
GEOGRAPHY INTENT



At Portswood Primary School, the geography curriculum aims to **inspire** pupils with a **curiosity** and **fascination** about the world and its people that will remain with them for the rest of their lives. **Passionate and skilled teaching** alongside **memorable experiences** equip pupils with skills and knowledge about **diverse places, people, resources** as well as **natural and human environments**, together with a deep understanding of **the Earth's key physical and human processes**.

Through **geographical enquiry**, our purpose is to instil an **interest**, and **desire to investigate** a variety of human and physical characteristics of different places, both locally (making use of our '**own backyard**'), nationally and internationally, through **purposeful research** and **effective questioning**. To be well rounded **citizens**, we believe children need to understand the **similarities and differences** between **places** and their **cultures** and be able to recognise how these change over time. Much of the geography at Portswood Primary is **collaborative**, allowing pupils to **create and imagine, discuss and evaluate**, and take pride in what they produce whilst developing interpersonal skills and **vocabulary**. Our intent is also to foster a **respect and responsibility** for the pupils' local environment and teach how this can **impact** upon the wider world.

As pupils progress through our school's geography curriculum, pupils' **growing knowledge about the world** should help them to **interpret** the world around them. We want our children to gain **confidence** and have **practical experiences** of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

GEOGRAPHY IMPLEMENTATION



How do we implement Geography intent at Portswood?

Geography sits effectively within the curriculum vision for Portswood Primary school. It clearly fosters a curiosity and fascination about the world and its people through studies of the physical and human processes of natural and human environments.



It celebrates the diversity of people on the planet as well as within our school and encourages responsibility for the preservation of their local environment and teaches how this can impact upon the wider world.



Geography at Portswood instils a passion and creativity that will remain for pupils for the rest of their lives. The interconnected character of geography and its ever-changing nature promotes a high level of challenge in pupils' thinking and promotes lifelong learning.



A real strength of geography is how it celebrates collaborative learning through both key stages and Early Years. Pupils and teachers are encouraged to be flexible within their teaching and learning whilst taking pride in their creations and achievement.



GEOGRAPHY IMPLEMENTATION



How is Geography taught at Portswood? How is learning organised?

At Portswood Primary School, geography is taught in every year group. Long-term planning is created so that each Programme of Study of the National Curriculum is covered and revisited throughout pupils' learning journey. There is a clear pedagogical progression to knowledge and skills taught throughout the geography curriculum.



Many of the units in geography utilise an enquiry approach, where pupils investigate a geographical issue or proposal using questions which guide independent learning in geography by the time pupils reach the end of Key Stage 2.



Geography is taught in a rotation with History at Portswood Primary School. Learning is taught weekly as discrete lessons although some units of teaching have longer blocked sessions to allow pupils to become immersed in their learning.



GEOGRAPHY IMPLEMENTATION

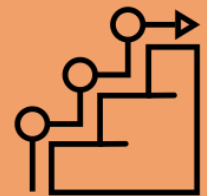


How is Geography taught at Portswood? How is learning organised?

Within the teaching of geography, there should be an emphasis on the teaching and modelling of appropriate geographical vocabulary. High-level questioning and the use of visual aids will be prevalent as this will establish a level of flexibility in the lesson as the links are discovered and investigated.



The geographical learning is supported by strands within the curriculum. The strands allow pupils to retain and build upon previously learned skills. These strands are :



Locational
Knowledge



Place
Knowledge



Human and
Physical
Geography



Geographical
Skills and
Fieldwork

GEOGRAPHY IMPLEMENTATION



In geography pupils are engaged in an observing and describing range of activities, to comparing contrasting tasks, which transitions into giving, articulating and opinion forming, to synthesising information from a variety of sources. Eventually, pupils are involved in evaluating and hypothesising about the validity and value of their own geographical methods and researched information.



Content goes from a local to global scale both across the thematic studies of weather, pollution natural disasters, seasons and rivers; and the locality studies of Portswood, Wickham, Southampton, the Isle of Coll. This is interwoven with the India, Italy, Antarctica and the Americas units.



Mapping is another area of clear progression. Pupils are engaged in activities such as route finding and journey sticks, to 3-D mapping and OS level mapping utilising Google Earth at all times. This finishes with map-making where pupils draw a variety of maps, some informal, at a variety of scales. Further areas of progression include the notion of responsibility for the environment through the Yr2 climates unit, the YR4 Antarctica unit and then eventually the Yr6 unit on natural disasters where the idea of aid response and global action is considered.



