

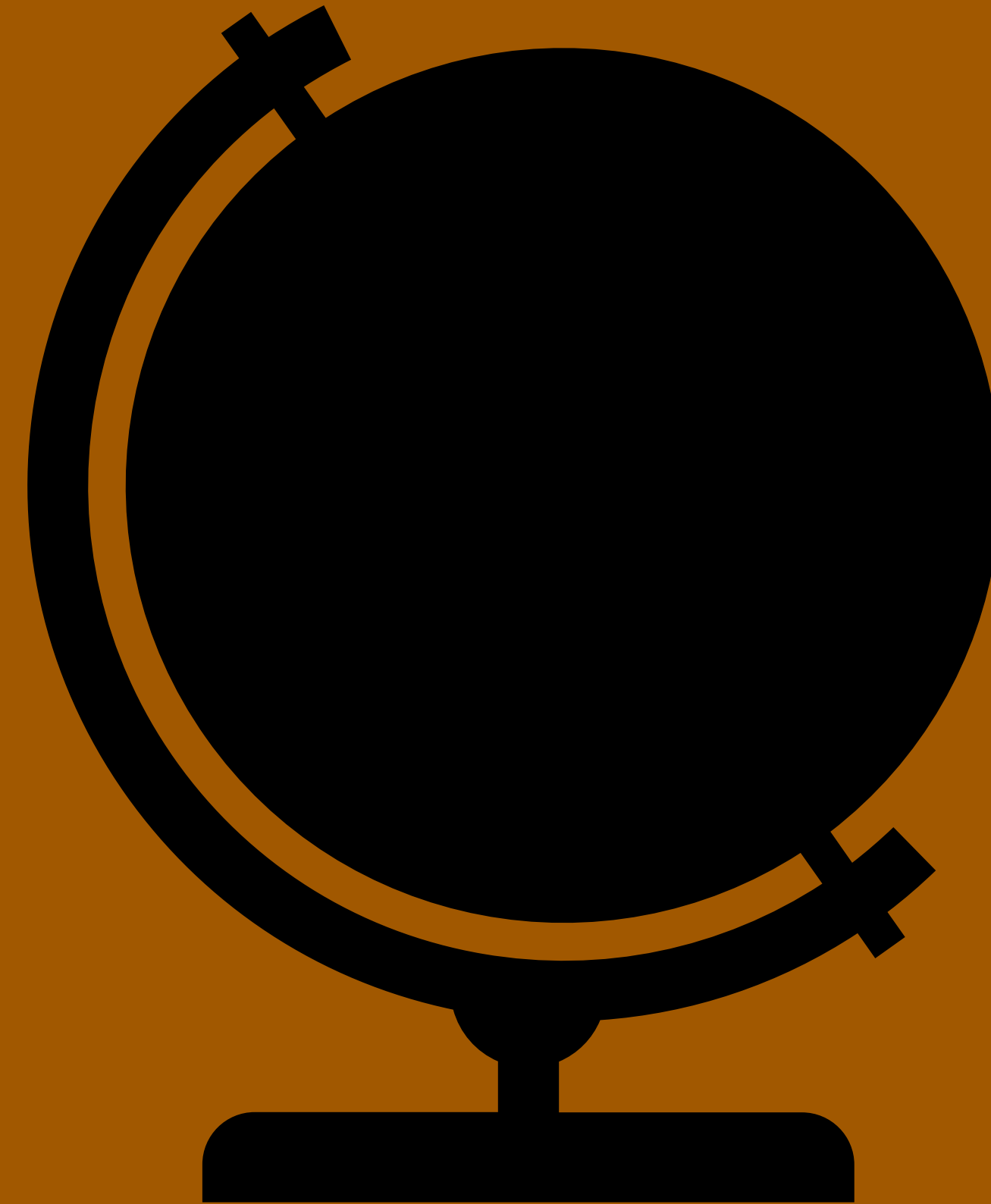


Geography Curriculum



Contents

- Intent
- Curriculum Overview
- Subject Overview
- Knowledge & Skills Progression
- Knowledge Map
- Core Knowledge
- Knowledge Organisers
- Retrieval Practice
- Place Studies
- iPad Workbooks
- Experiences



Being
a

GEOGRAPHER



Geography | Intent

Vision

The High Greave Junior School Geography Curriculum aims to give all children the knowledge and skills they need to: access the subject in the next stage of their education; pursue this subject later in life; develop a passion for this subject.

Rationale

Our Geography curriculum equips pupils with essential skills in **enquiry, map reading, data analysis, and critical thinking**. In Years 3 and 4, **Our World** introduces key geographical concepts, exploring continents, countries, ecosystems, and human-environment interactions. In Years 5 and 6, **Threats to Our World** examines climate change and natural disasters, helping pupils understand global challenges and their impact on people and places.

Teaching Geography across a whole term allows for deeper exploration of key topics, ensuring pupils develop skills in **questioning, research, analysis, and problem-solving**. It encourages an understanding of the world's diversity, fostering empathy and global awareness. Links to **different regions, cultures, and environments** inspire curiosity, while case studies of real-world geographical issues build aspiration by showing how geographers shape the future. Our curriculum ensures pupils leave with a strong **spatial awareness, environmental responsibility, and a passion for exploring the world**.





Curriculum | Overview

The HGJ Curriculum is organised into two cycles:
Cycle A & Cycle B

Each learner will go through both cycles twice, once at each stage of their junior school education.

Typical routes through the HGJ curriculum:

