



FARINGTON MOSS ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Thrive in the gift of life John 10:10: 'I came that they may have life and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

Subject Leader Report - Geography

September 2026

Geography Subject Leader: Paula Parker

Subject Overview - Intention

Our geography curriculum is designed to stimulate children's curiosity about their local, national and international environments and to help them understand the processes that create or affect them. We aim to inspire pupils to develop a curiosity and fascination about the world and its people, providing them with enjoyable experiences of Geography, so that they will develop a deep, motivated and long-lasting interest to study Geography further. We intend to develop engaged, curious and pro-active learners that take an interest in and responsibility for the world around them. We firmly believe that this is the entitlement of every child at Farington Moss St. Paul's C.E. Primary School.

Our aims in teaching Geography are consistent with the vision of the school and in addition are designed to:

- encourage pupils to develop an appreciation and understanding of the world, initially building a secure physical and social knowledge of the local community and subsequently developing and applying this to a wider range of regions, countries and continents of the world.
- equip our pupils with knowledge about diverse places, people, resources and natural and human environments.
- acquire a deep understanding of the Earth's key physical and human processes.
- acquire the knowledge that enables them to understand what is happening around them locally and worldwide.
- develop pupils' geographical skills and communicate geographical information in a variety of ways.
- develop an understanding, compare and contrast different places, people and localities throughout the world.

We aim to teach Geography in ways that are imaginative, practical, purposeful, well-managed and enjoyable, giving clear and accurate teacher explanations and using skillful questioning.

We understand our responsibility to prepare children for their next stage of education and for the opportunities, responsibilities and experiences of later life. Fundamental British Values are developed through the teaching of Geography by:

- Encouraging the development of positive attitudes to Geography and the world community.
- To develop the children's awareness of current global issues.
- Building on our children's natural curiosity and developing a Geographical/Geological approach to local, national, international concerns and achievements.

- Encouraging open-mindedness, self-assessment, perseverance responsibility to the local and world community.
- Building our children's self-confidence to enable them to work accurately and independently.
- Foster concern about, and active care for, our local and world environment.
- Developing our children's social skills to work cooperatively with others.

Planning - Implementation

The teaching of Geography begins in the Early Years Foundation Stage (YR) where children work towards achieving the Early Learning Goals, outlined under the section - Understanding the World (People, Culture and Communities). There is great emphasis on children gaining knowledge through first-hand experiences. Children learn to observe, investigate, be curious, be enthusiastic, describe, solve problems and pose questions about the world. Open-ended questions are important tools in developing vocabulary and in helping children think things through.

The National Curriculum then determines the Geographical content from years one to six and teachers use the Lancashire Scheme of Work for medium-term planning.

A long-term plan covering Key Stage One and Key Stage Two (based on school's adopted Lancashire Scheme of Work) ensures that all aspects of the National Curriculum will be covered in this time.

Geography Curriculum Threads have been identified by the subject leader. Threads are groups of units across the curriculum that build a common body of knowledge. By carefully mapping these threads across our topics and revisiting them in different sequences of learning, we will help children gain geographical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international Geography. These threads are revisited over time and add to the cohesiveness of our curriculum as the children progress through their primary education. Please see the website for a copy of this document.

Teachers plan lessons which ensure progression and continuity and collaborate with other staff to ensure that there are no omissions or duplications in the activities offered to the children other than that which is necessary to consolidate their understanding as they themselves become more mature. Medium term plans have been developed by the subject leader and staff to identify clear a sequence of learning for each unit of work.

Time allocation is designed to be flexible as that in some terms more Geography may be taught than in others, so long as the Subject Co-ordinator ensures that the overall requirement is fulfilled.

Assessment, monitoring and evidence - Implementation and impact.

Teachers are constantly making judgements with regards to attainment and understanding in lessons and altering provision accordingly. Retrieval practice is used throughout each unit of work to support judgements. Throughout all geography units, pupils are assessed against the key knowledge and skills taught and their understanding of the subject. This wealth of assessment information enables teachers to make performance data judgements against National Curriculum standards. Feedback and marking are guided by the school marking policy. These are shared with parents, SLT and the subject leader through parent consultation evenings and written reports. Standards are monitored in a variety of ways: book scrutiny, teacher discussions, lesson observations and pupil voice. Teachers have started to record assessments annually using the INSIGHT tracking system. Governors are informed of standards annually. The subject leader meets with a named governor to discuss standards in detail.

Enrichment opportunities - Implementation and impact. 2025-26

Enrichment	Further Information
------------	---------------------

Y4 River Study Cuerden Valley Park	Local river study fieldwork activities.
Lancashire Sustainability Conference	Gathering information and ideas to enhance sustainability in our school and weave this theme into our geography curriculum.
Lancashire Fair Trade Conference	Students took part in workshops linked to UKS2 curriculum.
World Earth Day	Whole School Focus on sustainability with workshops and live lessons taking place throughout the day to spark curiosity and retrieve prior knowledge from the geography curriculum.

Targets 2025-26 - Impact

Target (INTENT)	Implementation	Evaluation (IMPACT)
Monitor bespoke scheme of work to further strengthen our geography curriculum and develop use of metacognition and retrieval practice in our sequences of learning.	Subject monitoring time. Staff meeting time. Pupil voice. Book looks.	In most classes the sequence of learning and knowledge and skills are clear to see. Lessons build to final outcome/assessment task which demonstrates what children know and understand. Retrieval practice is embedded successfully in these classes and metacognition has been considered as steps in learning are succinct and carefully planned.
To review how we are addressing sustainability in our geography curriculum and embed this curriculum strand across all units and year groups.	Staff meeting time. Lancashire Sustainability Conference. Subject leader time. School Council Eco Club	Sustainability is embedded across our geography curriculum planning. Continue to monitor impact next year.
To complete Y6 MTPs.	Staff meeting time. Subject leader time.	Planning has been adapted with a clear sequence evidenced in books. Continue to monitor impact next year.

Staff training - Impact 2025-26

The subject leader worked with staff to plan units from each year group. Training led by Kate Taylor (School Advisor) and Ann Pryce (SENCO) to support adaptations for SEND children.

Focus for learning 2026-27

Target (INTENT)	Implementation	Evaluation (IMPACT)
Implement consistent retrieval practice across geography -Embed regular retrieval tasks in all geography lessons to support knowledge retention	Subject monitoring time. Staff meeting time. Pupil voice. Book looks. Retrieval tasks evident in books and planning across all year groups	

To review how we are addressing sustainability in our geography curriculum and embed this curriculum strand across all units and year groups.	Staff meeting time. Lancashire Sustainability Conference. Subject leader time. School Council Eco Club Key concepts and symbols are referenced in planning and lessons. Pupils can confidently talk about the key concept sustainability when explaining their learning. Pupils are involved in learning about local, national and global sustainability through projects and conferences that enrich and extend the curriculum.	
To develop and deepen understanding of the disciplinary requirements in the national curriculum: Disciplinary knowledge is central to 'how' geographers think and investigate the world. It includes key concepts, geographical practices (enquiry, spatial analysis, decision making and fieldwork), and application to real-world contexts.	Staff meeting time. Subject leader time. Integrate disciplinary knowledge explicitly throughout units of work, so that pupils are continuously thinking, working and applying as geographers.	

Future targets - Future intention, implementation and impact

- To attend training for Geography subject leaders and cluster meetings.
- To look at how the John Muir Award could be incorporated into our curriculum.