GEOGRAPHY IMPLEMENTATION



Geography in Early Years

Geography is taught from an early age at Portswood, even if not taught explicitly.

In Early Years children are exposed to concepts about where they live and their school environment. Children are given the opportunities to discuss where they live and explore their school environment.

Most of the learning done in Reception is through continuous provision and by exploring their local area. Through the Reception curriculum children explore 'Pirates' where they are exposed to maps and symbols, preparing them perfectly for Year 1 where map and symbol reading becomes more of a focus.

Children have access to an outside area and environmental area all of the time allowing them to become familiar throughout the year with changes in seasons and weather.

Allowing the children to explore and discuss their school environment prepares them for Key Stage 1 where children learn more explicitly about this.



GEOGRAPHY IMPLEMENTATION



Whole School Provision for Geography

SPS = Statutory Place Study

MTS = Major Thematic Study

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|-------------------------------|--|-----------------------------|----------------------|-----------------------------------|
| Year 1 | SPS Our immediate locality | SPS Portswood | | SPS Around the UK | | |
| Year 2 | MTS Weather and Pollution | | SPS Welcome to Coll | SPS India | | |
| Year 3 | SPS MTS Our place in the world | SPS MTS Settlements | | | | SPS Ports and Terminals |
| Year 4 | | | MTS Fragile Earth - Antarctica | | MTS Rivers | |
| Year 5 | | | SPS Italy | | | |
| Year 6 | MTS What's in the news? Natural Disasters | | | | | |
| | SPS USA – Lincoln Memorial Highway | | | | | |



GEOGRAPHY IMPLEMENTATION



KEY SKILLS – LOCATIONAL KNOWLEDGE

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|--|--|
| <p>Early Years</p> | <ul style="list-style-type: none"> • Describe a familiar route • Discuss routes and locations using words like 'in front of' and 'behind'. • Understand that the world is made up of different places. |
| <p>Year 1</p> <ul style="list-style-type: none"> • Our immediate locality • Portswood • Countries and cities of the United Kingdom | <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Name the countries of the UK, their capital cities and name Irish Sea, North Sea and English Channel • Name and locate the world's seven continents and five oceans |
| <p>Year 2</p> <ul style="list-style-type: none"> • Weather/Pollution – hot and cold places • Welcome to Coll • India | <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name and locate the Atlantic, Pacific, Indian, Arctic and Southern oceans • Name and locate Europe (Russia), Asia, North and South America, Antarctica, Africa and Australasia • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom |
| <p>Year 3</p> <ul style="list-style-type: none"> • Our Place in the World • Droxford/Wickham • We are Southampton | <ul style="list-style-type: none"> • 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 • Can name the countries of the UK, their capital cities and locate them on a map • Can name some national parks and rivers within the UK • Can describe the key physical and human features of Southampton and compare this to a city in the UK they have visited |
| <p>Year 4</p> <ul style="list-style-type: none"> • Fragile Earth - Antarctica • Rivers | <ul style="list-style-type: none"> • 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) • Can describe the location of Antarctica in a global context • Can describe the Antarctic Circle in the context of the other lines of latitude and their associated climates • Can geographically describe various options for a journey from the UK to Antarctica • Can locate major UK and major world rivers |
| <p>Year 5</p> <ul style="list-style-type: none"> • Italy | <ul style="list-style-type: none"> • 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 • Can describe the location of Italy in a global context and within Europe • Can name the seas and countries that border Italy • Can geographically describe various options for a journey from the UK to Italy |
| <p>Year 6</p> <ul style="list-style-type: none"> • What's in the News? Natural Disasters • America – The Lincoln Memorial Highway | <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Can find and name the major countries and surrounding oceans of North and South America on a variety of maps • Can locate several states within the USA and describe where they are using appropriate vocabulary • Can describe the major environmental regions of the USA and South America concentrating on biomes, mountainous regions, river catchments and national parks. |



