and fieldwork

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.
Where does a river go?

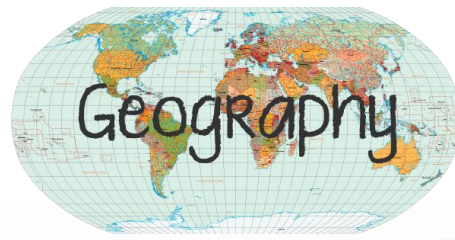
Question - What is our school like?

Year 5

- Discuss what we know and what we think.
- **Observe the area** - answering What? why? where?
- **Collect data** by finding photos that have been taken up close to objects, on a map of the school grounds - mark as 4-digit / 6 digit coordinates.
- **Present the data** - display map and photos around it - draw lines to the area.
- **Analyse the data** - discuss the coordinates.



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

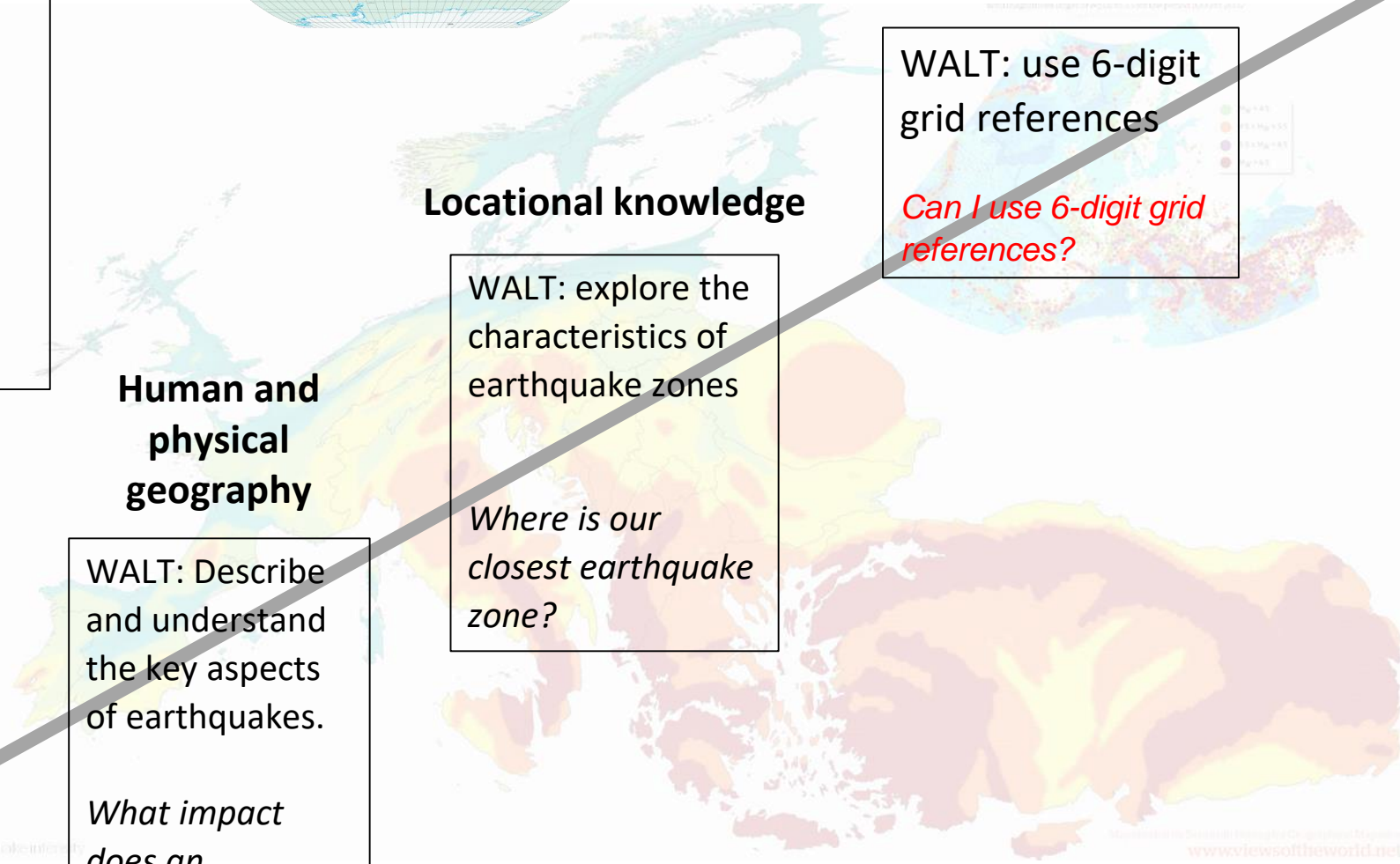
WALT: explore the characteristics of earthquake zones