Child A
This Year

Y3 Cycle A
↓
Y4 Cycle B
↓
Y5 Cycle A
↓
Y6 Cycle B

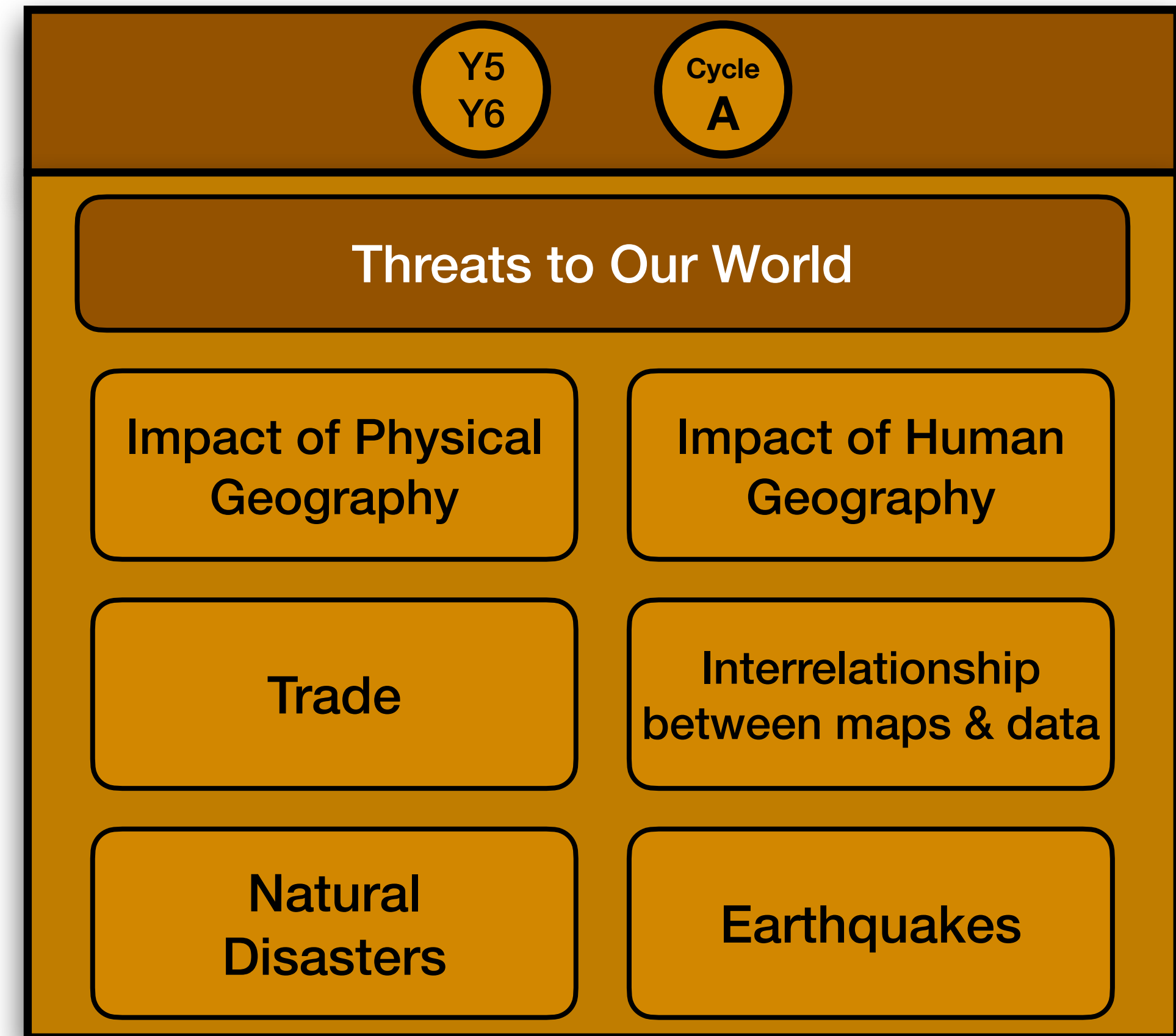
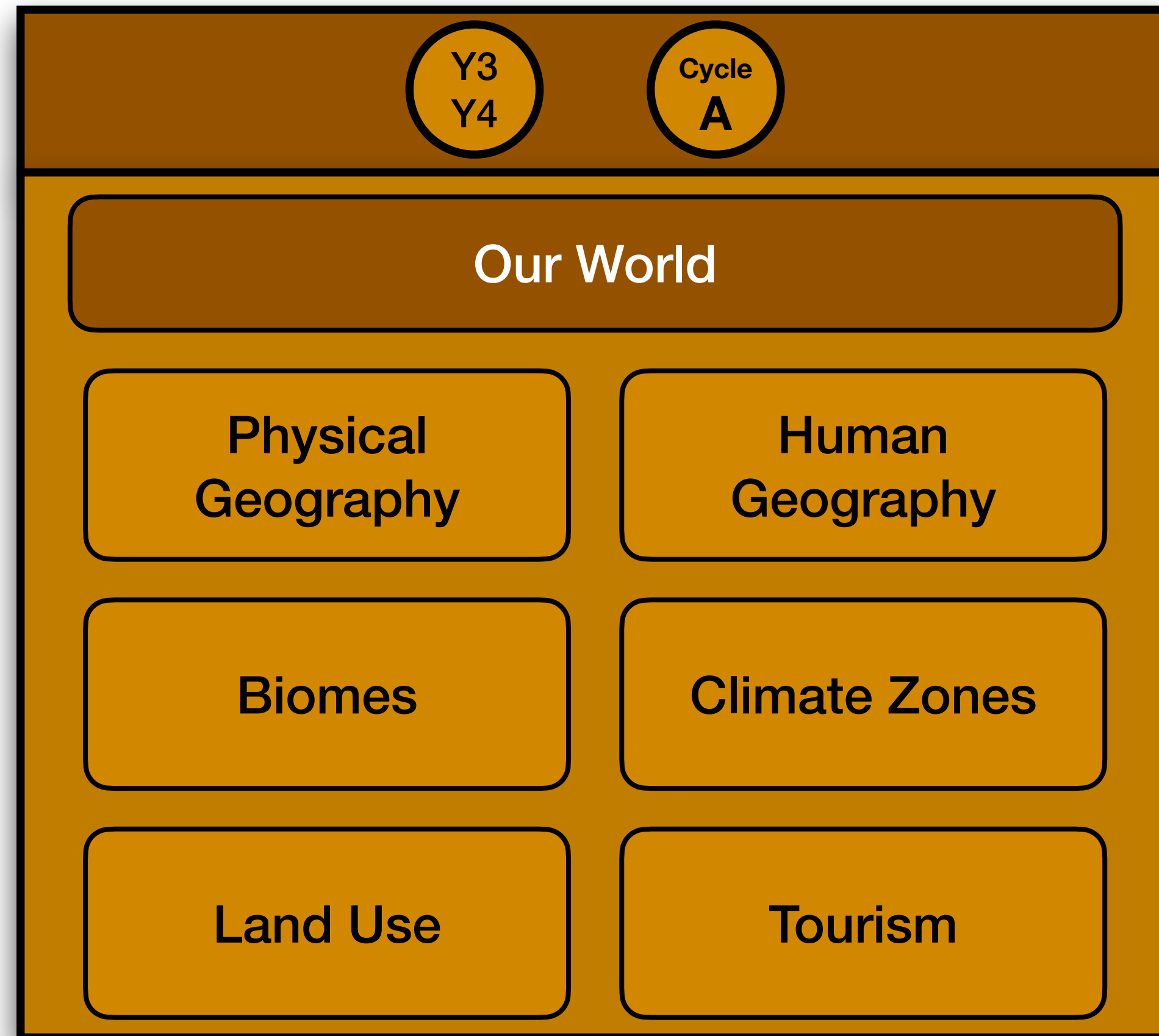
Child B
Next Year

Y3 Cycle B
↓
Y4 Cycle A
↓
Y5 Cycle B
↓
Y6 Cycle A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Y3 Y4 Cycle A	 Science Biology	 Art Printing - Watercolour - Sculpture	 History Tudors	 Design & Technology Breakfast Wraps	 Music Boomwhackers	 Science Physics	 Geography Our World
Y3 Y4 Cycle B	 Science Chemistry	 Design & Technology Electric Cars	 History Roman Britain	 Art Pastel - Photography - Pencil	 Geography Our World	 Science Light	 Music Musical Theatre
Y5 Y6 Cycle A	 Science Conservation	 Art Charcoal - Watercolour - Sculpture	 History Vikings & Anglo Saxons	 Design & Technology Bridges	 Music Bucket Drums	 Science Forces	 Geography Threats to Our World
Y5 Y6 Cycle B	 Science Environment	 Design & Technology Healthy Meal	 History World War Two	 Art Pencil - Photography - Digital Art	 Geography Threats to Our World	 Science Space	 Music Ukuleles
All Year Every Year	RE		Spanish		Computing		
	Spanish		Computing		RE		
	PE						