GEOGRAPHY IMPLEMENTATION



KEY SKILLS – PLACE KNOWLEDGE

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| <p>Early Years</p> | <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. • Explore the natural world around them. • Understand why where they live is unique to |
| <p>Year 1</p> <ul style="list-style-type: none"> • Barnaby Bear – our immediate locality • Portswood • Hot/Cold Suitcases | <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Can locate Portswood on an OS map and describe it using map • Can name the main physical and human features of their immediate local area and Portswood • Can suggest reasons why visiting Portswood is an attractive prospect |
| <p>Year 2</p> <ul style="list-style-type: none"> • Weather/Pollution • Welcome to Coll • India | <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Can describe how the weather of India is different to the UK • Can describe the differences in work that people do in India and the UK • Can describe some differences between Mumbai and Southampton |
| <p>Year 3</p> <ul style="list-style-type: none"> • Our Place in the World • Droxford/Wickham • We are Southampton | <ul style="list-style-type: none"> • 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 in North or South America • Can locate Wickham on an OS map and describe it using map • Can geographically describe how people can travel to Wickham • Can say how Wickham is similar and different to Southampton/Portswood and suggest reasons • Can suggest reasons why visiting Wickham is an attractive prospect |
| <p>Year 4</p> <ul style="list-style-type: none"> • Fragile Earth - Antarctica • Rivers | <ul style="list-style-type: none"> • 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 in North or South America • Can locate Antarctica on a map • Can describe main features of this continent (Landscape, temperature, animals, humans influences) • Can identify major UK and major world river names. |
| <p>Year 5</p> <ul style="list-style-type: none"> • Italy | <ul style="list-style-type: none"> • 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 in North or South America • Can locate major cities within Italy and describe reasons for their location • Can describe differences in land use between the north and south of Italy • Can say what various cities/regions of Italy are 'famous' for– Naples, Vesuvius Venice, Canals Rome, Architecture Milan, fashion |
| <p>Year 6</p> <ul style="list-style-type: none"> • What's in the News? Natural Disasters • America – The Lincoln Memorial Highway | <ul style="list-style-type: none"> • 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 • Can find and name the major countries and surrounding oceans of North and South America on a variety of maps • Can locate several states within the USA and describe where they are using appropriate vocabulary • Can describe the major environmental regions of the USA and South America concentrating on biomes, mountainous regions, river catchments and national parks. |



GEOGRAPHY IMPLEMENTATION



KEY SKILLS – HUMAN AND PHYSICAL GEOGRAPHY

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| <p>Early Years</p> | <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them. |
| <p>Year 1</p> <ul style="list-style-type: none"> • Barnaby Bear – our immediate locality • Portswood • Hot/Cold Suitcases | <ul style="list-style-type: none"> • 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 • Can locate the warmer and colder regions of the earth on a globe/map and relate these to the equator and the polar regions • Know that the poles are further away from sun than the equator which is why colder • Can name some features of hot and cold regions of the earth i.e.. Weather/climate, landscapes, and how this affects human activity |
| <p>Year 2</p> <ul style="list-style-type: none"> • Weather/Pollution • Welcome to Coll • India | <ul style="list-style-type: none"> • 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 • Can describe the prevailing weather conditions within the UK I • Can describe how weather impacts upon human activity—what do people do in different weather conditions? • Can begin to describe how humans are affecting the weather and describe what pollution could be |
| <p>Year 3</p> <ul style="list-style-type: none"> • Our Place in the World • Droxford/Wickham • We are Southampton | <ul style="list-style-type: none"> • Describe and understand 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 • Can describe the key human and physical features of Wickham • Can describe how residents of Wickham get their food, where they might work, and how children might occupy themselves |
| <p>Year 4</p> <ul style="list-style-type: none"> • Fragile Earth - Antarctica • Rivers | <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle • Can name the parts of a rivers • Can describe human/physical features around a river. • Can describe how rivers are essential to some countries and how they are used in farming, transport, energy production etc |



GEOGRAPHY IMPLEMENTATION



KEY SKILLS – HUMAN AND PHYSICAL GEOGRAPHY

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|---|---|
| <p>Year 5</p> <ul style="list-style-type: none">Italy | <ul style="list-style-type: none">Describe and understand 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 waterCan describe the key human features of the country in which natural disaster occurred - population, cities, specific regionsCan explain some differences between the main human features of some US statesCan explain the impact on human features of a natural disaster |
| <p>Year 6</p> <ul style="list-style-type: none">What's in the News? Natural DisastersAmerica – The Lincoln Memorial Highway | <ul style="list-style-type: none">Describe and understand 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 waterCan describe the key human features of the country in which natural disaster occurred - population, cities, specific regionsCan explain some differences between the main human features of some US statesCan explain the impact on human features of a natural disasterDescribe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycleCan explain plate tectonics and how plates move and shape land and create earthquakes and volcanoesCan locate the major volcanic areas on Earth and how they relate to mountains, climate zones, vegetation belts and riversCan explain some differences between the main physical features of some US states |



