



WESTFIELD PRIMARY SCHOOL

2025-2026

Geography Subject Report

Subject	Geography	Date	March 2026
Report prepared by	E Townson		
Overview of the year: 2025-2026			
- Orienteering workshops and teacher led orienteering activities - Year 2 Brooklands Museum trip - Year 5 trip to farm - Year 3 trip every other week to Mayford Grange			
Curriculum: Intent, Implementation, Impact			
<u>Intent</u>			
Our aim at Westfield is to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. In doing so, children will be equipped with knowledge and experiences that are appropriate to their individual needs. Lessons are planned to ensure that current learning is linked to previous learning as set out in the Geography skills progression document. By the end of Key Stage Two, we hope that children have developed a love of learning and a love of life through our rich Geography curriculum.			
▶ 1. Children to develop a love of learning for Geography and learn about the necessary skills and knowledge appropriate to their individual needs so they are able to make links between their learning and real life. ▶ 2. Increase all children's cultural capital and experiences (including DAP/ SEND) through trips (fieldwork), perform workshops KS1, theme days etc. ▶ 3. Follow a carefully planned and structured curriculum so there is a clear progression of knowledge, skills and understanding. ▶ 4. Increase confidence, knowledge and skills of all staff in teaching field work in Geography from EYFS to KS2. ▶ 5. From EYFS encourage children's curiosity in other cultures and the world around them through the use of fiction and nonfiction books, videos etc.			
<u>Implementation</u>			
Teaching our Geography curriculum encourages children to become more aware of the world we live in and the changes that can affect our lives. Through our Geography curriculum, children learn to combine investigation skills with the understanding of the world around them. Opportunities to enhance learning, cultural capital, questioning and curiosity, are given through additional experiences, such as themed creative curriculum weeks, trips and workshops (e.g. Creative curriculum week, Healthy Living Week, local area trips) and Diversity Week where the children take part in cross curricular activities. Each year group has access to a range of tailor-made resources to help them plan specific activities that will best promote geographical awareness. During the Summer Term the whole school took part in a geography fieldwork day. Several trips outside of school were undertaken and various mathematical and scientific skills were used to support their learning. Each class in a year group covers the same topic to ensure continuity. Teaching Geography through discrete lessons each alternative half term ensures depth in the children's learning so that they know more and remember more. To continue to develop children's love of learning for Geography, teachers spend time planning cross-curricular links with other subjects through topics, as well as during our designated creative curriculum weeks throughout the academic year.			

Geography provides excellent opportunities for more able pupils to excel. Excel challenges are included on planning to enhance the learning of more able pupils through analysing, investigating and exploring sources.

Assessment for Geography is completed through formative and summative assessments. Formative assessment includes in class questioning, pupil conferencing, marking books, quizzes, beginning of lesson what can you remember post it notes etc. Summative assessments are completed throughout the year as an on-going document so that teachers can easily recognise children that may need more support in class as well as those exceeding. The subject leader talks to pupils through a QA to identify parts of the subjects they enjoy or could be better as well as carries out book looks once a term. The feedback is relayed back to teachers and informs teachers planning and lessons going forward.

Impact

Pupil voice demonstrates children are fostering enthusiasm and curiosity for Geography. Pupil voice showcased the children's enthusiasm for Geography, particularly when making cross-curricular links - for example through Book Week, where we focused on books from around the world. This had a positive impact on the children's learning in class as it built on their understanding of places, cultures and traditions we have in our world. Children are given many opportunities to develop and explore their questioning and curiosity for these subjects through workshops, trips and creative curriculum links. Our Curriculum overview and Rationale Document provide a summary to enable the subject leader to monitor implementation, using the skills progression document alongside the QA procedures to monitor impact. Outcomes in topic books and on Showbie evidence a broad and balanced Geography curriculum and demonstrate children's acquisition of identified key knowledge - following the skills progression document. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to develop their love of learning and the necessary skills and knowledge appropriate to their individual needs, including a curiosity and interest in Geography.

Next steps:

- To continue and monitor consistency in planning across year groups within Geography using the Year group overview document
- Continue to target specific workshops for Geography and focus on active involvement for all pupils including DAP/ SEND
- Encourage staff to continue to plan Geography days in school led by teachers linking to their geography topics
- Continue to carry out pupil voice surveys, learning walks and QA
- All teachers to continue to use the on-going assessment tracker in Geography
- Plan another whole school fieldwork day for next academic year

5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
• Subject lead has taken part in CPD workshops that link to the action plan	Key Questions: • How can Geography learning (fieldwork) be more effectively embedded within each year groups topic?

• Positive feedback from staff and students after taking part in the geography fieldwork day • Subject lead has been monitoring books and planning and given feedback to staff when needed • Subject leader has shared knowledge during staff meetings, via emails and conversations • Orienteering and map reading training for whole staff has led to orienteering lessons taking place in the summer term	• How can we make <i>Geography</i> more engaging and purposeful for the children? • How can we provide more engaging and inspiring lessons within school?
What is progress like within this subject?	How much funding did you receive this year and what was it spent on?
All teachers follow the skills progression and overview rationales when planning lessons. These have been carefully planned and written by the subject lead to ensure progression from EYFS to Year 6. Teachers discuss the children's 'learning journey' at the beginning of each new topic. The learning journey shows the children previous linked learning, their series of lessons for their current learning and how these lessons will link to their future learning. This is stuck into books so that they can refer back to it during the lessons. Children learn new vocabulary and skills relating to topic knowledge, learning each year through focussed teaching, displays, class discussions, creative curriculum activities and recording outcomes in books/online photographic evidence. Topic words are actively taught by teachers to be used in Writing. Vocabulary is increased and extended as they move into higher year groups. Teachers use the progression of vocabulary sheet to know which vocabulary to teach during each topic. All classes have vocabulary sheets that class teachers share with the children at the beginning of the topic. The new vocabulary is stuck into the children's books when they start a new topic so that they can refer back to it during the lessons.	£500 for <i>Geography</i> New globes for each classroom New class set of atlases New litter pickers for fieldwork