Where is our closest earthquake zone?

Geographical skills and fieldwork

WALT: use 6-digit grid references

Can I use 6-digit grid references?



Retrieval:

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Key Questions:

1) 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

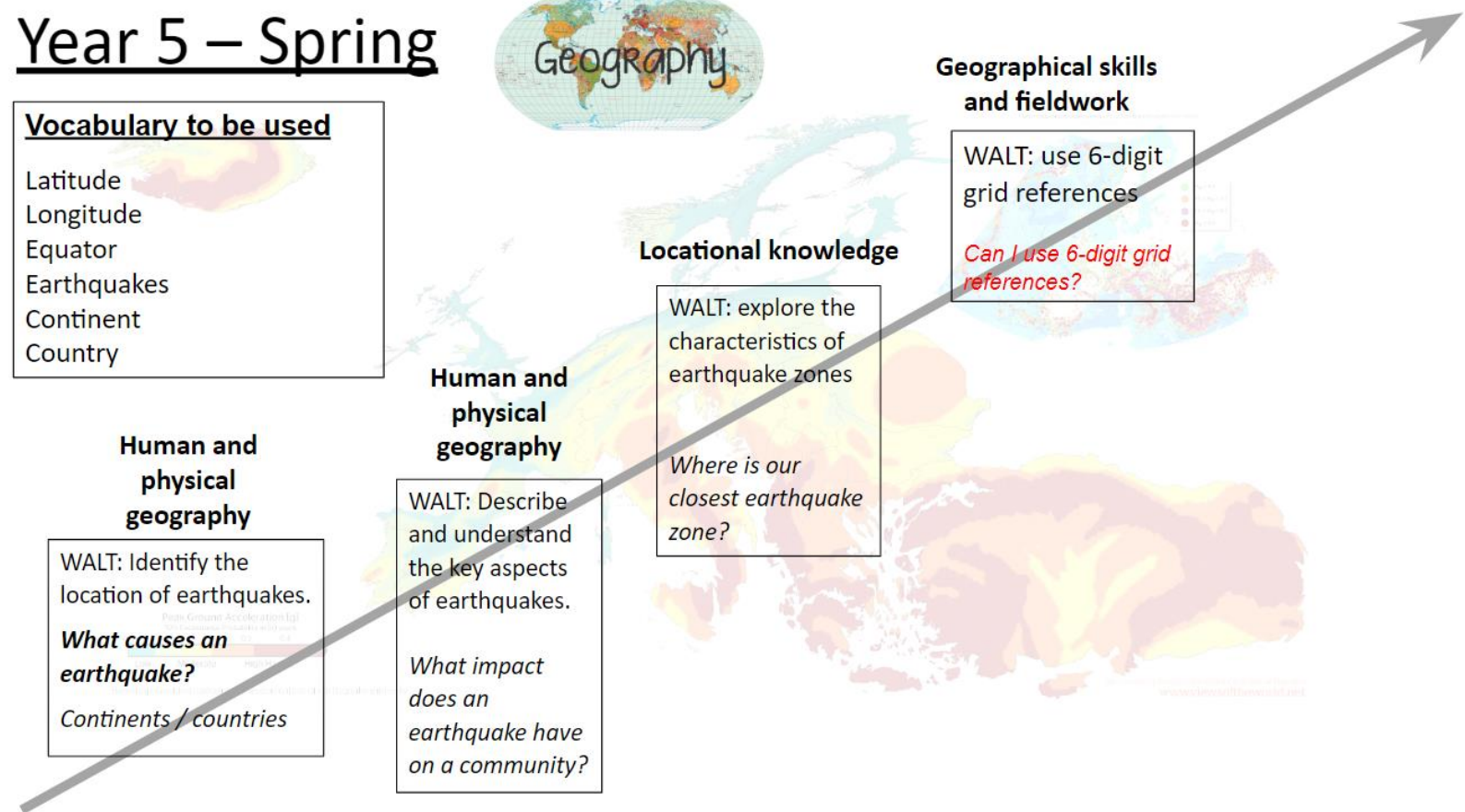
WALT: explore the characteristics of earthquake zones