GEOGRAPHY IMPLEMENTATION



KEY SKILLS – GEOGRAPHICAL SKILLS AND FIELDWORK

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| Early Years | <p>Understand position through words alone.</p> <p>Draw information from a simple map.</p> <p>Positional language can tell us where to go.</p> <p>Use a range of sources such as simple maps, photographs, magnifiers.</p> <p>Be able to draw on their experiences and what has been read in class.</p> |
| Key Stage 1 <ul style="list-style-type: none">• DigiMap• OS Mapping• Ariel Photographs• Fieldtrips• Map Making• Route Following• Atlas Work | <p>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</p> <p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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</p> |



GEOGRAPHY IMPLEMENTATION



KEY SKILLS – GEOGRAPHICAL SKILLS AND FIELDWORK

Lower Key Stage 2

- OS Mapping
- Grid References
- Fieldtrips
- Google Maps
- Ariel Photographs
- DigiMap
- Map Making
- Atlas Work

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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 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 and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc

Upper Key Stage 2

- OS Mapping
- Grid References
- Fieldtrips
- Ariel Photographs
- Google Maps
- DigiMap
- Map Making
- Cartography
- Atlas Work

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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 his/her knowledge of the United Kingdom and the wider world

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 and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.

Use maps, charts etc. to support decision making about the location of places understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

GEOGRAPHY IMPACT



At Portswood Primary School, geography is a highly valued and engaging subject, with pupils showing enthusiasm and a strong understanding of its relevance. From an early age, children develop a solid foundation in geographical knowledge and skills, which they build upon as they progress through the school. By Upper Key Stage 2, many pupils demonstrate impressive knowledge of place, location, and geographical processes, confidently using subject-specific vocabulary and showcasing their learning. This enthusiasm has led many former pupils to pursue geography at GCSE, A-Level, and university.

The quality of geography teaching is consistently high, with creative and engaging lessons that encourage curiosity and deeper understanding. Teachers employ varied strategies such as role-play, teacher-created videos, carousels, and digital tools like Google Maps to support enquiry-based learning. Lessons are thoughtfully adapted to reflect pupils' experiences and cultural backgrounds, ensuring inclusive and meaningful learning.

The school's cultural diversity significantly enriches the geography curriculum. Many pupils have lived abroad or travelled widely, and teachers draw on these experiences to explore global interdependence and cultural variety. This fosters a strong sense of global citizenship and motivates pupils to learn about the wider world.

As geography themes and topics are revisited throughout Key Stages 1 and 2, pupils develop a clear sense of progression in both knowledge and skills. Regular pupil interviews and informal feedback highlight strong retention and deepening understanding. Units such as "Welcome to Coll and India" in Year 2, "Fragile Earth" in Year 4, and "Natural Disasters" in Year 6 are especially memorable for students, helping them connect new knowledge to prior learning.

Pupils can confidently relate their geographical learning to real-life contexts and demonstrate increasing independence through enquiry-led learning. This has resulted in high-quality self-directed homework and outstanding outcomes across year groups. Geography is also well integrated across the curriculum. It connects with subjects such as art, design and technology, maths, science, computing, and PSHE. Examples include constructing journey sticks in art, using coordinates in maths, exploring materials in science, and citizenship themes in PSHE. Geography contributes significantly to the school's SMSC (spiritual, moral, social, and cultural) curriculum as well.

The subject is celebrated throughout the school with high-quality displays that showcase pupils' work and inspire future learners, promoting a strong sense of pride and achievement in geography.

GEOGRAPHY IMPACT



By the time pupils leave Portswood Primary School, they have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

By the time pupils leave Portswood Primary School, they have a respect and responsibility for their local environment and the wider world.

By the time pupils leave Portswood Primary School, they have adopted an enquiry approach to their geography learning and can interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.

By the time pupils leave Portswood Primary School, they understand the processes that give rise to key physical and human geographical features of the world. They use their knowledge and skills learned to interpret the physical and human features of the world around them.

