



## Subject Report 2025-2026

<b>Subject</b>	Geography	<b>Report prepared by</b>	Emily Hayer
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### Overview of the year:

<p><u>3 key messages for the year:</u></p> <ul style="list-style-type: none"> <li>• <u>New curriculum scheme mapped using KAPOW</u> A new school-wide scheme has been chosen and mapped against current topics. This will ensure progression through the school and provide lesson plans and resources. It will also provide teachers with additional subject knowledge specific to each lesson.</li> <li>• <u>Pupil voice</u> Pupils know what Geography is and believe it to be important for the future, particularly for certain occupations. Pupils use printed and digital maps in lessons and can recall geographical vocabulary and definitions.</li> <li>• <u>Use of Kahoot quizzes</u> Year 4 have trialled using Kahoot quizzes to show progression in their geographical learning.</li> </ul>
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### Curriculum: Intent, implementation, Impact

**Intent**  
At The Cambridge Primary School, we aim to **inspire** children’s learning and foster a sense of **ownership** over their curiosity, encouraging them to explore how their understanding of geography connects to the wider world. Our goal is to **nurture** this **curiosity**, empowering pupils to confidently make informed predictions about their learning before they are taught the full curriculum. We encourage **collaboration** among pupils and promote **innovative thinking**, helping them piece together information to deepen their understanding of geography and expand their knowledge.

In Geography, A Cambridge Pupil will leave with the following skills and qualities:

Key Skills	Qualities
<ul style="list-style-type: none"> <li>• Use maps/atlas to locate countries (Europe, N. &amp; S. America) and counties and cities (of the UK) and describe features studied (human and physical).</li> <li>• Use the eight points of a compass, four and six figure grid references, symbols and key on a map.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> <li>• Understand and use a widening range of geographical terms.</li> <li>• Use maps, charts etc. to support decision making about the location of places (e.g. new bypass.)</li> <li>• Understand the geographical similarities and differences by comparing 3 different regions (from UK, Europe, and The Americas).</li> </ul>	<p>In Geography, a Cambridge pupil is adventurous and demonstrates <b>bravery</b> in exploring the world around them. They exhibit a keen interest in investigating geographical phenomena independently and <b>collaboratively</b> as part of a team, utilising diverse resources to enhance their geographical comprehension. Pupils approach geographical challenges with <b>innovative</b> thinking, offering fresh insights and interpretations of geographic phenomena, while also articulating their findings coherently, drawing connections between different geographic elements and understanding the spatial aspects of these phenomena. Furthermore, pupils are eager to <b>take ownership</b> of their geographical learning, actively engaging in research projects, applying critical thinking skills, and posing insightful questions to delve deeper into the subject.</p>

**Implementation**  
Geography is taught thematically, aligning with the overarching topics each year group explores over a half-term. This approach encourages children to make connections between subjects, enhancing their understanding of real-world applications. Geography is seamlessly integrated into other lessons, allowing pupils to demonstrate their geographical knowledge through subjects like Art/DT and English. For example, in Year 3’s 'Rocks, Relics, and Rumbles' topic, children create artwork inspired by fossils and write setting descriptions of Pompeii in English.

We value practical experiences in geography, and as such, school trips are organised throughout the year, providing opportunities for pupils to apply their classroom learning in real-world contexts. These hands-on experiences strengthen their understanding and foster a deeper connection to the subject. To further engage and immerse children, we regularly

hold "hook days," where children can dress up according to their geography topic. For instance, during Year 4's 'South America' topic, students dressed in bright colours representing the costumes of Rio's annual Carnival Festival, and participated in a festive parade through the school grounds, accompanied by traditional samba music.

Topics taught across each year group: **Yellow** = Geography topics

	AT1	AT2	SP1	SP2	SU1	SU2
EYFS	Do you want to be friends?	What happens when I fall asleep?	Commotion in the Ocean	Can I tell you a story?	Are we there yet? (Journeys)	Do cows drink milk? (Farmyard animals)
Y1	Bright Lights, Big City (London)	Memory Box (Victorians)	Moon Zoom (Neil Armstrong, Tim Peake)	Superheroes (Rosa Parks, Emmeline Pankhurst)	Claws, Paws and Whiskers	The Enchanted Woodland
Y2	Castles (Windsor)	Street detectives (Local history)	Fire! Fire! (Great fire of London)	Land Ahoy! (Continents & Oceans)	Up, up and away (History of flight – Samuel Cody)	Movers and shakers (Significant people) <i>Deforestation</i>
Y3	Through the Ages (Stone Age, Bronze Age, Iron Age)	Rocks, Relics and Rumbles (Rocks, fossils, volcanoes, earth quakes)	Rioting Romans		Flow (Rivers)	Scrumdiddlyumptious (Food around the world)
Y4	Ancient Greeks	Misty mountains	South America, Brazil	South America, Rainforests	Anglo Saxons and Scots	Vikings
Y5	Ancient Egypt	Maps	Tudors (Shakespeare)		Settlement (Local land use, field work, allotment)	North America
Y6	WW1		Borders Topic	Biomes	WW2	WW2