How does your subject area help to further develop SMSC (Learning for Life) in and around the school?	How are Fundamental British Values promoted within your subject?
Orienteering resources permanently in playground. Whole school geography fieldwork day learning about the local area, making comparisons, developing leadership, teamwork, communication Teachers plans cross curricular lessons to link both subjects to Maths and English, as well as: • Giving children real-life experiences out of the school grounds for fieldwork investigations • Giving opportunities for learning outside the classroom • Having topic related books within the book corner - changing these each term • Class teachers read stories to the children linking to their topics • In school theme days/ hook lessons	<u>Spiritual</u> Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet. <u>Moral</u> Geography supports moral development by looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever-increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming. <u>Social</u> Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles. <u>Cultural</u> Geography supports cultural development by helping children to understanding different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places around the world and are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.
If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?
1. More in school day theme and hook lessons that can link to wider topics	1. More practical Geography lessons e.g fieldwork (Whole school fieldwork day) 2. Making use of our local area within lessons e.g. WWF in Woking, Light box 3. Staff CDP/Group training
Subject Web: Why do we teach what we teach?	

Every child is entitled to a broad and balanced curriculum, which is catered for in our Geography teaching. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of our Geography curriculum. In Geography, they learn a range of skills such as fieldwork, locational knowledge and place knowledge that are developed and progressed through the years. Geography at Westfield provides opportunities for individuals to acquire knowledge, skills and understanding, promote the spiritual, moral and cultural development of our pupils, as well as prepare pupils for the opportunities, responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences in these areas of learning.

6 key skills:

1. Geographical knowledge
2. Investigative skills
3. Thinking skills
4. Understanding and explaining the world around them
5. Developing a sense of natural curiosity
6. Looking after the world and environment

How do you ensure every skill is taught within your subject?

There is a clear skills progression document and Curriculum Overview and rationale for Geography that ensures knowledge and understanding required is covered, alongside the necessary skills development. Quality Assurance (recorded in Subject Leader files) provides evidence through book looks, photographs and planning and Seesaw that children are learning skills and not just the topic knowledge. Pupil voice allows the subject lead to see what they children are enjoying and remembering and allowing them an opportunity to express how else they would like to learn about Geography in school.

Topics taught across each year group:

	Autumn	Spring	Summer
R	Understanding the world	Understanding the world	Understanding the world
1	<u>Once Upon a Time</u> Locational Knowledge Skills and Fieldwork	<u>Dinosaurs</u> Place knowledge	<u>Kings and Queens</u> Human and Physical
2	<u>Superheroes</u> Place knowledge	<u>Around the World</u> Locational Knowledge	<u>Cracking Contraptions</u> Human and Physical Skills and Fieldwork
3	<u>Egyptians</u> Locational Knowledge Human and Physical	<u>James and the giant peach</u> Locational Knowledge Human and Physical	<u>Tudors</u> Skills and Fieldwork Place knowledge
4	<u>Stone Age</u> Locational Knowledge Human and Physical Skills and Fieldwork	<u>What a Wonderful world</u> Locational Knowledge	<u>Romans</u> Human and Physical Place Knowledge
5	<u>Victorians</u> Skills and Fieldwork	<u>Space</u> Locational Knowledge	<u>Island Invasion</u> Human and Physical Skills and Fieldwork
6	<u>WW1</u> Locational Knowledge	<u>Greeks</u> Place knowledge	<u>On top of the world</u> Skills and Fieldwork

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

Geography Teachers aim to teach the equivalent of 1 hour per week of Geography which is alternated each half term with History. Knowledge and skills taught specifically, ensuring quality not quantity of time is allocated.

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

What are the 7 key components of a good learner in your subject?

1. Curiosity to learn more
2. Excited about Geography in their next phase of education and going forward in life - linked to *Learning for Life*
3. Aware of the way they can impact and change the world
4. Able to articulate skills used and identify next steps in their learning.
5. Have a deeper understanding of their locality and how it fits into the world in which they live
6. To have developed a sense of place
7. To have pride in their work, both individually and as part of a team

What does Fast Feedback look like in your subject?

Geography is not an SDP priority

Teachers are encouraged to use the 'I spoke to my teacher' stamp once each half term in Geography. This shows that the child discussed and worked with their class teacher on that specific activity. How do you know this has been effective for children's progress? Quality assurance checks by the Subject Leader. Pupil Voice Ongoing assessments Evidence of children self-correcting their work and editing, if appropriate. Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.	Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research? Subject Folder holds any information past or present pertaining to QAs, subject networks, informal networks, moderation, training PowerPoints, online courses, research activities, feedback to governors. What has been the impact of this on the children and staff? Assisted ECT's and new teachers with planning Whole school planned and took part in a whole school geography fieldwork day Pupil voice and QA "I've enjoyed learning about explorers because without them we wouldn't have the food we have today" - KS2 "I'd like to learn more about Africa because I find all of the animals interesting" - KS1
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