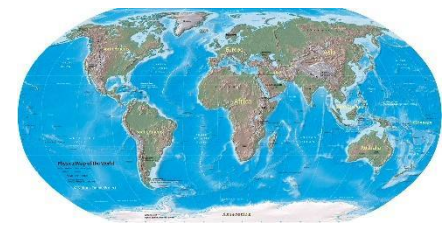


# Becoming a Geographer at Wellstead - topic overviews



**Wellstead Primary School**  
Sowing the Seeds of Success



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## All About Me

Talking about our environment (home, house, garden, places we know (where family live in Hedge End or elsewhere in the UK. Explore stories from other countries (diversity).

## Seasons

Observe and talk about a focus tree and how it changes to explore different seasons.

## Hedge End

Explore the key features of Hedge End and look at similarities and differences to other places in different countries.

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## Hedge End – Autumn 2 What's in Hedge End?

UK countries and cities; human and physical features of Hedge End; compass and map reading skills; creating map symbols and a key using Digimaps.

## Africa – Spring 1 How different is Toamasina, Madagascar to Hedge End?

Compare the physical & human features and climate of Hedge End to Toamasina; key facts about Madagascar; what is life like for a child living there?

## Coasts – Summer 2 Are all coasts the same?

Key features of coasts around the UK and how they have changed over time; create a map of a local coastline with key physical and human features.

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## Rivers – Autumn 1 How does a river change on it's journey from source to mouth?

Features of a river across its course; settlement and land use; local (R. Itchen) & national (R. Severn); 3D model.

## Biomes – Spring 1 The Tundra is changing – why should we care?

Climate, biomes and vegetation belts; key features of Alaska (North America); climate change in the Arctic (causes and effects)

## Sustainability – Summer 1 How can we be part of a sustainable future?

Where do our food and goods come from? Economic activity and trade links; fair trade; map and locational knowledge (Digimaps)

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## Amazon – Autumn 1 Why should the Amazon be protected?

Map and locational knowledge; physical and human features of S. America (focus on Rio then Amazon); natural resources; climate change; COP28.

## Fairtrade – Spring 2 Why choose fairtrade?

Locational and map knowledge; economic activity and trade links (food miles); sustainability.

## Hedge End– Summer 2 What facilities are missing in our local area and where should they be located?

Physical and human features of Hedge End; land use map in Digimaps; collect and analyse data; evaluate and justify where a new facility could be located

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## Our local area – Autumn 2 What is our school like?

Where is our school located; human and physical features of our school site; creating a simple map with symbols and a key.

## Percy the Park Keeper – Spring 1 How do we use our local park during different seasons?

Compass skills (Dowd's Farm park); human and physical features; seasons and weather (UK and world); new park layout accessible for all in different seasons (diversity).

## My geography – Summer 2 Where in the world are you?

The geography from my window; local geography, personal geography beyond our local area and outside the UK; present their personal geography.

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## UK – Autumn 2 How is the UK divided up?

Countries and key cities and counties in the UK;; key physical and human features; Southampton and Hampshire; map and compass skills; grid references.

## France – Spring 1 Is Le Havre a world away from our local area?

Key facts about France; map and locational knowledge; human and physical characteristics; place (similarities and differences to Southampton - twin cities).

## Mountains – Summer 1 Are all mountains the same?

A day in the life of a child in Scotland, Alaska, Brazil and Russia. Locational knowledge; time zones; what is the same/different (climate, economy)

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## Volcanoes and Earthquakes – Autumn 1 Which is more deadly?

Map and location knowledge (Ring of Fire); key features of both (physical and human aspects and impacts); grid references; North American city.

## Natural resources – Spring 2 Can we survive and thrive without natural resources from the rest of the world?

Types of natural resources and distribution; sustainability of resources; renewable resources; is every country equal (trade)?