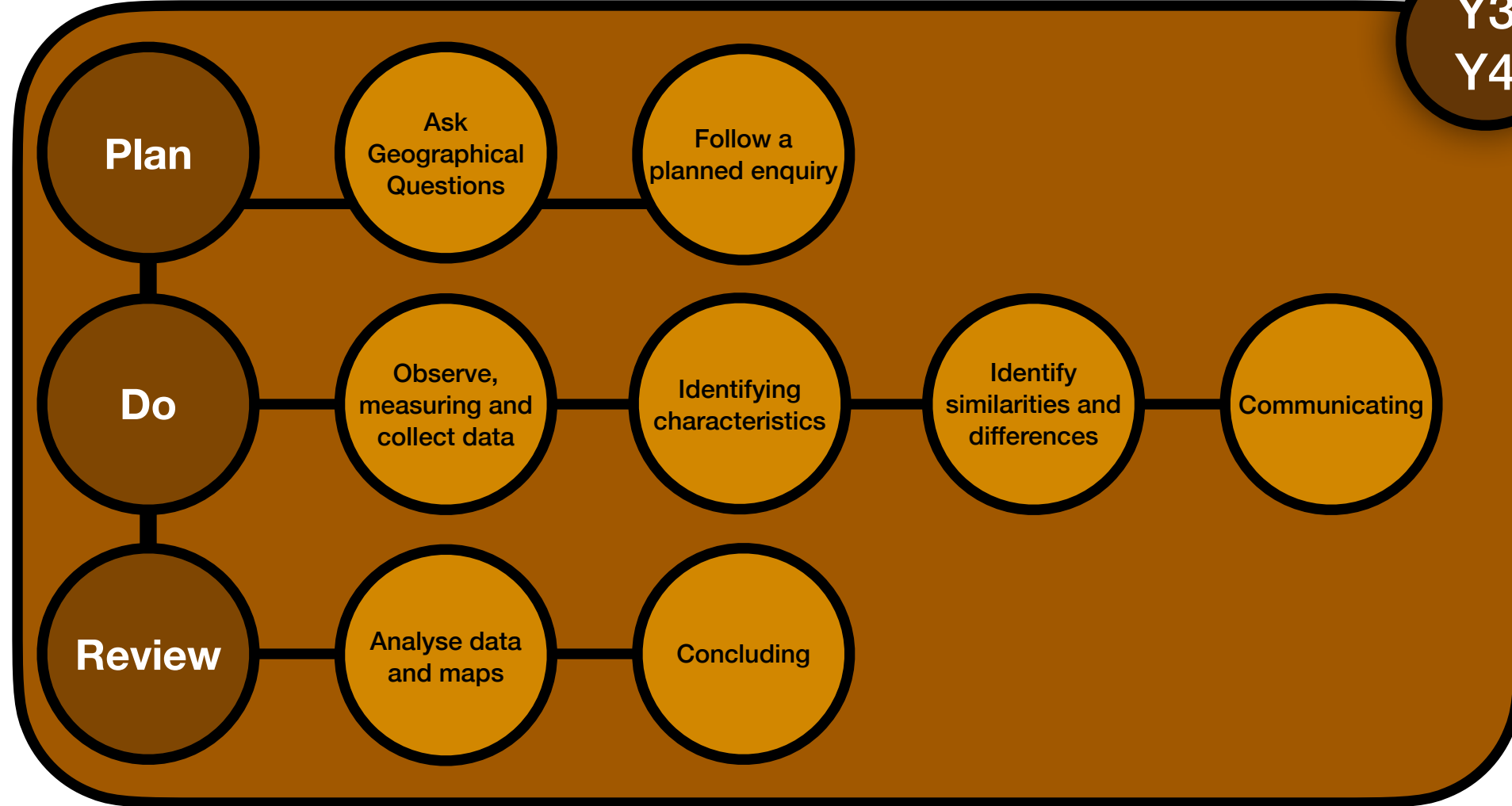


Geography | Subject Overview

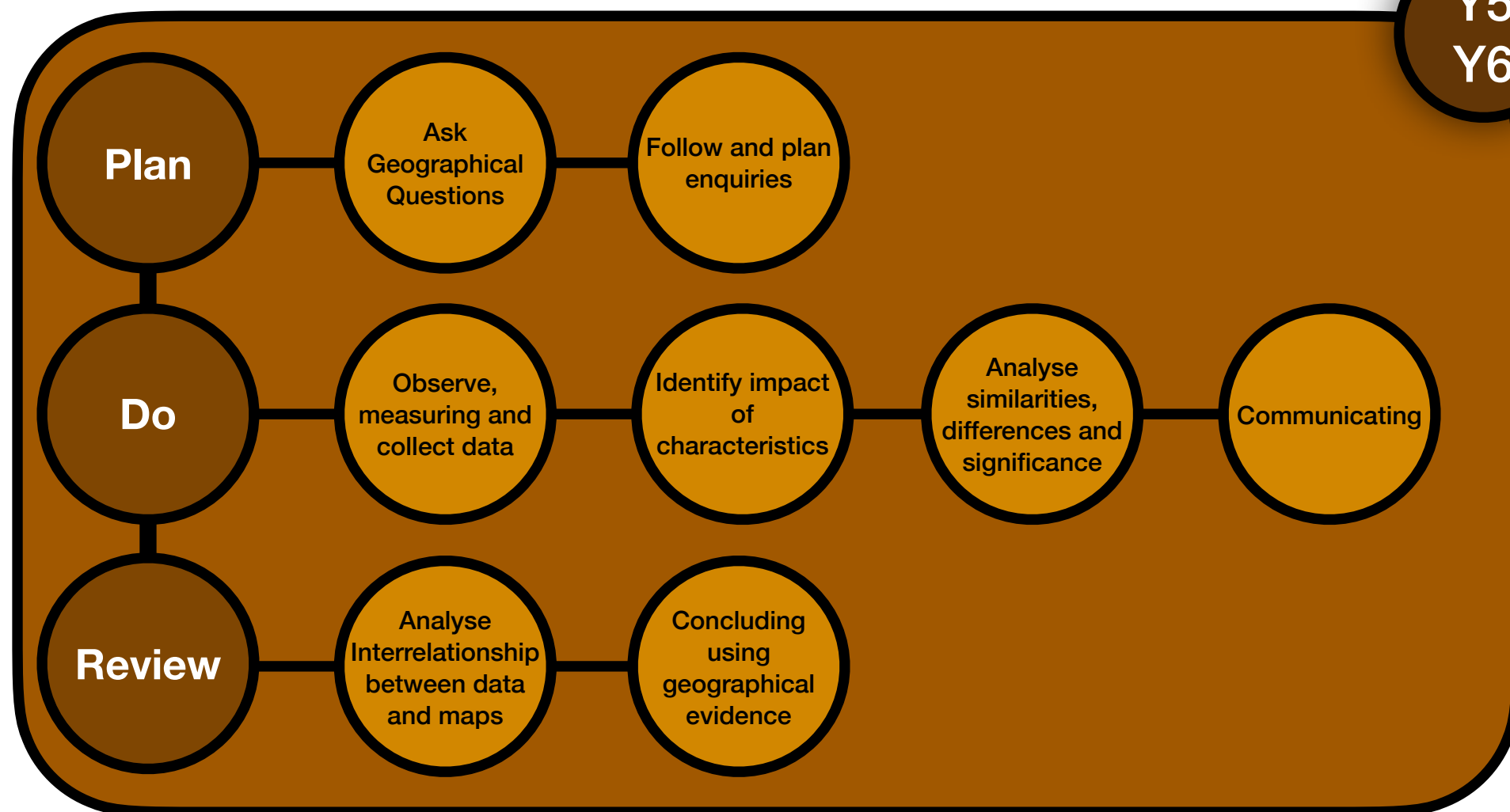


Geography | Knowledge & Skills Progression

Y3
Y4



Y5
Y6



Knowledge & Skills Progression in Geography

Y3
Y4

Identifying
characteristics

Identify
similarities and
differences

Analyse data
and maps

Concluding



Y5
Y6

Identify impact
of
characteristics

Analyse
similarities,
differences and
significance

Analyse
Interrelationship
between data
and maps

Concluding
using
geographical
evidence

Geography Knowledge Map

National Curriculum Section	National Curriculum Statement	Year 3 - Year 4 OUR WORLD	Year 5 - Year 6 THREATS TO OUR WORLD
Locational Knowledge	▪ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Begin by locating continents, oceans, major countries, and cities using maps, building an awareness of significant global locations.	Extend this foundational knowledge by explaining how geographical location impacts climate and resource availability.
		Identify key environmental regions and significant physical features in the UK and worldwide, such as mountains and rivers.	Use maps to locate regions impacted by environmental challenges, including areas with extreme climates or prone to natural disasters.
	▪ name and locate counties and cities of the United Kingdom, geographical regions and their 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	Focus on identifying and understanding global biomes, including their locations and characteristics (e.g., tropical, temperate, polar).	Build on biome knowledge by exploring how the distribution of natural resources influences population distribution and economic activity globally.
		Learn the basics of geographical markers, such as latitude, longitude, Equator, Northern Hemisphere, and Southern Hemisphere, to understand how these divide and organise the Earth.	Build on this understanding by exploring more complex markers, such as the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, and the Prime/Greenwich Meridian.
	▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Begin to recognise the concept of climate zones and understand their general positions in relation to the Equator.	Explain how these markers relate to time zones and climate patterns, helping pupils understand why certain regions experience extreme climate variations and how this impacts daily life.
			Understand the effects of climate change on specific geographical zones (e.g., polar ice melt, desert expansion).
Place Knowledge	▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Develop an understanding of human and physical geography by comparing a region in the United Kingdom with one in a different continent.	Deepen this comparison by exploring how extreme environments influence human and physical geography.
		Identify and describe similarities and differences in land use, resource availability, and human interaction with the environment in these regions.	Analyse how geography shapes culture, economy, and lifestyle in selected regions, particularly in areas affected by natural disasters or environmental extremes.
			Build on earlier comparisons to understand how geography affects adaptation and resilience in diverse environments.
Human & Physical Geography	▪ describe the key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Gain a basic understanding of the water cycle, its stages (precipitation, evaporation, condensation), and its importance to ecosystems.	Develop this understanding further by examining the impact of climate change on physical geography, such as how warmer climates cause polar ice melt and rising sea levels.
		Explore river processes and identify key features (source, tributary, meander, mouth), developing an understanding of how rivers shape landscapes.	Extend knowledge of physical processes to understand tectonic activity, explaining how earthquakes occur and affect landscapes (e.g., friction, epicentre, shockwaves).
		Learn about different biomes and how rainfall influences vegetation and landscape development in these biomes.	Connect these physical processes to the human impact, examining how natural events reshape human settlements and infrastructure.
		Explore human-made features, such as roads and buildings, and understand basic land uses (e.g., agricultural vs. urban areas).	Build on these concepts by analysing how human activities, such as greenhouse gas emissions and deforestation, impact physical geography and contribute to global challenges like climate change.
		Discuss the role of tourism in different regions and how climate and land use affect its development (e.g., beach tourism in warmer climates).	Investigate how access to natural resources influences settlement patterns and economic development, linking human geography with economic and environmental sustainability.
	▪ describe the key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Develop awareness of how human activities can impact local environments and economies.	Use the foundational understanding of land use and tourism to explore complex land use issues like industrialisation and resource management.
		Understand the basic interdependencies between human and physical geography, such as how climate influences land use (e.g., farming in fertile plains, tourism in warm areas).	Deepen this understanding by examining how human actions, like greenhouse gas emissions, affect physical geography and climate.
		Discuss how physical geography shapes human activities, such as settlement and resource use.	Investigate how natural disasters impact human societies, building on previous knowledge of settlement patterns and human resilience.
			Develop a nuanced understanding of the complex relationship between geographical features and human responses to environmental changes.
Geographical Skills & Fieldwork	▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Begin to interpret maps, diagrams, and simple data to identify patterns in climate zones, vegetation, and land use.	Build on these skills by interpreting complex data from multiple sources, such as climate and population density maps, to identify relationships between environmental factors.
		Practise summarising findings concisely and drawing basic conclusions about a place's climate, biome, and tourism potential based on location data.	Analyse data to make generalisations and predictions, such as how population density correlates with climate zones.
	▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		Use this data to explain geographical phenomena and make evidence-based conclusions about spatial relationships.
		Learn to use maps, globes, and atlases to locate and describe places and geographical features, developing a foundational knowledge of geography tools.	Build on foundational skills by using more advanced tools like GIS (Geographic Information Systems) and digital mapping to interpret complex geographical information.
	▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Practise using basic compass directions, map symbols, and keys, and begin simple fieldwork exercises, such as mapping local features.	Use six-figure grid references and Ordnance Survey maps to gain a detailed understanding of UK geography and global regions.
			Conduct comprehensive fieldwork, observing, measuring, and recording human and physical features with methods like sketch maps, graphs, and digital tools, enabling detailed analysis and presentation of findings.

