



Subject Geography Curriculum Impact Statement 2025 -2026

Overall synopsis / developments

The impact of our Geography curriculum is measured through lesson observations, questioning, pupil discussions, book looks, retrieval activities, pupil voice and the work children produce.

At Longshaw, we want all children to develop a good understanding of the world around them and their place within it. Through our Geography curriculum, pupils build their knowledge and skills over time and learn about different places, people and environments.

By the end of their Geography journey at Longshaw, children will:

- Have a good knowledge of the world and understand where they fit within it.
- Use a wide range of geographical vocabulary confidently and accurately.
- Understand the similarities and differences between places and communities.
- Ask questions, investigate ideas and share their own opinions.
- Use maps, atlases and fieldwork skills with increasing confidence.
- Make links between what they have learned in different topics.
- Show curiosity about the world and a desire to learn more about it.
- Understand the importance of looking after the environment and being responsible global citizens.

Our Geography curriculum is carefully planned so that knowledge and skills build year on year. Regular opportunities to revisit previous learning help children to remember more and make connections between new and existing knowledge. As a result, children leave Longshaw with the confidence, knowledge and skills needed for the next stage of their education.

Inclusion

At Longshaw, we believe that all children should be able to access and enjoy Geography lessons.

We support this by:

- Providing tasks that can be accessed by all learners.
- Adapting lessons to meet the needs of individual pupils.
- Offering different levels of challenge while working towards the same learning objective.
- Using visual resources, practical activities and discussion to support learning.
- Deploying additional adults to support individuals and small groups when needed.

Through these approaches, all children are given the opportunity to develop as confident and enthusiastic geographers.

<u>Subject leadership – CPD, Monitoring and Evaluation</u> <u>Autumn term</u> - Completed a new action plan for the year ahead. - Geography ambassador meeting. Talking to children about the coming Year. - Checked and updated the Intent, Implementation and Impact statement. - Checked and updated the Substantive, Procedural and Disciplinary Knowledge Progression Map. <u>Spring term</u> - Completed a subject bid for the year ahead. - Geography ambassador meeting. Talking to children about the previous term and what they have enjoyed so far. - Organised a Year 4 Trip with the River’s Trust. <u>Summer</u> - Geography ambassador meeting. Talking to children about the year they have had and what they have enjoyed. We also looked at books. - Year 3 Trip to the Lake District took place. - Year 4 River’s Trust trip took place.	<u>Highlights / Cultural Capital</u> <u>Trips:</u> - Year 3: The Lake District. - Year 4: The River’s Trust. - Forest schools – children take part in around 10 sessions of Forest school over the year. We reinforce Geographical concepts throughout these sessions. <u>Pupil Voice (including ambassadors)</u> Pupil voice has taken place throughout the year. Children have enjoyed showing their Geography books and talking about what they have learned in lessons. They were able to share their knowledge and explain the topics they had studied. These discussions have been useful in helping us see what has been happening in different classes across the school throughout the year. They have also helped us celebrate children's learning and enthusiasm for Geography.																																
<u>Data Overview</u> Attainment Overview for Pupils in Years 3–6 - 2025-2026 Summer - Main Assessment Geography Legend Well below Just below Expected Above No data <table><tr><td>Year 3</td><td>66 pupils · Average: Securely At Standard</td><td>Well below</td><td>27%</td><td>Expected</td><td>68%</td><td>No data</td><td>3%</td></tr><tr><td>Year 4</td><td>90 pupils · Average: Securely At Standard</td><td>Well below</td><td>23%</td><td>Expected</td><td>71%</td><td>Above</td><td>4%</td></tr><tr><td>Year 5</td><td>87 pupils · Average: Securely At Standard</td><td>5%</td><td>17%</td><td>Expected</td><td>64%</td><td>Above</td><td>14%</td></tr><tr><td>Year 6</td><td>90 pupils · Average: Just At Standard</td><td>4%</td><td>13%</td><td>Expected</td><td>82%</td><td></td><td></td></tr></table>		Year 3	66 pupils · Average: Securely At Standard	Well below	27%	Expected	68%	No data	3%	Year 4	90 pupils · Average: Securely At Standard	Well below	23%	Expected	71%	Above	4%	Year 5	87 pupils · Average: Securely At Standard	5%	17%	Expected	64%	Above	14%	Year 6	90 pupils · Average: Just At Standard	4%	13%	Expected	82%		
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