



# Geography at WEPS

## [Geography Overview 2025 >](#)

Review date: 1st July 2026

At Wood End Primary School we follow an enquiry- based curriculum; we also make sure we are in line with the National Curriculum for Geography.

Our school's aims in teaching Geography are that children will:

- be interested in and understand more about the world around them
- learn the key features of their local area and other countries of the UK
- learn about life in other parts of the world
- make comparisons between where they live and other locations in the world
- increase their knowledge and understanding of places in the rest of the world
- draw and interpret maps
- identify seasonal and daily weather patterns in the UK and other locations of hot and cold areas of the world and make comparisons
- use geographical vocabulary to refer to the physical features of places
- develop skills of research, investigation, analysis and problem-solving

At WEPS we cover aspects of human, physical and economic geography through studies of the local area, the UK and various parts of the world. The key focus is to develop geographical skills, which include gathering and interpreting information from a range of sources. Each year our geography curriculum begins with a 'Spatial Sense' unit that explicitly teaches geographical skills such as locating places on a map, positioning items on a map, using symbols in a key, interpreting scale, reading climate graphs, identifying locations using coordinates, interpreting population data, identifying elevation on relief maps and more.

### **Geography curriculum overview:**

The Geography curriculum is designed to develop pupils' understanding of the world around them through a structured progression of knowledge and skills from Year 1 to Year 6. Beginning with their immediate surroundings, pupils in Key Stage 1 explore their local area, identify human and physical features, and make comparisons with contrasting locations such as Cape Town, South Africa. They are introduced to basic geographical concepts such as place, space, and scale, and develop early fieldwork skills through observation and data collection. Pupils also begin to locate key places in the UK and across the world, and explore simple global themes such as weather and climate differences across continents.

As pupils progress into Key Stage 2, their learning becomes more comparative and analytical. In Year 3 and 4, they examine differences between urban and rural areas, study significant physical processes like earthquakes, volcanoes, and rivers, and explore regions such as the South West of England and Costa Brava, Spain. Fieldwork continues to play a vital role, deepening their understanding of geographical enquiry. Pupils learn to use maps with increasing accuracy, consider the interdependence of natural and human environments, and begin to explore environmental issues, sustainability, and the impact of human activity on physical landscapes, including the rainforests.



By Years 5 and 6, pupils consolidate and apply their geographical knowledge on a broader scale. They refine their spatial awareness, apply map-reading and scaling skills confidently, and explore global topics such as mountains, climate change, and globalisation. A strong focus is placed on understanding how people and places are connected through trade, culture, and shared environmental concerns. Pupils are encouraged to think critically about the world, recognising the diversity of places and people, the importance of sustainable development, and their own role as informed, responsible global citizens.

To ensure continuity and the pupils' retaining the knowledge, lessons are regularly reviewed by teachers to meet the needs of our learners. The use of knowledge organisers and the teaching of key vocabulary in both key stages support the pupils with quick retrieval, revision and using appropriate vocabulary in discussion.

### Progression of Skills

Across the key stages, pupils will:

- Develop **locational knowledge**: from local to global contexts.
- Grow in **fieldwork confidence**: from basic observation in KS1 to detailed enquiry in KS2.
- Use increasingly complex **maps and spatial tools**, including scale and coordinates.
- Differentiate and analyse **human and physical processes** and their interactions.
- Gain a deepening sense of **place, space, and interdependence**.
- Begin to understand **sustainable development, cultural diversity, and global citizenship**.

At WEPS we believe that cultural capital is the essential knowledge that children need to develop an appreciation of life in different cultures, therefore the geography curriculum at our school strongly reinforces the importance of the British Values.

The displays aim to mirror the pupils' learning journey and incorporate maps, key words, and thought-provoking questions that reflect the learning objectives and encourage critical thinking.

Each child has an exercise book in which independent tasks are recorded as needed.

There is no weekly homework but pupils are encouraged to complete a project based on specific topics once a term.

In KS1, we teach Geography in the first half of each term.

In KS2, we teach geography half termly, with each lesson lasting 50 minutes. All lessons have clear learning objectives, which are effectively shared and reviewed with the pupils. The structure of a lesson is consistent across the school and includes: retrieval and key vocabulary, whole class teaching followed by a discussion (talk task), an independent task and a plenary.

Assessment for learning is an integral part of teaching and planning. Throughout lessons, teachers assess/monitor pupil responses and provide effective feedback. A variety of strategies, including questioning, discussion, written and oral responses, and quizzes are used to assess progress. As we



have clearly specified what we want our children to know, do and remember, when reviewing impact, we assess against the Knowledge Goals, enabling us to check whether children can remember what we set out for them to learn.

Our policy is reviewed, discussed, agreed upon and followed by all teachers and support staff. It is shared and discussed with the governing body, parents and carers and pupils.

The impact of our subject policy is continually evaluated and reviewed.