Geography | Core Knowledge

Y3
Y4

Geography Knowledge Organiser

Cycle
A

What is important when being a geographer?

How do geographers ask geographical questions?

Geographers ask **geographical questions** about places they want to find out about ...



What is the difference between human and physical geography?



Physical Geography

Physical features like seas, mountains and rivers are **natural**. They would be here even if there were no people around.



Human Geography

Human features are things like houses, roads and bridges. They have been **built by people**.

What makes places geographically similar & different?



Location

Where a place is (continent, country, city)



Climate

The weather conditions of a place (tropical, dry, temperate, polar)



Biome

The vegetation and animal life living in a region



Land use

How land is used by humans



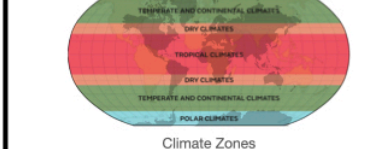
Tourism

Visitors that visit a particular place

How do geographers analyse maps and data?

Geographers will look at **maps** and **data** and try to **understand** them.

They will do this by trying to **make links** or **find patterns** within them.



For example, by looking at climate zones, it's clear that the climate is hotter the closer to the equator you get.

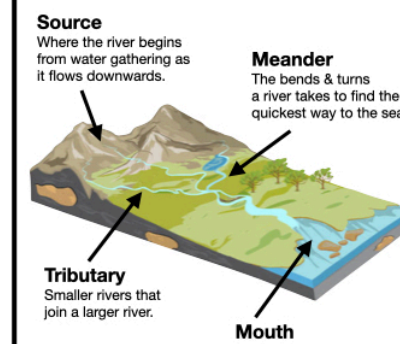
How do geographers form a conclusion?

After finding out about a places location, climate, biome, land use and tourism, geographers will:

- Summarise their findings
- Keep their summaries short and succinct.

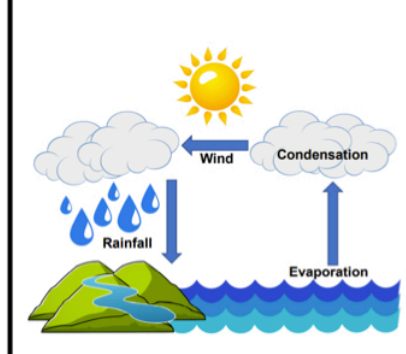
What do geographers need to know?

How does water travel to the oceans?

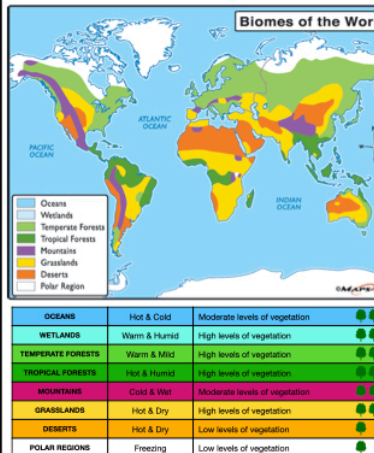


How does water move around the Earth?

The water cycle is the **continuous movement of water** between the **Earth** and the **atmosphere**.

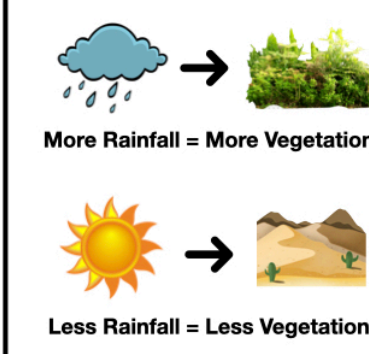


What are the characteristics of different biomes?



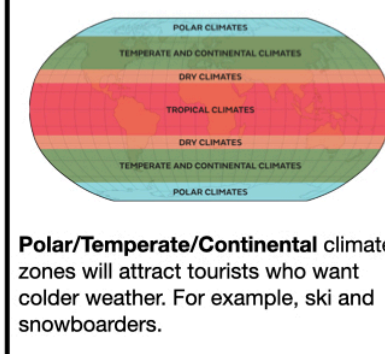
How does the amount of rainfall affect biomes around the world?

The amount of **rainfall** affects the amount of **vegetation** in a particular biome. For example:



What impact does climate zones have on tourism?

Tropical & Dry climate zones attract tourists who want hot weather. For example, beach holidaymakers.



What is important when being a geographer?

How do geographers ask geographical questions?

Geographers ask **geographical questions** about places they want to find out about ...



How does human and physical geography impact each other?

Humans can affect physical geography. For example when humans release greenhouse gases that affect the climate.



Physical geography can affect humans. For example when a natural disaster causes devastation.



What are the most significant geographical differences?



Location

Where a place is (continent, country, city)



Trade

The exchange of goods, money or services between countries or places.



Natural Resources

Materials from the Earth that humans can use to live.



Sources of Energy

What humans use for heating & electrical power.



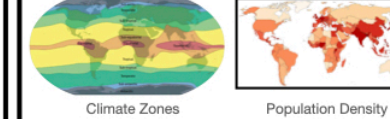
Natural Disasters

A disaster caused by a natural weather event.

How do geographers analyse the interrelationship between maps and data?

Geographers will look at **maps** and **data** and try to **understand** them.

They will do this by trying to **make links** or **find patterns** within them.



For example, by looking at climate zones and population density, humans don't like to live in extreme climates.

How do geographers form a conclusion?

After finding out about a places location, trade, natural resources, sources of energy and natural disasters, geographers will:

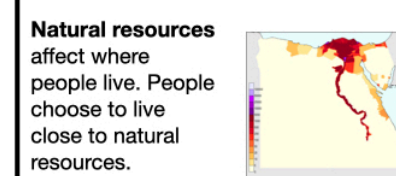
- Summarise their findings
- Keep their summaries short and succinct.
- Generalise findings to other places.

What do geographers need to know?

How did physical geography affect where people chose to live?

Extreme climates affect the natural resources available. People avoid living in extreme climates.

