



Subject Geography Curriculum Impact Statement 2024 -2025

Overall synopsis / developments

The impact of our Geography curriculum is measured in a variety of ways: questioning during lesson time, marking children’s written work, listening to child-led discussion, interviewing pupils across the school about their learning, book trawls and using images/videos of children’s practical learning.

By end of the Geography curriculum at Longshaw, our children will:

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of geographical terms.
- Aspire to discover more about the world, through reading, travel or the media.
- Know that they can use their voice to express themselves and their opinions.
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.

It has been decided that we will teach three topics throughout the year. A scheme of work has been developed for each group to ensure that a range of Geographical and skills are covered and allows for progression as they move through school.

During our lessons, formative assessment is constantly used to help pupils to know more and remember more through referencing back to knowledge organisers and vocabulary. Repetition and presenting this vocabulary and knowledge in different ways is paramount throughout each unit. Through our pupil’s engagement in lessons and teacher’s enthusiasm for the subject we are helping our children to develop and understand the diverse communities that exist both locally and globally. This embraces their values and helps to create a sense of global citizenship.

Subject leadership – CPD, Monitoring and Evaluation

Autumn term

- Completed a new action plan for the year ahead.
- Updated the Intent, Implementation and Impact statement.

Inclusion

At Longshaw, we use a variety of teaching and learning styles in Geography lessons.

Our principal aim is to develop the children’s knowledge, skills and develop the different disciplines in order to be good all round Geographer.

- Having different set common tasks that are open-ended and can have a variety of responses.
- Provide a range of challenges based on the same objective so all children can access the curriculum.
- Using additional adults to support the work of individual children or small groups.

Highlights / Cultural Capital

Trips:

- Year 3: The Lake District.
- Year 4: The River’s Trust.

- Substantive, Procedural and Disciplinary Knowledge Progression Map was completed.

Spring term

- Completed a subject bid for the year ahead.
- Organised a Year 4 Trip with the River's Trust.

Summer

- Completed a book look and had our first Art ambassador meeting.
- Organised a Year 3 Trip to the Lake District.

- Forest schools – children take part in around 10 sessions of Forest school over the year. We reinforce Geographical concepts throughout these sessions.

Pupil Voice (including ambassadors)

The first Pupil Voice meeting happened in Summer 2. The children were enthusiastic about Geography and many of them could talk about what they had been learning about in class.

Data Overview

Year 3 (90 Pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Geography	2.2% (2)	2.3% (2)	17.0% (15)	28.4% (25)	42.0% (37)	10.2% (9)	

Year 4 (89 Pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Geography	3.4% (3)	3.5% (3)	33.7% (29)	20.9% (18)	40.7% (35)	1.2% (1)	

Year 5 (90 Pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Geography	1.1% (1)		15.7% (14)	16.9% (15)	62.9% (56)	4.5% (4)	

Year 6 (85 Pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Geography	1.2% (1)		15.5% (13)	36.9% (31)	42.9% (36)	4.8% (4)	