Where is our closest earthquake zone?

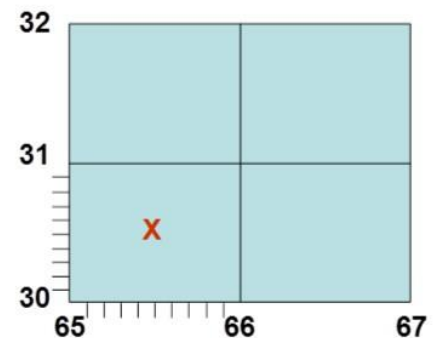
Geographical skills and fieldwork

WALT: use 6-digit grid references

Can I use 6-digit grid references?

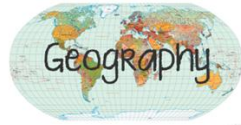


3) What grid-reference is the red x?



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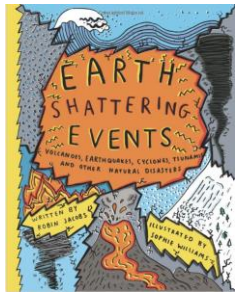
Year 5 – Spring



Earthquakes - Geography Spring

On a world map identify the location of earthquake zones - Discuss what is seen.

Discuss, show and draw a diagram of what causes an earthquake. Use the book as a resource and class read.



[Earthquake locations](#) TASK

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?

Question - Can I use 6-digit grid references?

- Discuss what we know and what we think.
- Observe the area - answering where?
- Collect data by placing coloured cones in parts of the school grounds and record their location with 4 and 6 figure reference.
- Present the data - Use a table to show different areas
- Analyse the data - discuss the different areas.

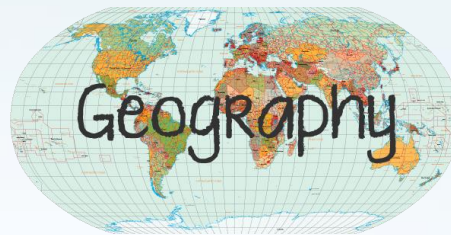
Year 5

Compare Earthquake zones

Use YouTube clips to identify what happens in an earthquake. What happens after? What happens in the community?

[Earthquakes](#)

Year 5 – Summer



Geographical skills and fieldwork

WALT: use 6-digit grid references

Locate landmarks in a city
Southampton

Human and physical geography

WALT: explore the land use of Santorini

Land use
Natural resources
How do you get there?

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

Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country

Retrieval:

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Key Questions:

1) Describe the climate in Greece.

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Year 5 – Summer



Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country

Geographical skills and fieldwork

WALT: use 6-digit grid references

Locate landmarks in a city
Southampton

Human and physical geography

WALT: explore the land use of Santorini

Land use

Natural resources

How do you get there?

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

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

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3) What can tourists do in Santorini?

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Year 6

Vocabulary to be used

- Tropics of Cancer and Capricorn
- Prime/Greenwich Meridian.
- Grid references (6 figure)
- climate zone
- biomes - a biome is a broader term than habitat; any biome can comprise a variety of habitats.
- vegetation belts

Locational knowledge

identify the position and significance of the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones. Environmental regions, key physical and human characteristics, countries, and major cities.

identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Human and physical geography

Describe and understand the key aspects of climate zones, biomes and vegetation belts.