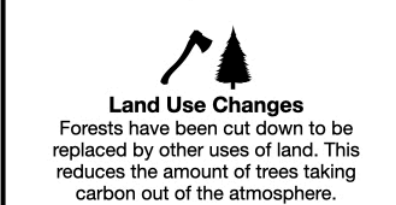
Natural resources affect where people live. People choose to live close to natural resources.



How has human geography impacted on climate change?

Greenhouse Gas Emissions
As more carbon is released into the atmosphere, the global climate gets hotter.

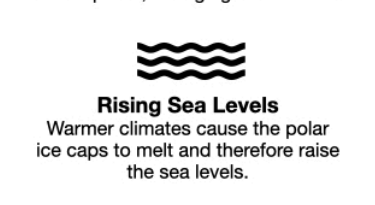
Land Use Changes
Forests have been cut down to be replaced by other uses of land. This reduces the amount of trees taking carbon out of the atmosphere.



How has climate change impacted on physical geography?

Warmer Climate
As carbon is released into the atmosphere, it traps the heat in the atmosphere, changing the climate.

Rising Sea Levels
Warmer climates cause the polar ice caps to melt and therefore raise the sea levels.



How do earthquakes occur?

The Earth's **tectonic plates** are always moving against each other.

Sometimes they get stuck because of **friction**.



How do natural disasters impact on people?

Natural disasters can have a **devastating impact** on humans. For example:

Health/Loss of Life
Natural disasters can cause death and injury amongst communities.

Land Use
Urban areas including buildings, factories, schools, hospitals and housing are destroyed.

Trade
A place impacted by a natural disaster will also have a reduction in trade due to the devastation caused.

Settlements
Settlements are destroyed meaning people lose homes and have nowhere to live.

Y5
Y6

Geography Knowledge Organiser

Cycle
A

OUR WORLD

How do geographers ask geographical questions?

Geographers **ask geographical questions** about places they want to find out about ...



What is important when being a geographer?

What is the difference between human and physical geography?



Physical Geography

Physical features like seas, mountains and rivers are **natural**. They would be here even if there were no people around.



Human Geography

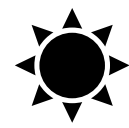
Human features are things like houses, roads and bridges. They have been **built by people**.

What makes places geographically similar & different?



Location

Where a place is (continent, country, city)



Climate

The weather conditions of a place (tropical, dry, temperate, polar)



Biome

The vegetation and animal life living in a region



Land use

How land is used by humans



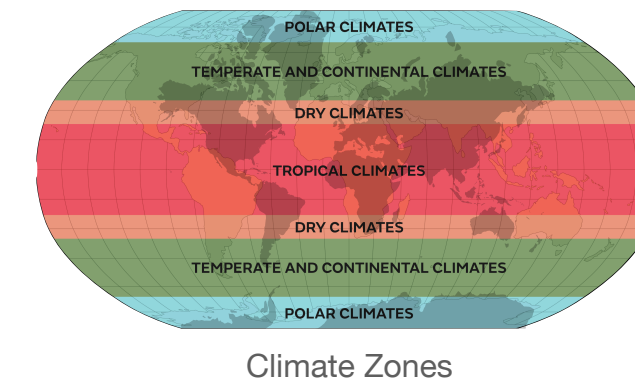
Tourism

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Climate Zones

For example, by looking at climate zones, it's clear that the climate is hotter the closer to the equator you get.

How do geographers form a conclusion?

After finding out about a places location, climate, biome, land use and tourism, geographers will:



Summarise their findings



Keep their summaries short and succinct.

What do geographers need to know?

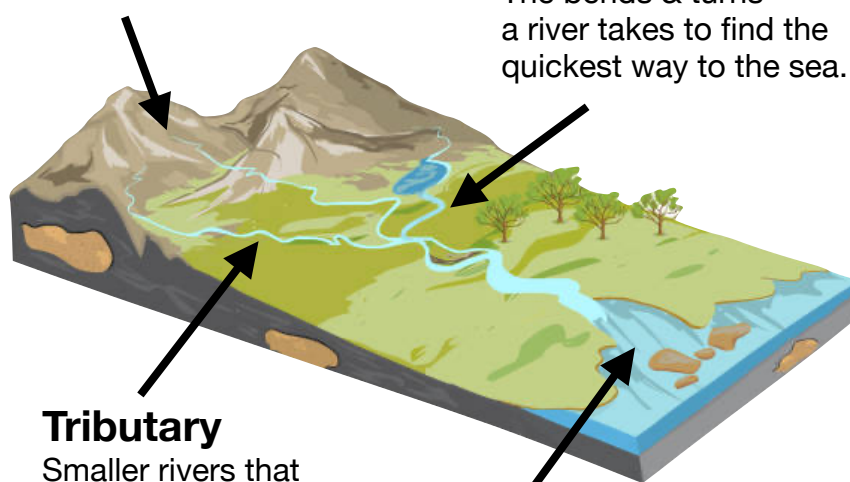
How does water travel to the oceans?

Source

Where the river begins from water gathering as it flows downwards.

Meander

The bends & turns a river takes to find the quickest way to the sea.



Tributary

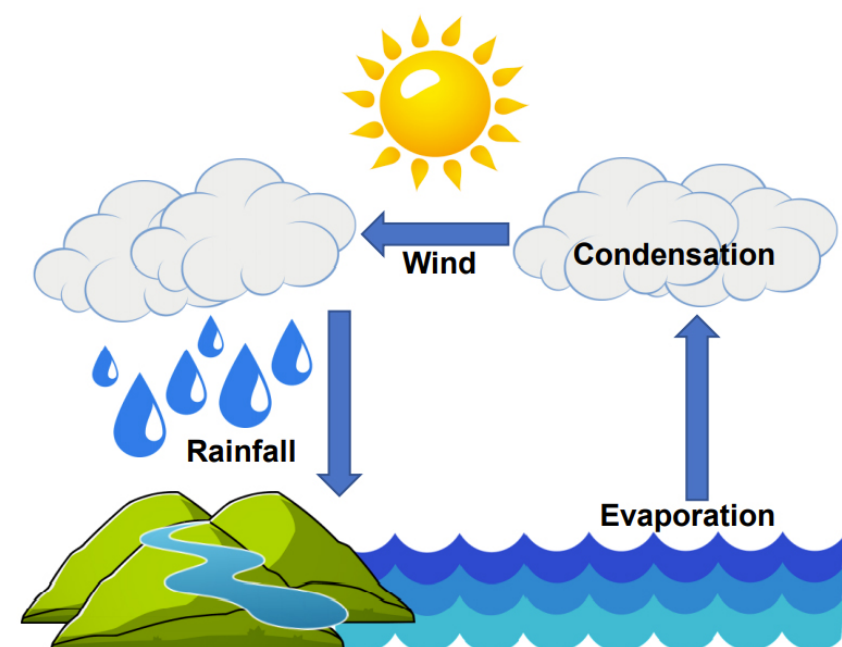
Smaller rivers that join a larger river.

Mouth

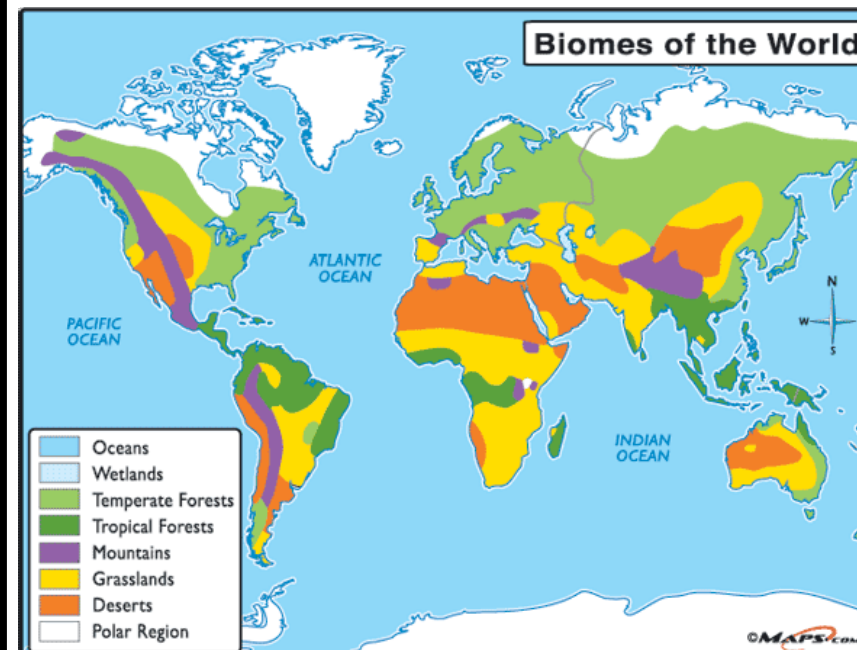
The end of the river where it meets the sea.

