



Geography



Subject Leader Report 2025-2026

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. We have registered with the Geographical Association to begin the process towards achieving their Gold Award.

Curriculum Implementation

In Autumn 2, the newly revised Geography curriculum continued to be embedded across the school. Adjustments included refining the sequence of lessons within units.

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.

The subject leader is going to examine opportunities for professional development and teacher CPD pertaining to the delivery of Digimaps.

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.



Geography

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Spring Term

This term has been highly productive for Geography across Masefield Primary School, with significant developments in curriculum delivery, monitoring, and subject leadership. The Geography Leader has undertaken extensive monitoring activities, including lesson observations, multiple learning walks, book scrutinies and pupil voice discussions. These monitoring processes have strengthened the consistency and quality of teaching and informed further refinement of Geography procedures across the school.

A major focus this term has been the beginning of the submission process for the Geographical Association Gold Award. As part of this, the subject leader has provided contextual information about the school and submitted detailed data relating to the pupil population. Alongside this, the revised units of work have continued to be delivered throughout Spring 2 with a renewed emphasis on the key concepts and knowledge of geographical enquiry. Clear curriculum progression is evident, with identifiable and well-sequenced links between EYFS and KS1, and KS1 into KS2, ensuring pupils build knowledge and skills cumulatively and coherently.



Geography

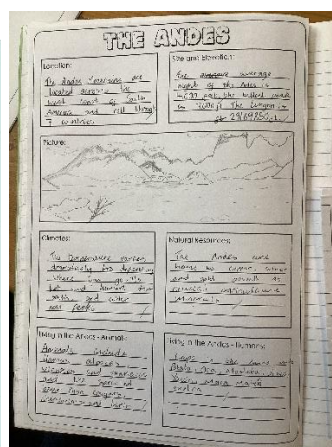


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The subject leader has participated in a wide range of CPD opportunities this term, demonstrating strong commitment to professional development and subject expertise. These include WAGOLL for Quality Mark Submission, Digimaps for Schools, Basic Training for Subject Leaders, and Geography for the Early Years. Key messages from these sessions have been shared with the EYFS Lead, and together, a selection of high-quality texts has been identified to enhance geographical learning within the EYFS curriculum. Notably, the subject leader has secured a place on a newly developed Field Studies Council teacher training programme, focusing on fieldwork and global climate change, to be delivered in the Summer Term. Masefield Primary School will be one of the first schools nationwide to access this training, representing an exciting opportunity to strengthen fieldwork practice and pupils' understanding of contemporary global issues.

Looking ahead, the next steps in Geography focus on continuing to enhance lesson resources to ensure they remain high-quality, engaging and age-appropriate. A key priority will be further developing pupils' use of digital maps, including aerial photographs, to deepen their understanding of geographical locations, features and processes. In addition, the subject leader will refine the use and accuracy of maps across all year groups, ensuring children access maps that are both developmentally appropriate and effective in illuminating the geography of places at local, national and global scale.

Overall, Geography continues to develop strongly across the school, with clear direction, effective teaching practices and a proactive approach to curriculum improvement and professional development.





Geography

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Summer Term