Types of settlement and land use for Rain Forest

Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in

Geographical skills and fieldwork

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

Evidence of:
Deep dive into two regions for comparison

Continued use of the vocabulary in each lesson.

Place knowledge

Compare a local region (New Forest) to a region in South America (Rain Forest) identifying similarities and differences.

Latitude
Longitude
Equator
Earthquakes
Rivers

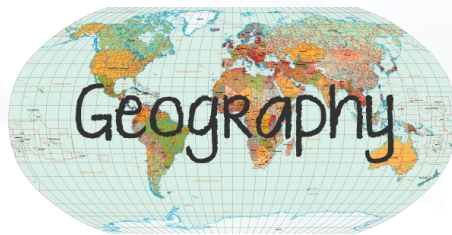
Re-cap and evidence
County, City, Grid references (4 figure), water cycle, mountains, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Volcano, Continents, Capital cities

Need some help?

[Geography at AJS](#)

[Geography Field work](#)

Year 6 – Autumn



Geographical skills and fieldwork

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

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

London – identify imperial war museum

WALT: *collect and present data*

What are best features of our school grounds?

Place knowledge

WALT: Identify differences between two U.K regions

London city centre
Devon

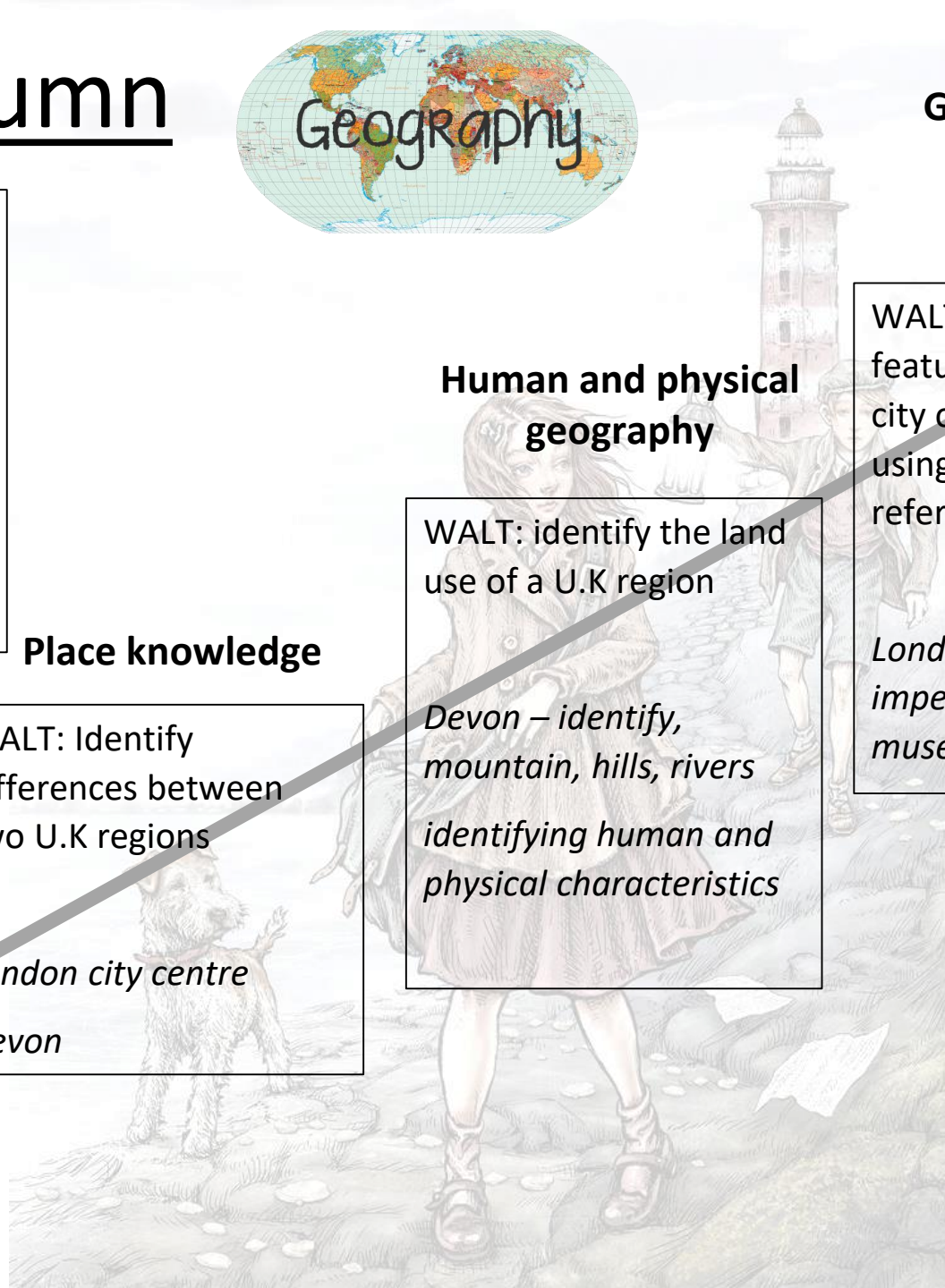
Locational knowledge

WALT: Locate regions in the U.K

How do regions of England differ?

London
Devon

Change over time



Retrieval:

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Key Questions:

1) How does London differ from Devon?

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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

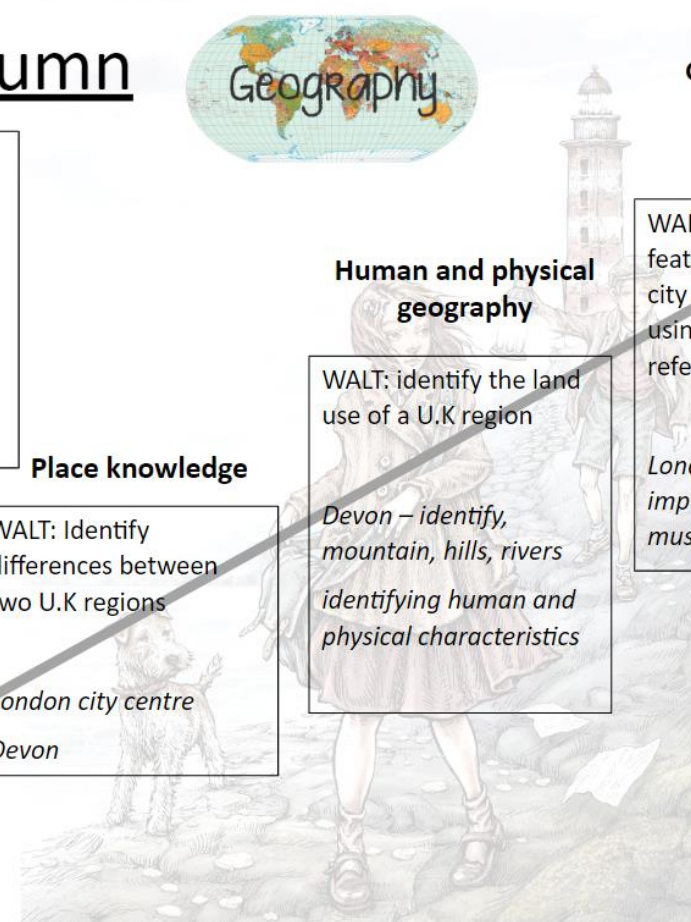
Human and physical geography

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

WALT: *collect and present data*
What are best features of our school grounds?



2) What is the land use of Devon?

