



# Geography

## Subject Leader Report 2024-2025



Subject Leader: Anthony Klimiuk

### Autumn Term

This term, significant strides have been made to enhance Geography at Masefield Primary School. As the Geography leader, I have observed lessons, undertaken numerous learning walks, conducted book monitoring, engaged in discussions with pupils, and refined teaching procedures to ensure the subject continues to thrive.

#### External SIP Deep Dive

This half term, Geography was the focus of an external SIP (School Improvement Partner) 'deep dive,' with particular attention given to the curriculum's impact and its alignment with the EYFS Curriculum. Key areas reviewed included the provision of fieldwork and map skills across the school. The SIP's feedback affirmed that:

- The Geography curriculum is progressive and effectively linked to EYFS.
- The progression of map reading skills is clear across Key Stages.
- Greater detail is needed to outline the specific fieldwork undertaken by each year group.

#### Curriculum Implementation

In Autumn 2, the revised Geography curriculum was implemented. Adjustments included reordering and refining the sequence of lessons within units. For instance, in Year 3, the Exploring Maps unit was strategically moved to Autumn 1 to equip pupils with foundational map-reading skills, ensuring better preparedness for KS2 Geography topics.

#### Overview of Learning

EYFS: Children explored where they live, fostering early geographical understanding.

Year 1: Pupils analysed the human and physical geography of Little Lever, developing awareness of their immediate environment.

Year 2: Learning expanded to a global perspective, focusing on continents and oceans.

Year 3: Pupils evaluated the utility of different map types, including Atlases and Ordnance Survey maps.

Year 4: Children explored the water cycle and conducted fieldwork on the River Irwell, examining its physical features and the interplay of human and physical geography.

Year 5: The focus shifted to the Amazon Rainforest, emphasising human-environment interactions, sustainability, and global deforestation challenges.

Year 6: Pupils evaluated the geography of South America, with case studies on Machu Picchu and the Andes.

#### Next Steps

To further enhance the subject, the following priorities have been identified:

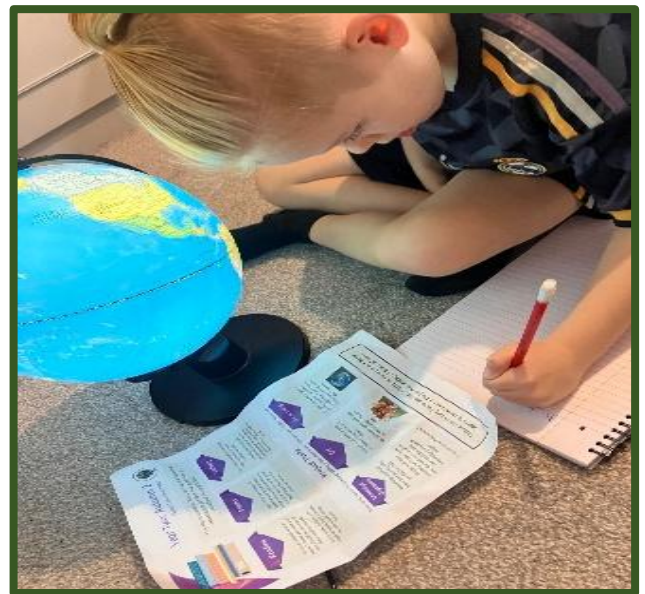
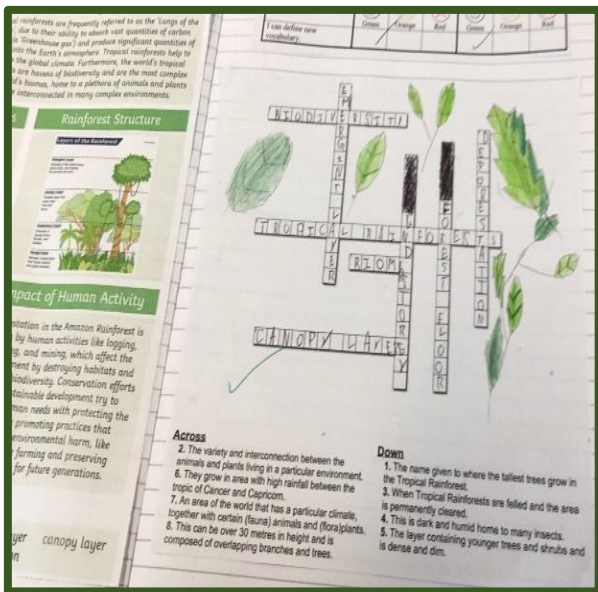
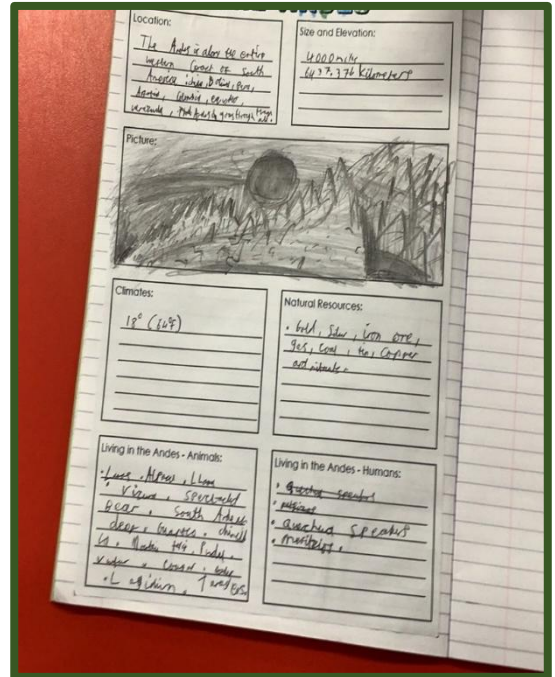
- Develop additional resources for individual lessons to enrich learning.
- Provide clearer details on fieldwork expectations and implementation across all year groups, including EYFS.
- Integrate digital tools, such as aerial photography and Digimaps, to modernise and deepen pupils' geographical skills.
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In conclusion, Geography at Masefield Primary School continues to evolve, with a progressive curriculum and a commitment to excellence in teaching and learning. The subject is well-positioned for further development as we refine our approach and enrich our provision.