How does water move around the Earth?

The water cycle is the **continuous movement of water** between the **Earth** and the **atmosphere**.



What are the characteristics of different biomes?



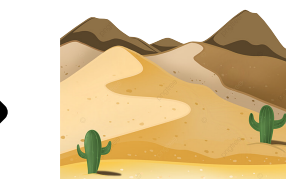
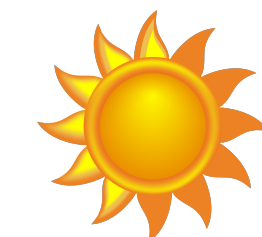
OCEANS	Hot & Cold	Moderate levels of vegetation	🌳
WETLANDS	Warm & Humid	High levels of vegetation	🌳🌳
TEMPERATE FORESTS	Warm & Mild	High levels of vegetation	🌳🌳
TROPICAL FORESTS	Hot & Humid	High levels of vegetation	🌳🌳
MOUNTAINS	Cold & Wet	Moderate levels of vegetation	🌳
GRASSLANDS	Hot & Dry	High levels of vegetation	🌳🌳
DESERTS	Hot & Dry	Low levels of vegetation	🌳
POLAR REGIONS	Freezing	Low levels of vegetation	🌳

How does the amount of rainfall affect biomes around the world?

The amount of **rainfall** affects the amount of **vegetation** in a particular biome. For example:



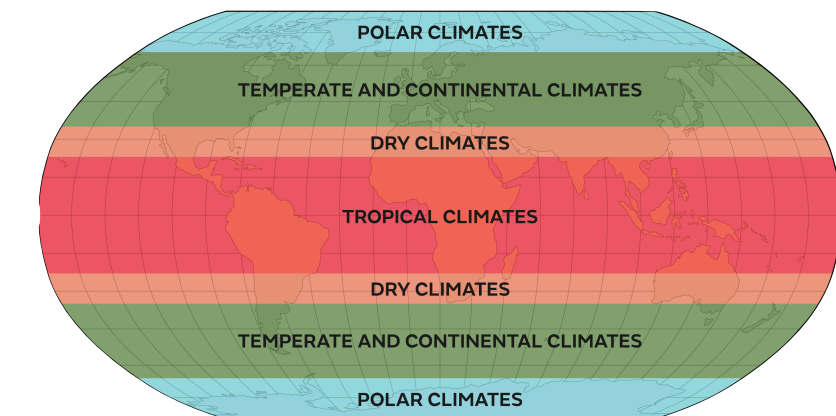
More Rainfall = More Vegetation



Less Rainfall = Less Vegetation

What impact does climate zones have on tourism?

Tropical & Dry climate zones attract tourists who want hot weather. For example, beach holidaymakers.



Polar/Temperate/Continental climate zones will attract tourists who want colder weather. For example, ski and snowboarders.

THREATS TO OUR WORLD

How do geographers ask geographical questions?

Geographers **ask geographical questions** about places they want to find out about ...



How does human and physical geography impact each other?

Humans can affect physical geography. For example when humans release greenhouse gases that affect the climate.



Physical geography can affect humans.

For example when a natural disaster causes devastation.



What is important when being a geographer?

What are the most significant geographical differences?

**Location**

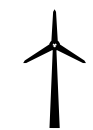
Where a place is (continent, country, city)

**Trade**

The exchange of goods, money or services between countries or places.

**Natural Resources**

Materials from the Earth that humans can use to live.

**Sources of Energy**

What humans use for heating & electrical power.

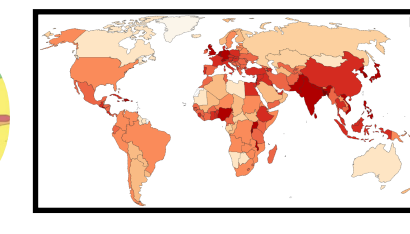
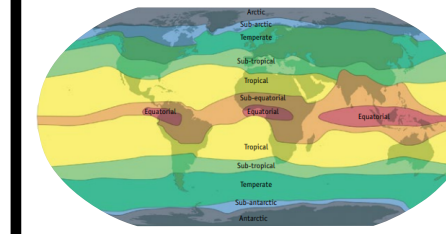
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A disaster caused by a natural weather event.

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How do geographers form a conclusion?

After finding out about a places location, trade, natural resources, sources of energy and natural disasters, geographers will:



Summarise their findings



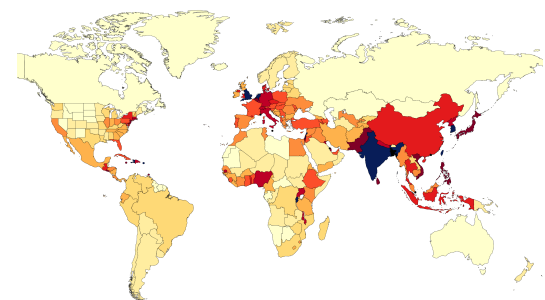
Keep their summaries short and succinct.



Generalise findings to other places.

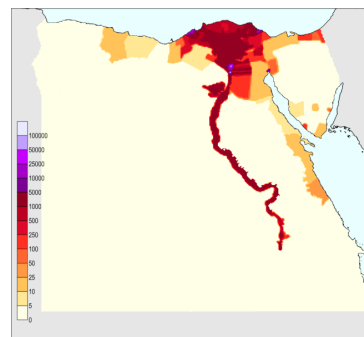
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How did physical geography affect where people chose to live?

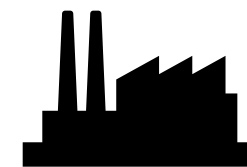


Extreme climates affect the natural resources available. People avoid living in extreme climates.

Natural resources affect where people live. People choose to live close to natural resources.



How has human geography impacted on climate change?

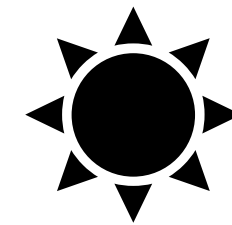
**Greenhouse Gas Emissions**

As more carbon is released into the atmosphere, the global climate gets hotter.

**Land Use Changes**

Forests have been cut down to be replaced by other uses of land. This reduces the amount of trees taking carbon out of the atmosphere.

How has climate change impacted on physical geography?

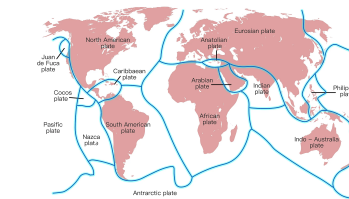
**Warmer Climate**

As carbon is released into the atmosphere, it traps the heat in the atmosphere, changing the climate.

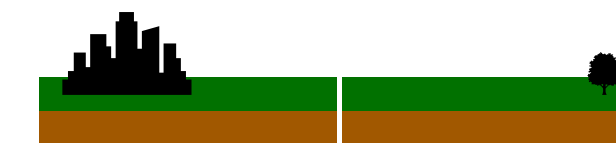
**Rising Sea Levels**

Warmer climates cause the polar ice caps to melt and therefore raise the sea levels.

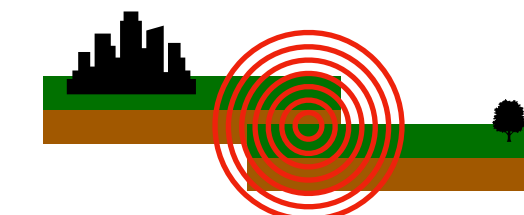
How do earthquakes occur?



The Earth's **tectonic plates** are always moving against each other.



Sometimes they get stuck because of **friction**.



When the pressure builds, they slip and a **shockwave** is caused from the **epicentre**.

How do natural disasters impact on people?

Natural disasters can have a **devastating impact** on humans. For example:

Health/Loss of Life

Natural disasters can cause death and injury amongst communities.

Land Use

Urban areas including buildings, factories, schools, hospitals and housing are destroyed.

Trade

A place impacted by a natural disaster will also have a reduction in trade due to the devastation caused.