By the time pupils leave Portswood Primary School, they have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

GEOGRAPHY IMPACT



LOCATIONAL KNOWLEDGE

Year 2 – Contrasting Locality: Coll



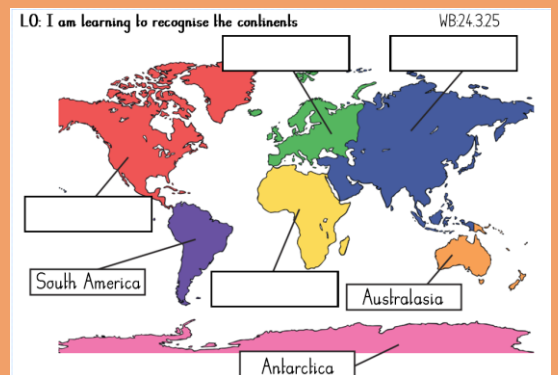
Year 3 – Our Place in the World



Year 6 – USA



Year 2 – Habitats and Climates



Year 1 – Continents



Year 3 – Our Place in the World

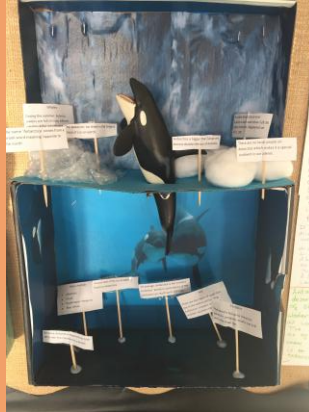
GEOGRAPHY IMPACT



PLACE KNOWLEDGE

Year 4 - Antarctica

Year 6 - USA



Year 5 - Italy

Year 5 - Italy

Year 2 – Isle of Coll



Year 6 - USA



Year 2 - India

GEOGRAPHY IMPACT



HUMAN AND PHYSICAL GEOGRAPHY



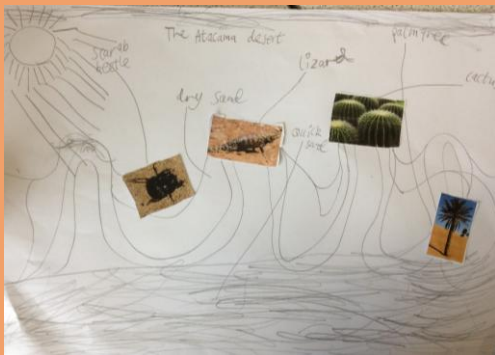
Year 3 – Ports and Terminals



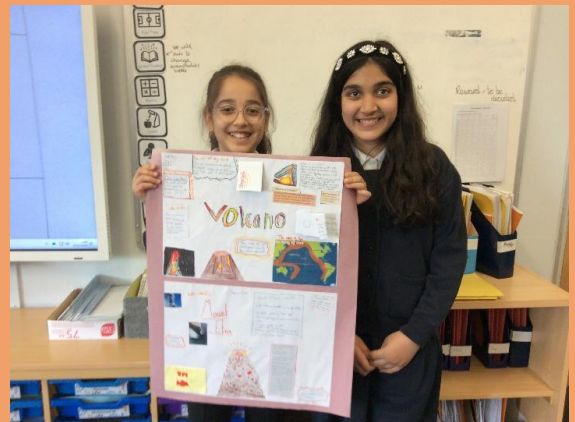
Year 2 - Weather



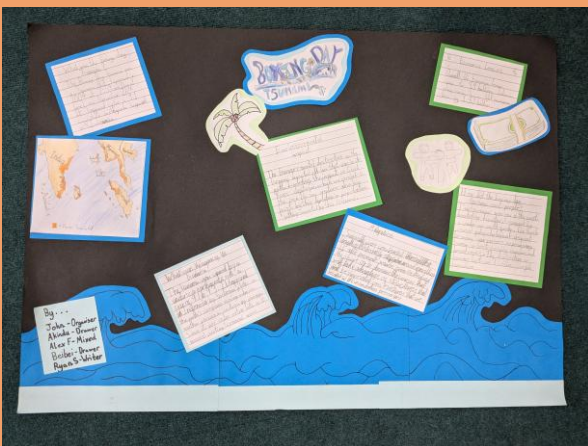
Year 4 – Rivers



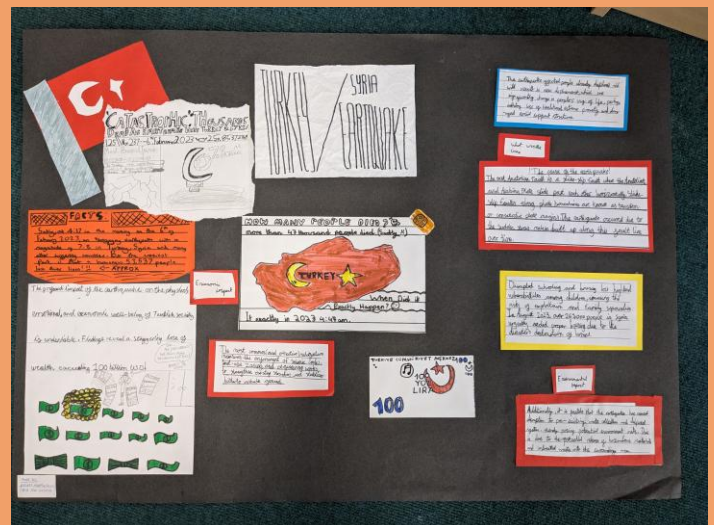
Year 2 – Hot/Cold Climates



Year 5 – Plate Tectonics



Year 6 – Natural Disasters