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# Geography

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### Spring Term

#### Subject Leader Report: Geography, Masefield Primary School

This term, the Geography leader has actively monitored and enhanced the teaching of Geography through lesson observations, learning walks, book scrutinies, and pupil discussions. Additionally, the leader has worked on refining teaching procedures to ensure consistency and high standards in Geography lessons across the school.

Geography has been a focus of an external Challenge Partner inspection, with particular attention given to curriculum design, structure, intent, and implementation. Inspectors also evaluated curriculum links with the EYFS Curriculum and the progression of fieldwork skills. Following the School Improvement Partner (SIP) visit in the Autumn Term, the progression of fieldwork skills has been clearly defined and embedded within the Geography curriculum documentation.

The newly revised Geography curriculum was introduced in Spring 2, incorporating restructured lesson sequences for improved learning progression. For instance, in Year 1, 'The North West of England' unit has been moved from Summer 2 to Spring 2 to facilitate a logical progression from local geography in the Autumn Term to global geography in Summer 2.

Across the school, pupils have been engaging in a range of geographical topics tailored to their year group:

EYFS: Exploring their local environment.

Year 1: Analysing the regional geography of Northwest England, focusing on the human and physical features of Lytham.

Year 2: Examining the world's biomes at a global scale.

Year 3: Investigating the geography of cold spaces, locating Russia, and studying its human and physical geography.

Year 4: Exploring the human geography of the city of Manchester.

Year 5: Studying the human and physical geography of North America, including earthquakes and deserts.



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Year 6: Learning about Brazil, analysing climate graphs, and exploring the push and pull factors driving rural-urban migration.