Settlements

Settlements are destroyed meaning people lose homes and have nowhere to live.



Geography | Retrieval Practice

The Long Term Memory Goal

At High Greave, we want our learners to **know more and do more** in Geography. To achieve this, we embed **daily rehearsal and retrieval practice** into our curriculum. Retrieval practice helps strengthen **long-term memory** by recalling previously learned knowledge, ensuring learning is **retained and applied** over time.

How Retrieval Practice Works:

Quiz 1 (Before Learning Begins)

- Each topic starts with a Socrative quiz to assess prior knowledge.
- Scores are usually low, highlighting gaps in understanding.

Daily Rehearsal and Memorisation

- Key knowledge is practised and revisited every day throughout the term.
- This strengthens long-term memory and deepens understanding.

Quiz 2 (After Learning is Complete)

- At the end of the term, learners take another Socrative quiz.
- Scores typically show significant improvement, demonstrating progress.

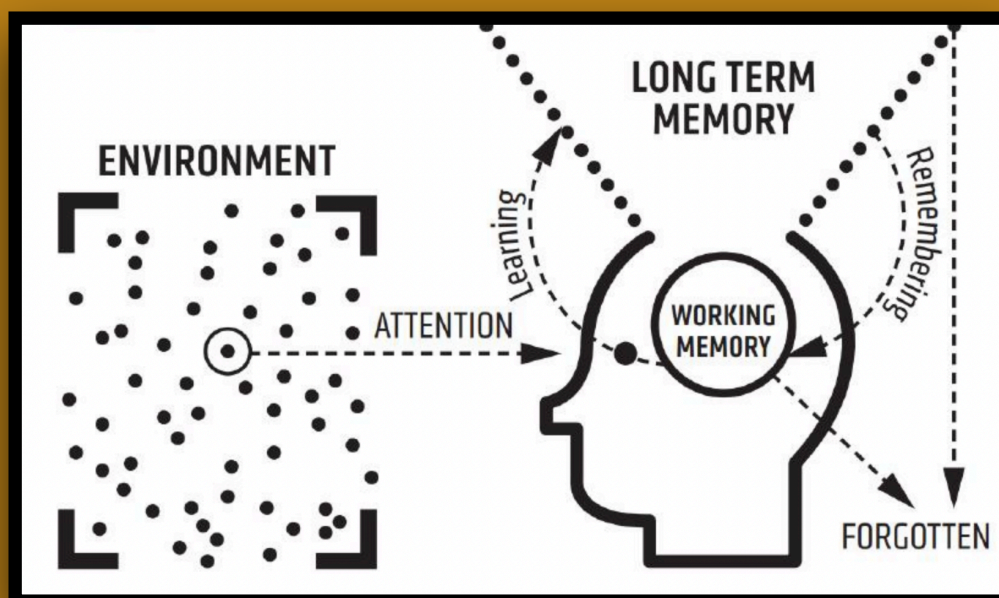
Weekly 10-Minute Reviews

- The topic is revisited for ten minutes each week to prevent forgetting.
- This helps maintain knowledge and keeps key concepts fresh.

Quiz 3 (Five Terms Later)

- A final quiz assesses long-term retention.
- The results help us evaluate our curriculum's effectiveness and make improvements where needed.

By embedding **retrieval practice into daily routines**, we ensure that musical knowledge is not just learned temporarily but **retained for life**.



Retrieval Timetable								
Y5 - Cycle A								
Quiz 1	Monday	Tuesday	Wednesday	Thursday	Friday	Quiz 2	Quiz 3	
T1								
T2								
T3								
T4								
T5								
T6								

Retrieval Timetable								
Y5 - Cycle B								
Quiz 1	Monday	Tuesday	Wednesday	Thursday	Friday	Quiz 2	Quiz 3	
T1								
T2								
T3								
T4								
T5								
T6								

Retrieval Timetable								
Y6 - Cycle A								
Quiz 1	Monday	Tuesday	Wednesday	Thursday	Friday	Quiz 2	Quiz 3	
T1								
T2								
T3								
T4								
T5								
T6								

Retrieval Timetable								
Y6 - Cycle B								
Quiz 1	Monday	Tuesday	Wednesday	Thursday	Friday	Quiz 2	Quiz 3	
T1								
T2								
T3								
T4								
T5								
T6								

Retrieval Timetable								
Y3 - Cycle A								
Quiz 1	Monday	Tuesday	Wednesday	Thursday	Friday	Quiz 2	Quiz 3	
T1								
T2								
T3								
T4								
T5								
T6								

Retrieval Timetable								
Y3 - Cycle B								
Quiz 1	Monday	Tuesday	Wednesday	Thursday	Friday	Quiz 2	Quiz 3	
T1								
T2								
T3								
T4								
T5								
T6								

Retrieval Timetable								
Y4 - Cycle A								
Quiz 1	Monday	Tuesday	Wednesday	Thursday	Friday	Quiz 2	Quiz 3	
T1								
T2								
T3								
T4								
T5								
T6								

Retrieval Timetable								
Y4 - Cycle B								
Quiz 1	Monday	Tuesday	Wednesday	Thursday	Friday	Quiz 2	Quiz 3	
T1								
T2								
T3								
T4								
T5								
T6								



Retrieval Timetable

Y4 - Cycle B



Quiz 1: Baseline Quiz (Before Anything is Learnt)
Quiz 2: End of Unit Quiz (After Everything is Learnt)
Quiz 3: Long Term Quiz (Has everything been retained?)

	Quiz 1	Monday	Tuesday	Wednesday	Thursday	Friday	Quiz 2	Quiz 3
T1	LKS Cycle B Science Chemistry	LKS Cycle A Art	LKS Cycle A History Tudors	LKS Cycle A DT Breakfast Wraps	LKS Cycle A Music Boomwhackers	LKS Cycle A Geography Our World	LKS Cycle B Science Chemistry	LKS Cycle A Art
T2	LKS Cycle B DT Electric Cars	LKS Cycle A History Tudors	LKS Cycle A DT Breakfast Wraps	LKS Cycle A Music Boomwhackers	LKS Cycle A Geography Our World	LKS Cycle B Science Chemistry	LKS Cycle B DT Electric Cars	LKS Cycle A History Tudors
T3	LKS Cycle B History Romans	LKS Cycle A DT Breakfast Wraps	LKS Cycle A Music Boomwhackers	LKS Cycle A Geography Our World	LKS Cycle B Science Chemistry	LKS Cycle B DT Electric Cars	LKS Cycle B History Romans	LKS Cycle A DT Breakfast Wraps
T4	LKS Cycle B Art	LKS Cycle A Music Boomwhackers	LKS Cycle A Geography Our World	LKS Cycle B Science Chemistry	LKS Cycle B DT Electric Cars	LKS Cycle B History Romans	LKS Cycle B Art	LKS Cycle A Music Boomwhackers
T5	LKS Cycle B Science Physics	LKS Cycle A Geography Our World	LKS Cycle B Science Chemistry	LKS Cycle B DT Electric Cars	LKS Cycle B History Romans	LKS Cycle B Art	LKS Cycle B Science Physics	LKS Cycle A Geography Our World
T6	LKS Cycle B Music Performing Arts	LKS Cycle B Science Chemistry	LKS Cycle B DT Electric Cars	LKS Cycle B History Romans	LKS Cycle B Art	LKS Cycle B Science Physics	LKS Cycle B Music Performing Arts	LKS Cycle B Science Chemistry

Geography | Place Studies

Country Information Posters help students build their geographical knowledge of places around the world.

World Map

Workbook #
Geography Learning
TEACHER LED

Mongolia
Asia

What do you already know about this country?

Your Response

Insert a voice note here with your answer

Did you know?
Mongolia is known as the 'Land of the Eternal Blue Sky' because it has over 250 sunny days a year.

5400 miles to HGJ

Capital City	Ulanbataar
Population	3.5 million
Main Language	Mongolian
Currency	Mongolian Togrog
Climate	Dry
Main Industries	Mining & Agriculture
Land Mass	603,900 square miles

Opportunity to respond

Fact File linked to knowledge in the curriculum

Workbook #
Geography Learning
TEACHER LED

Ethiopia
Africa

What do you already know about this country?

Your Response

Insert a voice note here with your answer

Did you know?
Ethiopia is the only country in the world with three official languages.

4150 miles to HGJ

Workbook #
Geography Learning
TEACHER LED

India
Asia

What do you already know about this country?