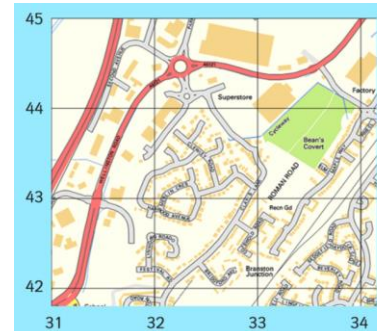
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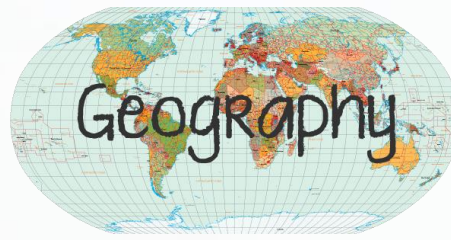
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3) What is the grid reference of the middle of the roundabout?



Year 6 – Spring



Human and physical geography

Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country
City
County

Place knowledge

WALT: Compare the New Forest to the Amazon Rainforest

WALT: explore the impact of logging on the Amazon Rainforest

Human and physical geography

WALT: Research The Rainforest

Place knowledge

WALT: Demonstrate the layers of a Rainforest

biome.

Why are the rainforests so important?

Locational knowledge

WALT: Explain key physical characteristics of the Amazon Rainforest

Locational knowledge

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

region.

Retrieval:

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Key Questions:

1) Describe the climate in the tropical zone.

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Year 6 – Spring



Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country
City
County

Why are the rainforests so important?

Locational knowledge

WALT: Demonstrate the layers of a Rainforest

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.

Human and physical geography

WALT: Research The Rainforest biome.

Place knowledge

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

2) What are the layers of a rainforest?

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

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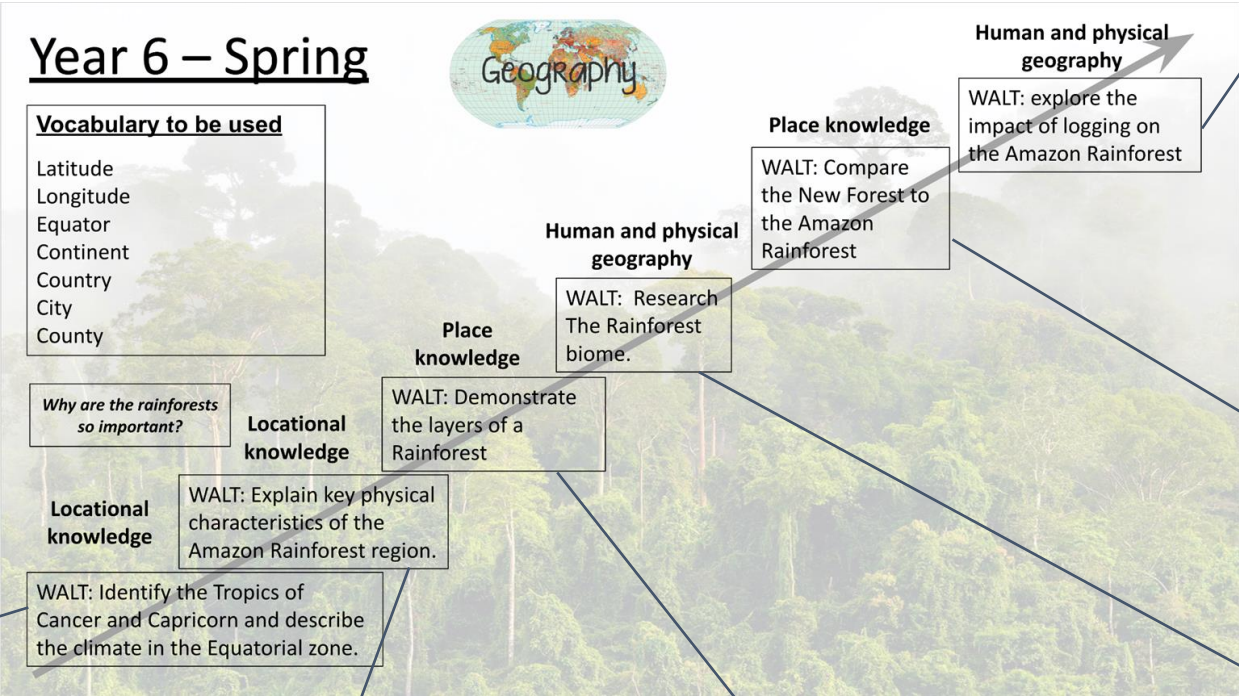
Look at maps of the world and identify the Tropics and where the rainforests are.