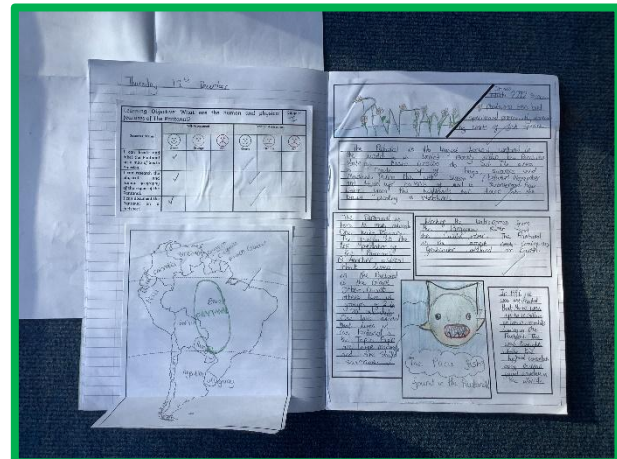
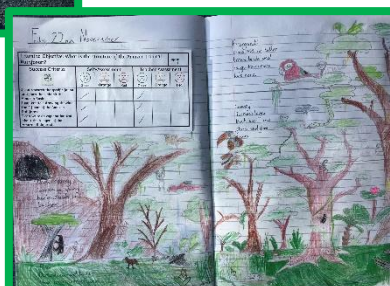
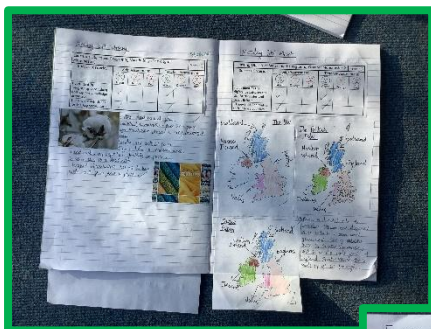
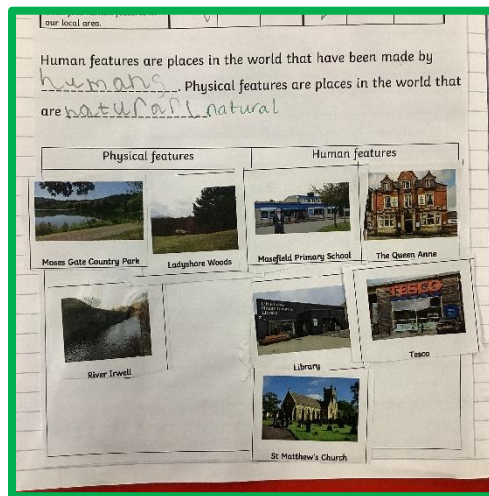
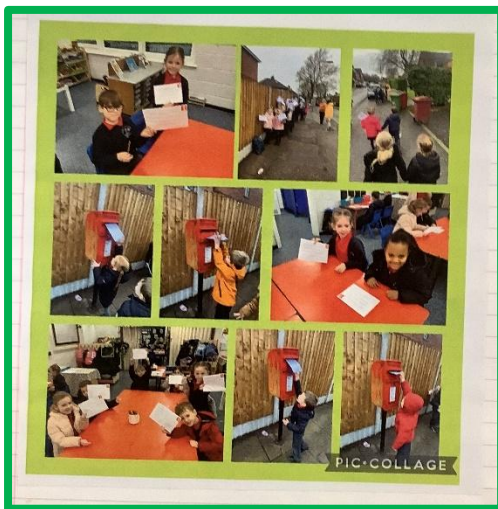
Next Steps:

Continue to develop high-quality resources for Geography lessons.

Enhance the use of digital maps, including aerial photographs, to improve spatial awareness.

Refine the selection and use of accurate, age-appropriate maps to effectively illustrate geographical concepts and locations worldwide.

The school remains committed to ensuring a high-quality Geography curriculum that builds knowledge, skills, and a love of the subject among all pupils.





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### Summer Term

#### Geography Subject Leader Report – Masefield Primary School Summer Term

This term has been a significant one for Geography at Masefield Primary School. A range of monitoring activities have taken place, including lesson observations, several learning walks, pupil voice discussions and book scrutiny, all of which have provided a broad and detailed insight into the impact of the newly revised Geography curriculum.

The revised curriculum was implemented across the school from Summer 1 and includes a number of important changes. Many units have been re-ordered and, in some cases, significantly restructured, with the lesson-by-lesson sequences in each unit being carefully redesigned. This has contributed to a more cohesive sense of progression across year groups. Notable examples of the revised curriculum include the Year 3 unit on The Mediterranean and the Year 4 unit on China, both of which have been newly developed this half term. Fieldwork has remained a strong focus, with Year 5 undertaking an educational visit to London as part of their fieldwork studies, and Year 1 enjoying a coastal visit to St Anne's. The standard of work completed by pupils in several year groups has been exceptional, with examples showing strong geographical understanding, presentation, and engagement.

Feedback from staff and pupils suggests that the new curriculum has been well received. There is greater clarity in how knowledge and skills progress from one year to the next, and teachers have commented positively on the new structure and content. The subject lead has also completed additional training on Digimaps, with a view to embedding this digital tool more widely across the curriculum next year. Alongside the Head Teacher, the Geography lead attended CPD with Mark Ensor (University of Liverpool), which focused on curriculum design and the importance of clarity, coherence, and challenge in subject planning.

#### Next Steps:

Looking ahead, the priority will be to continue developing the quality of resources used in Geography lessons to ensure consistency and depth. In particular, the focus will be on improving the use of digital maps, including aerial photographs, and refining age-appropriate mapping tools that enhance pupils' spatial awareness and understanding of geographical locations and processes across the world.



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