Your Response

Insert a voice note here with your answer

Did you know?
India is the second most populous country in the world.

Workbook #
Geography Learning
TEACHER LED

Japan
Asia

What do you already know about this country?

Your Response

Insert a voice note here with your answer

Did you know?
Japan is the only country in the world with four seasons.

Workbook #
Geography Learning
TEACHER LED

Madagascar
Africa

What do you already know about this country?

Your Response

Insert a voice note here with your answer

Did you know?
Madagascar is the only island country in the world.

Workbook #
Geography Learning
TEACHER LED

Peru
South America

What do you already know about this country?

Your Response

Insert a voice note here with your answer

Did you know?
Peru is home to the ancient city of Machu Picchu, one of the New Seven Wonders of the World.

6000 miles to HGJ

Capital City	Lima
Population	34 million
Main Language	Spanish
Currency	Peruvian Sol
Climate	Tropical
Main Industries	Mining & Agriculture
Land Mass	496,200 square miles

Workbook #
Geography Learning
TEACHER LED

Indonesia
Asia

What do you already know about this country?

Your Response

Insert a voice note here with your answer

Did you know?
Indonesia is the world's largest archipelago.

Workbook #
Geography Learning
TEACHER LED

Mexico
South America

What do you already know about this country?

Your Response

Insert a voice note here with your answer

Did you know?
Mexico is home to the ancient city of Teotihuacan.

Workbook #
Geography Learning
TEACHER LED

Italy
Europe

What do you already know about this country?

Your Response

Insert a voice note here with your answer

Did you know?
Italy is the only country in the world with five official languages.

Workbook #
Geography Learning
TEACHER LED

Kenya
Africa

What do you already know about this country?

Your Response

Insert a voice note here with your answer

Did you know?
Kenya is home to the world's largest population of lions.

5600 miles to HGJ

Workbook #
Geography Learning
TEACHER LED

Brazil
South America

What do you already know about this country?

Your Response

Insert a voice note here with your answer

Did you know?
Brazil is home to the Amazon River, which is the second-longest river in the world.

Capital City	Brasilia
Population	215 million
Main Language	Portuguese
Currency	Brazilian Real
Climate	Tropical
Main Industries	Agriculture & Mining
Land Mass	3,287,000 square miles

City	Rome
Population	60 million
Language	Italian
Currency	Euro
Climate	Temperate
Main Industries	Fashion & Manufacturing
Land Mass	116,300 square miles

City	Mexico City
Population	130 million
Language	Spanish
Currency	Mexican Peso
Climate	Tropical
Main Industries	Manufacturing & Oil
Land Mass	761,600 square miles

City	Jakarta
Population	275 million
Language	Indonesian
Currency	Indonesian Rupiah
Climate	Tropical
Main Industries	Manufacturing & Agriculture
Land Mass	735,400 square miles

Geography | iPad Workbooks

At High Greave Junior School, **iPad Workbooks** enhance the Geography curriculum by providing an **interactive and engaging** way for students to **explore the world around them**. Moving beyond traditional worksheets, these digital workbooks allow pupils to develop their **geographical skills** in a **dynamic and personalised** format.

Key Benefits of iPad Workbooks:

- Make geographical learning more **immersive and research-focused**.
- Encourage students to **engage interactively** with real-world geographical concepts.
- Provide **multiple methods** to demonstrate learning and reflect on the world around them.

Ways Students Demonstrate Learning:

- **Maps & Street View (Google Maps)** – Explore locations, understand geographical features, and compare different regions.
- **Online Resources** – Conduct research on topics like climate, population, and natural disasters.
- **Videos & Pictures** – Capture fieldwork images, annotate observations, and document findings.
- **Voice Notes & Diagrams** – Reflect on data and analyse geographical trends.

Geographical Skills Developed:

- **Map Reading** – Interpreting and analysing various maps, including digital tools like Google Maps.
- **Data Analysis** – Comparing geographical data on topics such as population and climate.
- **Fieldwork Techniques** – Collecting and documenting data during fieldwork activities.
- **Research Skills** – Using digital tools to access and analyse geographical information.

By integrating technology into Geography lessons, **iPad Workbooks** help students engage **actively** with the subject, making learning more **immersive, research-focused, and reflective** of modern geographical practices.

Lesson 6

Applying Learning

TEACHER LED

S2S

1. Decide which images you want to use for your video from this page.
2. Screenshot the images so they save in your camera roll.

Lesson

Applying Learning

S2S

1. Complete task 1.
2. Read the statements in the picture.
3. Record your voicenote.
4. Complete task 2.
5. Write down what you already know

Lesson 2

Applying Learning

S2S

1. Complete task 1.
2. Read the statements in the picture.
3. Record your voicenote.
4. Complete task 2.
5. Write down what you already know

Lesson 1

New Learning

S2S

1. Complete task 1.
2. Read the statements in the picture.
3. Record your voicenote.
4. Complete task 2.
5. Write down what you already know

New Learning

Task 1 Read about Contour Lines on an OS Map.

Contour Lines on a map tell you two things:
- How steep a hill is
- How many metres above sea level it is.

Contour Lines will be **closer together** when the land is **steeper**.
Also, the number on the Contour Lines show you how many metres above **sea level** it is.

This is important when plotting routes because you will need to know how steep your route is.

Task 2 Watch the video and answer the questions.

1 TRUE or FALSE
Contour Lines show you how steep the land is.
True ☐ False ☐

2 TRUE or FALSE
Contour Lines show you how high the land is.
True ☐ False ☐

Move the tick next to your answer ☒

Lesson 3

Applying Learning

S2S

1. Complete task 1.
2. Look at the maps carefully.
3. Discuss with a partner what you notice
4. Complete task 2.
5. Add a voice note

Need help?
Watch this teaching video!

Lesson 3

New Learning

Task 1 Look at the maps carefully

Percentage of people who have access to safe water

How secure each country's energy is

Task 2 Discuss with a partner what you have noticed and then add a voice

Insert voicenote here

Lesson 4

Outcome: Creating a map

Task ...

Workbook 4

New Learning

Task 1 ...

OS Map Symbols

...des some of the attractions you saw!

Task 2

Reviewing the knowledge we've just learnt

1 TRUE or FALSE
Agricultural land is used as housing for people.
True ☐ False ☐

Move the tick next to your answer ☒

2 Drag the pictures to where you think they belong.

	Recreational	Residential	Agricultural	Transport	Commercial
A					
B					
C					
D					
E					

Geography | Experiences

Y3
Y4

- Trip: Cleethorpes
- Trip: Bushcraft Residential
- Local Walk: Valley Park
- Enquiry: Community Litter



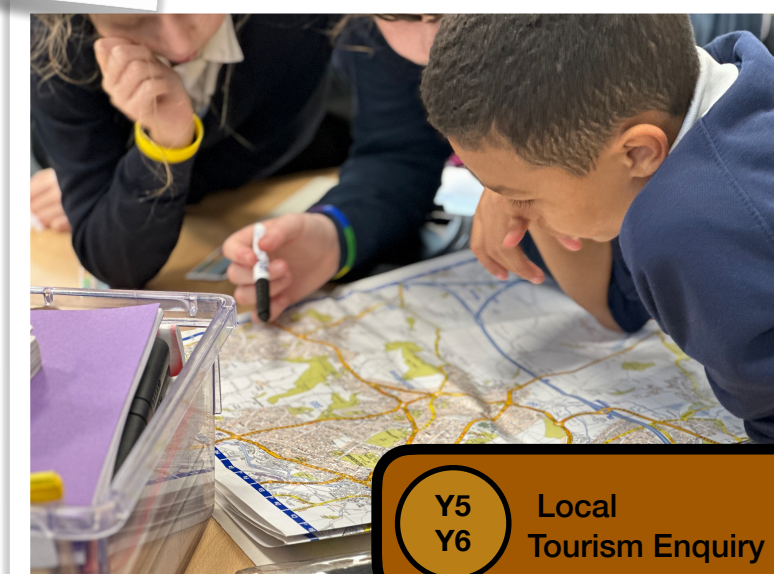
Y3
Y4

Bushcraft
Residential



Y5
Y6

- Trip: Castleton Residential
- Local Walk: Valley Park
- Enquiry: Local Tourism



Y5
Y6

Local
Tourism Enquiry



Y5
Y6

Castleton
Residential

