

# Geography Curriculum Impact Statement 24/25



## Overall synopsis / developments:

I am pleased to present the Geography Impact Statement highlighting the positive outcomes for the year 24/25. The embedding of the new Curriculum has not only invigorated the teaching and learning experiences but has also yielded commendable results across school.

Over the course of the academic year, significant progress has been made in embedding the IMPACT curriculum and Kapow Geography scheme across school. Teachers are increasingly confident in delivering lessons aligned with the intended learning outcomes and pupils demonstrate a growing ability to articulate what they are learning and why. This reflects a stronger understanding of geographical concepts and vocabulary, supporting the aim to ensure clarity and purpose in Geography teaching.

The promotion and integration of fieldwork opportunities have been successfully prioritised. Pupils across all year groups have engaged in age-appropriate fieldwork activities, from local area studies to environmental observations, enriching their understanding of Geography in a real-world context. The use of progressive and consistent planning has ensured these experiences are not isolated events but form an integral part of a coherent curriculum journey.

Technology has been increasingly utilised to enhance the Geography curriculum. Tools such as digital maps, virtual field trips, and online research platforms have brought geographical learning to life, encouraging pupils to explore and engage with global issues beyond their immediate environment. This use of technology has also contributed to greater differentiation and accessibility, supporting the learning needs of a diverse pupil cohort.

Steps have been taken to strengthen subject leadership through professional engagement. The Geographical Association (GA) membership has been purchased and this has provided access to high-quality CPD, resources, and subject-specific guidance, which in turn is informing curriculum refinement and staff development.

Overall, the targets set out in the 24/25 action plan have been addressed with clear, measurable improvements in Geography teaching and learning. Ongoing focus will be placed on sustaining momentum, deepening staff expertise and bridging data gaps between KS1 and KS2.

## The Role of Geography in the EYFS Curriculum:

While Geography is not taught as a discrete subject in the Early Years Foundation Stage (EYFS), its foundational elements are woven into the curriculum through the area of learning known as '**The Natural World & People Culture and Communities**'. These areas play a crucial role in developing children's early geographical awareness by encouraging them to explore, observe, and make sense of the world around them.

Key aspects of Geography in EYFS include:

- **Developing a sense of place:** Children learn about their immediate environment, such as their home, school, and local area. This helps build an awareness of place and community.
- **Exploring the natural world:** EYFS pupils are encouraged to notice patterns in the environment, seasonal changes, weather, and natural features like plants, animals, and landscapes.
- **Building vocabulary and observation skills:** Through structured play, stories, outdoor learning, and discussions, children begin to use geographical language (e.g. near, far, hot, cold, land, sea) and develop skills in observation, comparison, and questioning.
- **Cultural awareness:** Children are introduced to similarities and differences between places, people, and environments, laying the groundwork for understanding diversity and global citizenship.
- **Using simple maps and models:** Activities like drawing routes, using globes, or creating small world play scenes help develop early mapping and spatial awareness skills.

Overall, Geography in the EYFS is about **nurturing curiosity and understanding of the world**, forming a vital foundation for more formal geographical learning in Key Stage 1 and beyond.

## Data overview for Geography

Percentage of children at the Expected Standard or better (age appropriate)

Reception	Key Stage 1	Key Stage 2	Whole school
91%	100%	81.1%	90.6%

\* Subject in EYFS = PCC & TNW

<p><b>Subject leadership - CPD, Monitoring and books:</b></p> <p>Embedded assessment procedures in Geography have been thoroughly reviewed to ensure high academic standards are upheld and pupil progress is consistently tracked. Lesson monitoring has enabled the identification of development areas, leading to well-directed support for teaching staff. This systematic approach has contributed to reliable and robust assessment outcomes, clearly reflecting the positive impact of our strategies in Geography.</p> <p>Assessment data confirms that standards remain high across the school as whole with strong curriculum coverage and high expectations evident across all year groups. Additionally, fieldwork is now more deeply embedded within the Geography curriculum, enriching pupils' learning experiences and supporting their understanding of key concepts.</p>	<p><b>Highlights / Life in all its fullness</b></p> <p>Curriculum embedding - Multiple trips off-site - Increased prominence of map use and fieldwork - Locality walks/learning – Visitors into school to discuss travels and Volunteer roles in difficult terrains – Children presenting information about other countries.</p> <p><b>Pupil voice (including ambassadors)</b></p> <p>"I love Geography because we get to learn about different countries, their weather, and how people live. It's really interesting to see how life is different around the world."</p> <p>"Doing fieldwork is one of my favourite parts of Geography. We got to go outside, use maps, and explore our local area. It felt like being a real geographer!"</p> <p>"Geography helps me understand the world better. I've learned about climate, continents, and even natural disasters. Now when I see things on the news, I actually know what they mean!"</p>
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