Year 6 – Natural Disasters

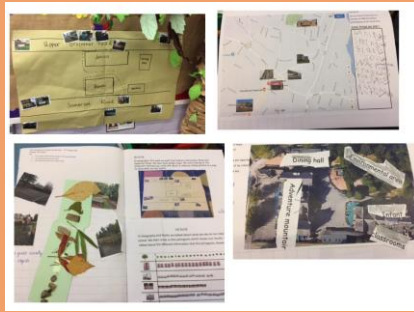
GEOGRAPHY IMPACT



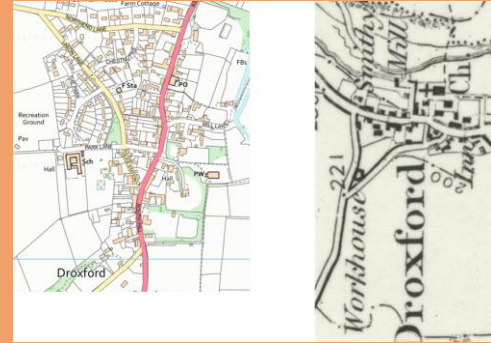
GEOGRAPHICAL SKILLS AND FIELDWORK



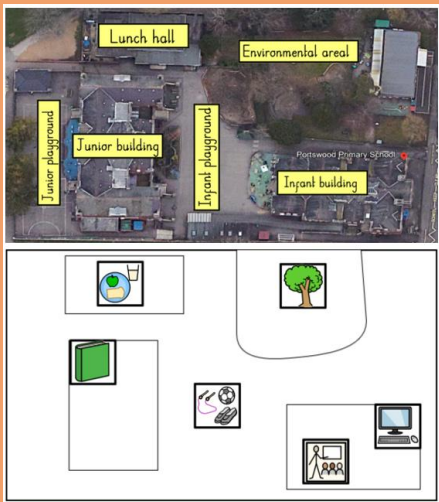
Year 1 - Mapping



Year 1 – Route Finding



Year 3 – Comparing Maps



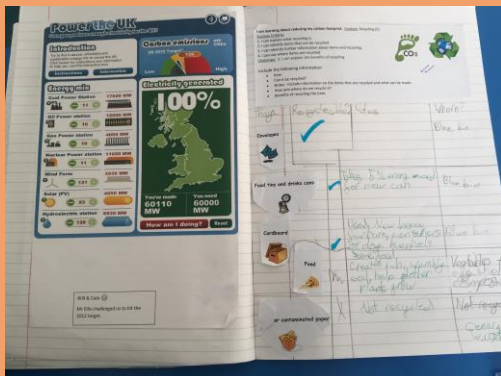
Year 1 – Our School



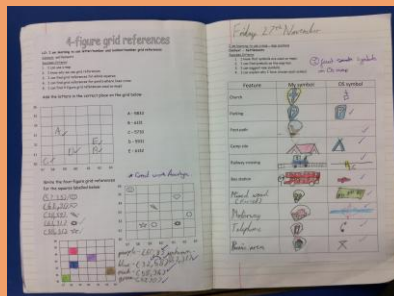
Year R – Treasure Hunt



Year 6 - Cartography



Year 3 – Symbols and Atlas Work



Year 3 – Grid References



Year 2 – Mapping

GEOGRAPHY

IMPACT – Pupil Voice



In Geography we can learn more about the world around us so that we are able to understand different people and cultures.

I like Geography because we use different things like maps.

I like learning all about different countries because there are lots of countries we haven't been to.

I enjoy Geography because we can follow maps to find things.

I love Geography because I want to be able to help the world when I am older.