

# Weston Park Primary School

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## Geography Intent statement

### Intent: Introduction, Vision and Philosophy

At Weston Park Primary School, we expect our children to be inquisitive and to question the information they are presented with, in order to further their geographical understanding.

We want children to understand where they are located within the world as well as within the British Isles; to be able to use a range of tools to understand their location and the landscapes of contrasting environments; to appreciate, describe and have a desire to conserve the differing environments of the world.

Geography is an exciting, enquiry led subject that helps us better understand the people, places and environments in the world. The programme of study for Geography states “a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.” It is a subject that seeks answers to fundamental questions such as: Where is this place? What is it like? (and why?) How and why is it changing? How does this place compare with other places? How and why are places connected?

Geography draws on its vast range of vocabulary to identify and name places, the features within them and the human and physical processes at work there. Such core knowledge provides the building blocks of deeper explanation and understanding; providing entry points to geographical conversations about the world. We describe this as ‘thinking geographically’ and explicitly teach this to our pupils through exploring maps and atlases, photographs and aerial images and exploring our local area.

### Implementation: What does Geography look like at WPPS?

To ensure this happens, we deliver a geography curriculum that focuses on developing a sense of place that is underpinned, not only by our learning and experiences in SMSC, but a core knowledge of facts, locations and vocabulary. Our curriculum is designed to allow children to build on their geographical knowledge and skills as they progress through the school. Teachers have a clear understanding of the progress of knowledge referring to past learning and making links with previous knowledge. Our children will access their immediate environment and to gather first-hand experience to enhance their learning and develop a deeper understanding of their local area and to be able to make accurate comparisons with contrasting locations. At Weston Park, we have a wonderfully diverse community and we use this to learn about different places around the world. We share information about global events and explore different cultures world-wide. Many of our children do not experience the world outside of their immediate locality. As a staff, we aim to share our own experiences and provide as much knowledge of the outside world as possible; children are aware that there are many countries and places of interest to visit!



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Our curriculum is enquiry based and this leads to much of discussion of the natural world and all its wonders. At Weston Park, children learn to discuss the features of their immediate environment and talk about why processes and changes happen.

In Early Years, we investigate natural materials such as leaves, water and twigs and talk about how they might have got to our classroom.

During KS1 pupils develop knowledge about the world, the United Kingdom and their locality. They develop an understanding of basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

During KS2 pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America, Africa, The Arctic and Antarctic. This includes the location and characteristics of a range of the world's most significant human and physical features. Pupils develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

## The curriculum:

Whole school Geography Coverage

Year group/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Knowledge and understanding of the world – local area - school, classroom, use of outside area.					
Year 1	School grounds	Manor Farm			Nursery grounds	Weston Shore
					Journey of Titanic	Locality study – non European
Year 2			RVCP	Mayflower park	Sea city	
Year 3	Europe	Arctic/Antarctic		Field work		Map work and comparison over time.
		RVCP - orienteering		Butser farm		
Year 4	Settlements		Rainforest unit			Field work – local area study
	Science centre		The living rainforest			Mayfield park
Year 5	Location of Greece	Rivers UK/USA	Natural disasters		Victorians	Locality compared to LEDC
					Milestones?	
Year 6	Crime and punishment	Fieldwork/ sketches	Africa	WW2 mapping local area	WW2	Mapping (theme parks)
		Weston woods			Visit to war graves	Baulton's park
Geography unit		History lead unit.				
History lead unit (with opportunities for geography skills)		Trip/visit – fieldwork opp.				



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## KS1 Geography Coverage

Location Knowledge				Place Knowledge				Human and Physical Geography							
name, locate and identify the world's seven continents and five oceans				name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  NA: Yr2 Gasometer plot + London focus				identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles				use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			
Year 1	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 2	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer



Geographical Skills and Fieldwork															
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage				use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map				use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; sketch a simple map; and use and construct basic symbols in a key				use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment			
Year 1	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 2	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer

## Geography Coverage KS2

Location Knowledge						Human and Physical Geography									
locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America			name and locate countries and cities of the United Kingdom geographical regions and their identifying human and physical characteristics; key geographical features (including hills, mountains, coasts and rivers), and landscape patterns; and understand how some of these aspects have changed over time			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 Meridian, Western and Time Zones (including day and night); Additional: plate tectonics			describe and understand key aspects of: physical geography including: climate zones, rivers and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle			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			
Year 3	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 4	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 5	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 6	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer

Geographical Skills and Fieldwork						Place Knowledge									
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  NA: History link old maps of localities.			use the eight points of a compass, four and six figure grid references, symbols and keys, including the use of Ordnance Survey maps, to build their knowledge of the United Kingdom and the wider world  NA: Ordnance Survey, Ordnance Survey			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.			understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country, and a region within North or South America						
Year 3	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 4	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 5	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 6	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer

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Safety and SMSC are the driving force behind our whole curriculum at Weston Park. Across all stages of teaching and learning we endeavour to create strong and appropriate links with other subjects to enhance the learning experiences of our children.

## **Impact: Evidence and Assessment**

At Weston Park Primary, children can record their learning in a variety of ways, which is recorded within their topic books. Evidence of learning and progress is dependent on the lesson outcome; year group and the skills and knowledge being developed. This could be in the form of: photographs of practical activities, use of world maps and local maps to identify features and areas, use of digital mapping, extended writing, or evidence of field work.

Our teachers rely on a range of tools to assess the knowledge and skills pupils have; their progress and development points. This includes: assessment for learning; challenge tasks; independent and group enquiry; end of unit questions and KWL grids.

Marking and feedback in geography follows the schools marking and feedback policy and is used to monitor progress and impact. Throughout the course of the lesson the class teacher (and support staff where present) will move around the class, offering support/challenge where needed so that each child is receiving direct feedback during the lesson. These conversations will be recorded by writing VF at the side of the piece of work. At the end of each piece of work, progress will be assessed against the learning objective and success criteria. Next steps follow from this. It is expected that teachers and support staff correct the spellings of geographical and topic related vocabulary.



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