#### Rationale for curriculum organisation:

In Geography, our curriculum is designed to give children a comprehensive understanding of the world and encourage curiosity and global awareness. We believe geography helps children explore and appreciate the diversity of our planet while connecting it to their own experiences. Geography is woven into the curriculum throughout the year, with children engaging in geographical concepts and skills on a weekly basis, deepening their understanding of the world around them.

#### What have you done to ensure that every skill is covered?

In Geography, a comprehensive skills progression map is used to ensure that children develop a wide range of geographical skills throughout each year at The Cambridge. This framework serves as a roadmap for skill development and enables teachers to be clear on the progression of skills across each year group and topic, to inform medium- and long-term planning.

#### Impact

At The Cambridge, children find geography a truly fascinating and engaging subject. The children enjoy having in depth discussion with each other and their teacher during lessons, sharing their knowledge and comparing their learnings in class with their immediate world around them in real life. Children follow up on their geography lessons by doing extra reading and online research at home, and are excited to tell their teacher what they've found out independently. Pupil progress is accessed initially through 'live marking' as per our fast feedback policy. This takes the form of verbal feedback which is documented using a stamp in the child's book with a short note indicating what the feedback was about. Pupils are able to make changes to their work based on conversations with an adult in the moment. This means that correct knowledge is solidified in their long term memories so that retrieval practice can be most effective in the following lesson.

<p><b>What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?</b></p>	<p><b>What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?</b></p>
<p>'Live marking' operates within our school, which means children receive immediate feedback during the lesson and review their own learning at the end of each lesson by RAG rating at the top of the page. Children correct and improve their work using a 'purple polishing pen', this shows them and us where progress has been made in the lesson.</p> <p>We are also currently in the process of reviewing a 'Kahoot' style assessment which is being trialled through our history curriculum to see if this would be beneficial for Geography.</p>	<p>Collaboration with the curriculum lead to deepen understanding of the role's responsibilities.</p> <p>Research into different possible Geography schemes has been conducted to find one which fits best with the school's ethos and curriculum. The KAPOW Geography scheme has been chosen and mapped against the current topics to ensure the scheme will embed with minimal impact to other subjects. The KAPOW Geography scheme will provide teachers with additional subject knowledge as well as a Subject Leader Hub.</p>

<p><b>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</b></p>	<p><b>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</b></p>
<p>The effective teaching of geography at the Cambridge is monitored through book looks, lesson drops ins and observations.</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> <li>1. Does the new scheme enhance the <b>progression of vocabulary</b> in geography?</li> <li>2. Does the new scheme enhance the <b>progression of knowledge</b> in geography?</li> <li>3. Does the new scheme enhance the <b>progression of skills</b> in geography?</li> </ol>	<p><b>The Cambridge Learning Characteristics</b></p> <p>We aim to create a classroom atmosphere that encourages bravery, where children feel comfortable sharing their opinions and asking questions without fear of being wrong. Creativity and problem-solving are key elements of our geography lessons, encouraging children to think innovatively and develop solutions to real-world geographical challenges. We emphasise the impact of both individual and collective actions on the environment, motivating children to take responsibility as global citizens. Through the KAGAN structure, children regularly collaborate with their peers to explore and investigate key geographical questions.</p> <p><b>Fundamental British Values in Geography Education</b></p> <p>Promoting Fundamental British Values through geography education is crucial in helping children develop a well-rounded understanding of their society and its core principles. We encourage class discussions and debates on geographical issues, where children can express their opinions and learn to appreciate diverse perspectives, fostering a sense of democracy. We also explore global human rights issues, such as the right to education, access to clean water, and freedom of movement, highlighting individual liberty. Our classroom environment fosters mutual respect and tolerance, where children learn to value diversity, different cultures, and varying backgrounds.</p> <p><b>Opportunities for Personal Development</b></p> <p>For staff, we promote peer observations, allowing teachers to observe each other's lessons, share best practices, and receive constructive feedback. This fosters a culture of ongoing reflection and continuous improvement. We also encourage the sharing of experiences and best practices from local network meetings and past teaching experiences.</p> <p>For children, we organise engaging "hook days" each term centred around the topic to spark their interest. Additionally, we plan school trips to locations connected to geographical topics, providing opportunities for children to connect their classroom learning with real-world experiences.</p>

