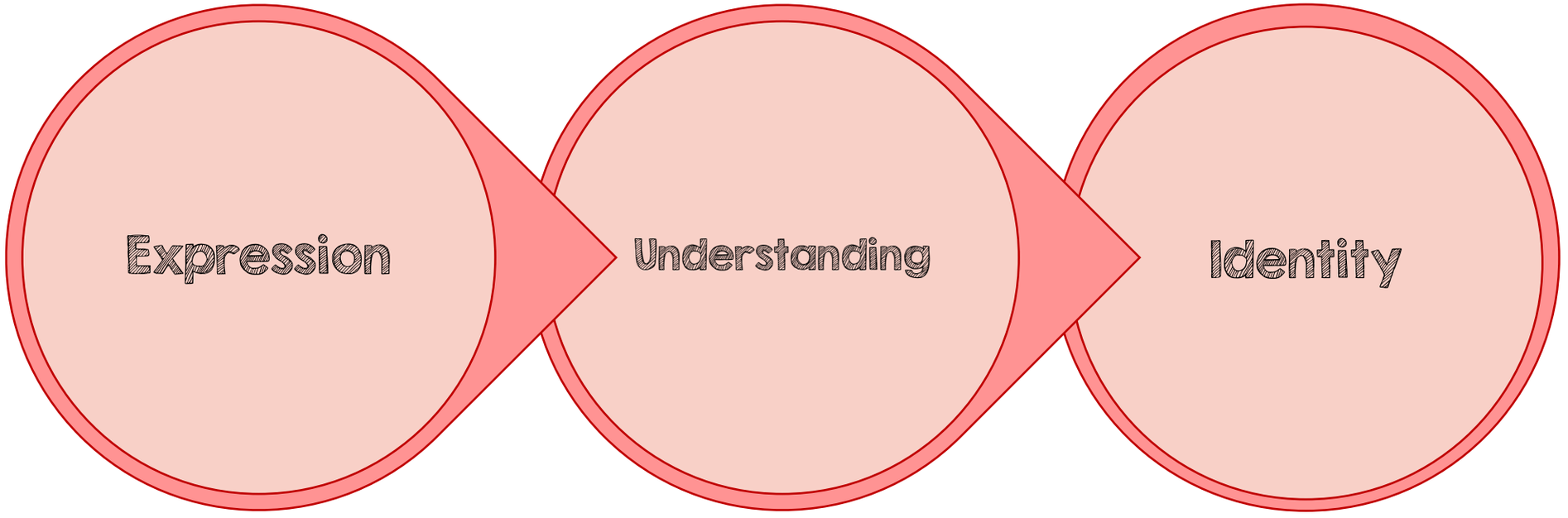
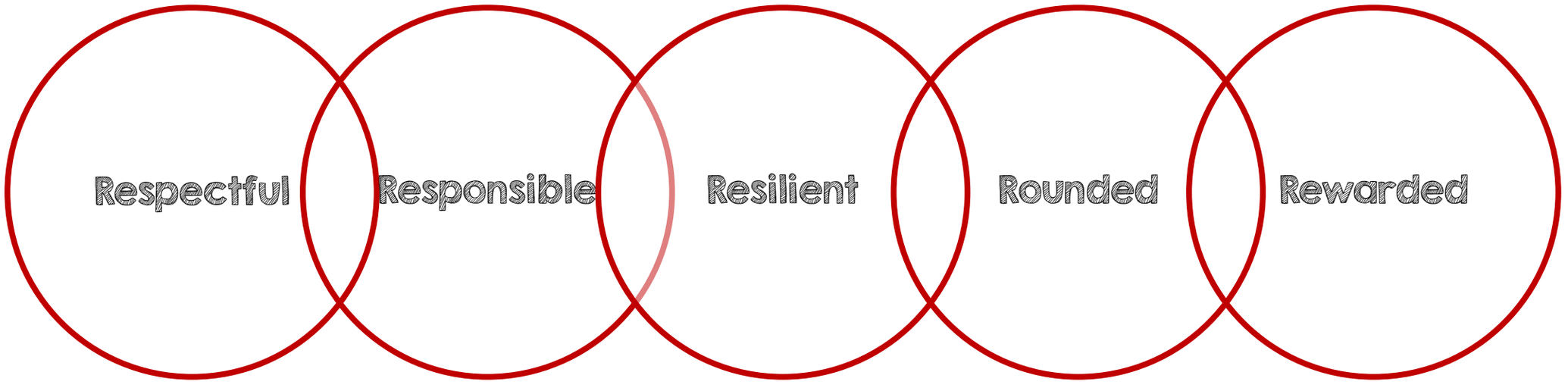
Highfields Academy and Nursery - Geography

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." - Barack Obama





Geography

Vision

At Highfields Academy, we inspire geographers who use their understanding of place, space and scale to make connections between their locality, the UK and the wider world. Through a rich and coherently planned curriculum, enhanced by fieldwork, visits and the purposeful use of the school grounds, pupils deepen their geographical knowledge and disciplinary skills, applying these through enquiry, interpretation and decision-making with increasing accuracy and critical awareness.