What are they only between the tropics?

Discuss the Marwell experience what was the climate like?

Explore the equatorial zone.

[Equatorial climate - Natural regions - National 5 Geography Revision - BBC Bitesize](#)



[Rainforests | Geography - Ecosystems and Biomes](#)

[Our Planet | Jungles | FULL EPISODE | Netflix \(28 mins - 41 mins\)](#)

[The 4 Layers of the Rainforest](#)

Rainforest experiment

[Build a Rainforest](#)

[Amazon Deforestation and Climate Change | National Geographic Society](#)

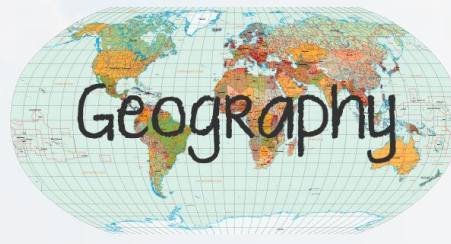
[Local and Global Effects of Deforestation in the Amazon Rain Forest | National Geographic Society](#)

Visit New Forest
Compare to our visit to Marwell

Create Slides to cover:

- Re-cap locations
- Layers
- Climate with table of rainfall and temperature
- Animal food chain

Year 6 – Summer



**Geographical skills
and fieldwork**

Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country
City
County

Human and physical geography

WALT: explore the
economic activity of
Saudi Arabia

Oil and its distribution

WALT: create a
map

*What are the
different areas of
our school?*

WALT: create a
map using grid
references.

Treasure map for
mystical object

Locational knowledge

Why is Saudi Arabia such a rich country?

WALT: identify Saudi Arabia and its
surrounding countries

Continent
Country
Capital city

Retrieval:

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Key Questions:

1) What are the countries that surround Saudi Arabia?

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Year 6 – Summer



Geographical skills and fieldwork

Vocabulary to be used

Latitude
Longitude
Equator
Continent
Country
City
County

Human and physical geography

WALT: explore the economic activity of Saudi Arabia

Oil and its distribution

Locational knowledge

Why is Saudi Arabia such a rich country?
WALT: identify Saudi Arabia and its surrounding countries

Continent
Country
Capital city

WALT: create a map

What are the different areas of our school?

WALT: create a map using grid references.

Treasure map for mystical object

2) Why is Saudi Arabia a rich country?

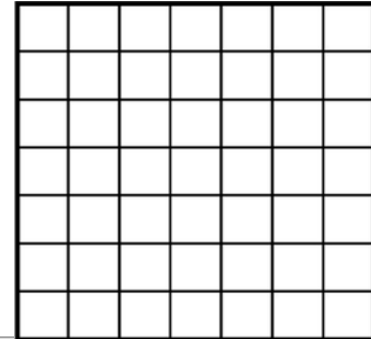
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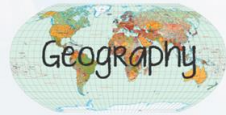
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3) Create a map and show the grid reference of a location.



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

WALT: create a map

What are the different areas of our school?

Question - What are the different areas of our school?

Year 6

- Discuss what we know and what we think.
- **Observe the area** - answering where and what?
- **Collect data** by using drone footage and recording the different areas on a map. Visit each area and create own map of the school.
- **Present the data** - Create a map with detailed areas - possible segment for each child to piece together - use a key
- **Analyse the data** - How does it compare to our homes?



Geography Field Work Link

Teaching Geography help link

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!

- ### Adding to:
- Furthermore
 - Also
 - As well as
 - Moreover

Explain an idea:

- Although
- Except
- Unless
- However
- Therefore

Cause and effect:

- Thus
- So
- Therefore
- Consequently

Sequencing:

- Firstly
- Secondly
- Next
- Finally
- Since

Contrasting:

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