

Geography Curriculum Impact Statement 25/26



Overall synopsis / developments:

I am pleased to present the Geography Impact Statement for the 2025/26 academic year, highlighting the continued development of Geography across Turton and Edgworth CEMPS. Throughout the year, Geography has continued to develop as an engaging, progressive and enquiry-based subject, with a clear emphasis on ensuring all pupils develop the knowledge, skills and understanding required to become informed global citizens.

The priorities identified within the Geography Action Plan have been successfully addressed. Curriculum coverage has been strengthened through the continued refinement of long and medium-term planning, ensuring that geographical knowledge and skills build progressively from the Early Years through to the end of Key Stage Two. Staff confidence in delivering the curriculum has continued to grow and pupils are increasingly able to make links between previous and current learning, demonstrating secure understanding of key geographical concepts and vocabulary.

One of the most significant developments this year has been the embedding of fieldwork across the curriculum. Every year group now plans and delivers meaningful fieldwork opportunities as part of their Geography units, allowing pupils to investigate, observe and apply their learning in real-life contexts. Local area studies, environmental investigations and map-based enquiries have become a consistent feature of Geography teaching, ensuring pupils develop the practical skills expected of young geographers.

The profile of Geography has continued to rise through the enhancement of resources and learning environments. Updated maps, atlases and globes have supported high-quality teaching, whilst classroom displays celebrate pupil outcomes and reinforce key geographical knowledge. Technology has also been utilised effectively, enabling pupils to access digital mapping, satellite imagery and current geographical events, further enriching learning experiences.

A continued focus on global awareness has enabled pupils to develop a greater understanding of the wider world. Geography lessons have regularly linked learning to current affairs, environmental challenges and global sustainability, encouraging children to consider their role within an increasingly interconnected world.

Opportunities to discuss climate change, population, natural hazards and cultural diversity have fostered curiosity and thoughtful discussion across all year groups. Subject leadership has continued to develop through ongoing monitoring, learning walks, pupil voice and book scrutiny. Membership of the Geographical Association has continued to provide valuable professional development opportunities and high-

While Geography is not taught as a discrete subject within the Early Years Foundation Stage (EYFS), its key principles continue to be embedded through **Understanding the World**, specifically *People, Culture and Communities* and *The Natural World*.

Children develop an understanding of their immediate surroundings through exploration of their classroom, school grounds and local community. They observe seasonal change, investigate weather patterns and begin to compare environments beyond their own experiences. Carefully planned outdoor learning encourages curiosity, questioning and observation, laying strong foundations for later geographical enquiry.

Pupils also begin to develop early mapping skills through simple plans, routes and directional language whilst stories, celebrations and discussions introduce children to different cultures, communities and countries around the world. These experiences promote respect, curiosity and an appreciation of diversity from the earliest stages of education.

Overall, Geography within EYFS provides the essential foundations upon which the Key Stage One curriculum successfully builds.

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%	98%	80%	90%

* Subject in EYFS = PCC & TNW

quality curriculum support, enabling further refinement of provision. Monitoring demonstrates that Geography is taught consistently across school, with evidence of strong progression, purposeful fieldwork and high levels of pupil engagement. Overall, the objectives outlined within the 2025/26 Geography Action Plan have had a positive impact on both teaching and learning. Geography continues to be a strength within the curriculum and is increasingly recognised as a subject that develops curiosity, enquiry, critical thinking and a deeper understanding of the world. Future priorities will focus on further embedding disciplinary knowledge, extending opportunities for meaningful fieldwork and continuing to develop pupils' understanding of global issues through authentic geographical enquiry.	
Subject leadership - CPD, Monitoring and books: Monitoring activities throughout the year have demonstrated consistently strong provision across the school. Book scrutiny shows clear progression in geographical knowledge and skills, with fieldwork, map work and enquiry becoming increasingly evident across all year groups. Learning walks confirm that classrooms provide stimulating learning environments where high-quality resources support independent learning and geographical vocabulary is consistently promoted. Assessment procedures continue to provide meaningful information that informs planning and ensures pupils are making expected progress throughout the curriculum. Staff feedback demonstrates growing confidence in delivering Geography through the Kapow scheme, whilst pupil voice reflects high levels of enjoyment and engagement. Professional development remains a priority. Continued engagement with the Geographical Association has enabled subject leadership to remain informed of current best practice and has supported the ongoing development of both curriculum planning and classroom delivery.	Highlights / Life in all its fullness Fieldwork embedded across every year group. Increased opportunities for pupils to investigate their local environment through purposeful outdoor learning. Strengthened progression of geographical knowledge and disciplinary skills across the school. Enhanced use of maps, atlases, globes and digital mapping technology. Greater emphasis on global awareness through current affairs, sustainability and environmental issues. High levels of pupil engagement demonstrated through practical enquiry, discussion and independent investigation. Excellent Year 3 assembly on 'Rivers'. Geography continues to make a valuable contribution to pupils' understanding of the diverse world in which they live, supporting the school's vision of enabling every child to flourish and live life in all its fullness. Pupil voice (including ambassadors) "I like Geography because we don't just learn from books—we actually go outside and investigate places. It makes learning much more exciting." "I've learned that the world is connected. What happens in one country can affect lots of other places too." "Using maps and finding places is one of my favourite things. I know much more about the world now than I did before." "Fieldwork helps us understand our local area better. It makes me notice things I've never seen before, even close to school."