Intent

- To inspire pupils about the world and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

Implementation

- A progressive, whole-school history curriculum aligned with the National Curriculum
- Structured half-termly units supported by a clear progression of knowledge and skills
- Equal status given to history, promoting meaningful and purposeful learning experiences
- A wide range of engaging, high-quality learning opportunities within and beyond the classroom
- Enrichment through educational visits and visitors, enhancing learning through practical, hands-on experiences

Impact

- Pupils develop strong geographical knowledge and a secure understanding of key concepts such as location, place and human and physical processes.
- Pupils demonstrate curiosity about the wider world and confidently ask questions about environments and communities.
- Children apply geographical skills effectively, including map work, fieldwork and data interpretation.
- Knowledge and skills are progressive, enabling pupils to make connections and comparisons across different locations and scales.
- Enrichment opportunities enhance learning, allowing pupils to experience geography in real-life contexts and deepen their understanding of the world and diverse cultures.

Geography

Beyond The Classroom - Enrichment and Cultural Capital

Whole-school assemblies linked to global themes (e.g. climate change, Earth Day)

Celebration of global events and festivals to promote cultural awareness

Map skills or orienteering club developing navigation and spatial awareness

Cross-curricular links with English, maths and science (e.g. data handling, non-fiction writing)

Visitors and workshops exploring different places, cultures and environments

Storytelling and class texts centred on different places, environments and cultures to deepen geographical understanding

Geography-rich displays including maps, globes and fieldwork evidence

Educational visits and fieldwork in the local and wider environment

Use of the school grounds for fieldwork and observational studies

Geography

Action Plan - 2026-2027

Priority	Actions	Success Criteria	Who?	When?
1) Embed a coherent mastery curriculum in geography	• Refine progression map to ensure clear sequencing of locational knowledge, place knowledge and geographical skills across all year groups • Embed regular retrieval opportunities to revisit prior learning • Ensure consistent use of maps, atlases and fieldwork to support understanding	• Pupils demonstrate secure understanding of key geographical concepts (location, place, human and physical processes) • Planning shows clear progression of knowledge and skills across year groups • Pupils use subject-specific vocabulary accurately and confidently	• Headteacher and Deputy headteacher • Subject leader • Class teachers	• Curriculum refinement and staff CPD – Summer - Autumn 2026 • Monitoring through book looks– Autumn 2026–Spring 2027
2) Ensure equity and ambition for all children in geography	• Develop and share adaptive teaching strategies (scaffolds, visuals, modelling) • Pre-teach key vocabulary for identified learners • Monitor SEND pupil outcomes through book looks and pupil voice • Provide targeted interventions or support where gaps are identified	• All pupils, including those with SEND, access the full geography curriculum and demonstrate progress over time • Pupils use key vocabulary and scaffolds effectively to support learning • Gaps in learning are reduced, evidenced through books and pupil voice	• Headteacher and Deputy Headteacher • Subject leader • All staff	• Implementation of vocabulary scaffolds and support – Autumn 2026 • Monitoring of pupil progress and provision – Autumn 2026–Summer 2027
3) Develop assessment in geography	• Embed consistent use of low-stakes quizzes and retrieval tasks • Develop end-of-unit assessment tasks linked to key knowledge • Create clear assessment criteria for geographical skills (e.g. map work, fieldwork) • Moderate work across year groups to ensure consistency • Use assessment outcomes to inform planning and address misconceptions	• Teachers accurately identify gaps in knowledge through formative assessment • Planning responds to assessment, with misconceptions addressed promptly • Pupils retain key geographical knowledge and can recall learning over time	• Headteacher and Deputy Headteacher • Subject leader • Teaching staff	• Introduction of assessment strategies and guidance – ongoing • Monitoring of end-of-unit assessments – Autumn 2026–Summer 2027 • Moderation and tracking of progress – Spring 2027–Summer 2027
4) Enhance enrichment and resources in geography	• Audit and enhance geography resources (maps, atlases, digital tools) • Develop consistent, high-quality geography displays in each classroom • Plan a programme of fieldwork and educational visits • Promote enrichment opportunities (clubs, themed days, workshops) • Strengthen links with local area and community to support fieldwork	• Classrooms reflect a consistent, geography-rich environment with high-quality displays • Pupils can recall and talk about fieldwork and enrichment experiences and link them to learning • Increased engagement and enthusiasm for geography is evident in pupil voice	• Headteacher and Deputy Headteacher • Subject leader	• Resource and environment audit – Summer 2026 • Development of displays and classroom environments – Autumn 2026 • Fieldwork, visits and enrichment – Autumn 2026–Summer 2027

Highfields Academy and Nursery

Our Monitoring Guide

Pupil Voice	Staff Voice/Wellbeing	Subject Leader
1) What have you been learning recently, and how does it link to what you learned before? 2) What helps you remember new things in this subject? Can you give an example? 3) Is there anything you find tricky in this subject, and what helps you when it feels difficult? 4) Do you feel you get to learn interesting and important things in this subject? Why? 5) How does your teacher help everyone -including those who learn differently- take part in lessons?	1) Do you feel confident teaching the key knowledge and skills in this subject? 2) What support would help further? 3) Is the curriculum sequence clear, manageable, and realistic for your class? 4) Which aspects of planning, resourcing, or assessment feel most time-consuming or challenging? 5) Do you feel you have the CPD or coaching you need to teach this subject well? 6) How manageable is the workload for this subject, and what would help reduce unnecessary pressures?	1) How do you ensure the curriculum in your subject is sequenced so that pupils build knowledge over time? 2) What does strong implementation of this subject look like across different classes and year groups? 3) How do you check that all pupils -including SEND and disadvantage- access the same ambitious curriculum? 4) What recent monitoring has shown strengths and areas for development, and how has this informed next steps? 5) How do you know pupils are remembering the key knowledge long-term in this subject?