# Becoming a Geographer at Wellstead

## Curriculum Intent

We immerse ourselves in an exciting and ambitious geography curriculum that develops children's curiosity and fascination about the world they live in, both locally and worldwide, so that our children are able to make connections, identify similarities and differences and think critically about our ever changing planet. The curriculum provides opportunities for children to develop the key geographical skills of identifying, describing, explaining, comparing and evaluating whilst obtaining deep substantive and disciplinary knowledge through a series of enquiries to enable them to answer/address a key question or statement.

## Becoming a Geographer at Wellstead - GA core concepts KS1

GA reference	Y1 - our local area Aut2	Y1 - Percy the Park Keeper Spr 1	Y1 - Where in the World Sum2	Y2 - Hedge End Aut2	Y2 Africa Spr1	Y2 Coasts Sum2
Place (character and landscape)	x		x		x	
Space – locations, patterns, distance	x		x		x	
Earth processes – including change and making connections						x
Environment – interactions between human and physical geography	x	x		x	x	x

## Becoming a Geographer at Wellstead - National Curriculum progression KS1

NC reference (next page)	Y1 - our local area Aut2	Y1 - Percy the Park Keeper Spr 1	Y1 - Where in the World Sum2	Y2 - Hedge End Aut2	Y2 Africa Spr1	Y2 Coasts Sum2
Locational 1					X	
Locational 2	X		X	X		
Place 1				X	X	
Human & physical 1		X	X		X	
Human & physical 2			X		X	X
Human & physical 3			X	X	X	X
Skills & fieldwork 1			X	X	X	X
Skills & fieldwork 2	X	X		X		X
Skills & fieldwork 3	X		X	X	X	X

## Locational knowledge

1. name and locate the world's seven continents and five oceans
2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

## Place knowledge

1. 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

## Human and physical geography

1. 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:

1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## Geographical skills and fieldwork

1. 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
2. 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
3. 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
4. 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.

## Becoming a Geographer at Wellstead - GA core concepts KS2

GA reference	Y3 UK Aut2	Y3 France Spr1	Y3 Mountains Sum1	Y4 Rivers Aut1	Y4 Biomes Spr1	Y4 Sustainability Sum1	Y5 Volcanoes and Earthquakes Aut1	Y5 Natural resources Spr2	Y6 Amazon Aut 1	Y6 Fairtrade Spr1	Y6 Hedge EndSum2
Place (character and landscape)		X	X		X		X		X		X
Space – locations, patterns, distance	X	X	X			X				X	X
Earth processes – including change and making connections			X	X	X		X	X			
Environment – interactions between human and physical geography	X	X		X	X	X			X	X	X

Becoming a Geographer at Wellstead - National Curriculum progression KS2

NC reference (next page)	Y3 UK Aut2	Y3 France Spr1	Y3 Mountains Sum1	Y4 Rivers Aut1	Y4 Biomes Spr1	Y4 Sustainability Sum1	Y5 Volcanoes and Earthquakes Aut1	Y5 Natural resources Spr2	Y6 Amazon Aut 1	Y6 Fairtrade Spr1	Y6 Hedge EndSum2
Locational 1	UK	France	Europe, N/S America, Russia	UK	North America (Alaska)		Various		South America		
Locational 2	X			X							Hedge End
Locational 3		X	X		X				X		
Place 1	UK	Europe	Europe, N/S America, Russia	River Severn	Alaska				South America		
Human & physical 1	Rivers, mountains		Mountains Climate	Rivers and water cycle	Climate zones, biomes, vegetation belts		Volcanoes and earthquakes		Biomes and vegetation belts		
Human & physical 2	Settlement and land use	Settlement and land use, economy	Economy	Land use		Economic activity and trade links. Natural resources		Natural resources		Trade links, natural resources	Settlement and land use
Skills & fieldwork 1	X	X	X	X	X	X	X	X	X	X	X
Skills & fieldwork 2	X						X				
Skills & fieldwork 3	X			X		X				X	X

## Locational knowledge

1. 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
2. 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
3. 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)

## Place knowledge

1. 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

## Human and physical geography - describe and understand key aspects of:

1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
2. 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

## Geographical skills and fieldwork

1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
2. 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 Geography
3. 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