



## Subject Leader Report: Geography

Geography is a valued part of the curriculum in Forefield Junior School. We aim to inspire in pupils a curiosity and fascination about the world and its people that will live with them for the rest of their lives. By delivering quality Geography lessons, Forefield equip children with knowledge about diverse people, places, resources and natural and human environments. It is essential children can understand different places on earth and how they relate with each other whilst also learning key knowledge about their home through local studies. Geography helps children to learn the physical systems of everyday life, like the implications of climates, water cycles or weather.



We have designed our curriculum to be as interactive as possible in our school, providing the children with stimulating 'hands-on' experiences. Whilst we are unable to travel across the globe, we can help the children to understand the world and the people that live here through engaging lessons, outside of school fieldwork, inside of school fieldwork, themed events, local studies, themed reading areas (Y6 Rainforest), residential visit to the Lake District and the handling of Geographical equipment.

In addition to the curriculum, our Pupil Guarantee aims to ensure that **every** child *finds their passion through developing curiosity about the world around*

### Geography Curriculum

	Autumn Term	Spring Term	Summer Term
Year 3	The Lake District: What makes it special and how do people use it?		What happens when the land meets the sea?
Year 4		Europe: how diverse are its places and landscapes?	UK and Crosby - who are we?
Year 5	Earthquakes, Mountains and Volcanoes - what, where and why?		The Americas: how diverse are its landscapes and places?
Year 6	Rivers: what makes them special?		South America - why does the Amazon matter?



*them - through science, nature or learning about other cultures, and discovering a sense of wonder. As well as extending their learning through visits and visitors - opening their eyes to the world beyond the school walls, culminating in a residential visit to Ambleside in Year 6.*

Our Geography curriculum supports our pupil guarantee through helping the children to develop a curiosity about the world around them and extending their learning through visits and visitors.

Y3 Visit to Sefton Coast - It was wonderful to see Year 3 enjoy a trip to Formby to learn about the different features of the landscape to link to the Sefton Coast topic. Each class had a fun-packed afternoon learning lots when they travelled to our fantastic coastline. As the Geography lead, I was able to accompany our Year 3 children this year as they could see, touch, observe and experience lots of the concepts they had been learning throughout their topic.





Year 5 Earthquakes & Volcanoes - Children had the chance to link their learning to a fantastic Earthquakes & Volcanoes workshop. Children learned through performing arts what Earthquakes and Volcanoes are, what causes them to happen and what humans do to protect themselves! We had excellent feedback from staff and children and we have rebooked for the next academic year.



Year 6 / Rainforest Topic - As a part of the final term for Year 6 children at Forefield, reading areas are transformed into the Rainforest! Children learn all about the tropical paradise from the different layers to the diverse wildlife that live there. Continuing from last year, we were able to facilitate having ZooLab workshops back into FJS. Children were able to learn about animals and creatures that can be found in the Amazon Rainforest! Guided by a ZooLab Ranger, children got up close and met snakes, tarantulas, frogs and millipedes!





Year 6 Residential to Ambleside - We had another successful trip to Ambleside for our Year 6 residential! Linking with our Geography curriculum, Year 6 are able to spend 5 days in the Lake District. Over the course of the trip, children participate in a range of different activities from learning all about Lake Windermere whilst out canoeing, climbing a ghyll or using their prior knowledge of map work to navigate their way up a fell. This year, children also had a chance to explore the area local to the hostel and complete an orienteering challenge focusing on map skills.





At our school, we are using a skills-based term assessment system linked to our Geography curriculum. For Autumn, Spring and Summer, teachers will assess pupils against key objectives by deciding if they think each child is working below /at/ or above the age-related expectations. As the Geography co-ordinator, I have collated the data for this subject area to look for areas of success and areas that can be developed.

Below is the assessment data for Geography in 2024/25 academic year:

**Geography 83% EXP+ with 16% EXC**

Year 3 - 81% EXP+ with 8% EXC

Year 4 - 81% EXP+ with 22% EXC

Year 5 - 79% EXP+ with 12% EXC

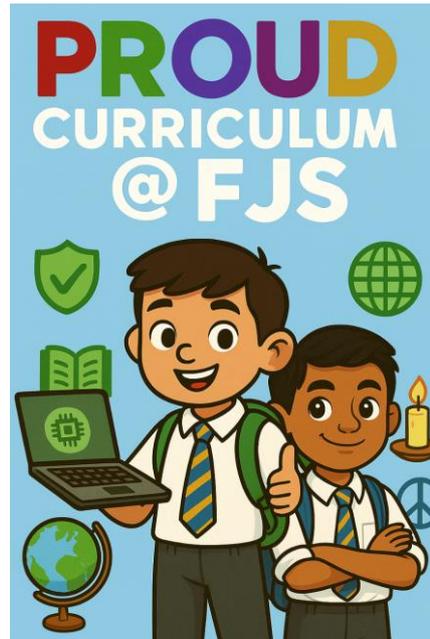
Year 6 - 90% EXP+ with 24% EXC



Our results show a **consistent approach** towards *Geography* assessment across the school in each year group.

There is a higher percentage of children who have met the **expected standard / exceeding expectation** than being **below**.

Results have been gathered using different assessment strategies such as end of topic quizzes, book scrutiny, observations or SeeSaw quizzes.



### Curriculum Updates

We've introduced some exciting updates to our *Geography* curriculum, starting with a shift in how topics are framed. Traditional topic titles have been transformed into clear enquiry questions, encouraging curiosity and purposeful learning from the outset. This approach helps pupils think like geographers, guiding lessons around investigation, critical thinking and meaningful discussion.



## Geography Curriculum

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Year 6	Rivers: what makes them special?		South America - why does the Amazon matter?

We have also reviewed and refined the key objectives within each topic to ensure thorough coverage of the National Curriculum. These objectives have been carefully updated to align with the new enquiry questions, providing clear progression and ensuring that essential geographical knowledge, skills and understanding are taught in a coherent and purposeful way.

### Key learning points – Rivers: What makes them special?

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,
- Use maps, atlases or globes to identify Prime/Greenwich Meridian and name countries it runs through
- identify time zones around the world
- Use atlases to locate and name major rivers from each continent
- locate and name some European rivers
- Describe why rivers are important to humans
- Describe and understand key aspects of rivers such as meanders, source and tributaries
- Use satellite imagery to describe how land has been used around the River Mersey
- Describe key aspects of the River Mersey
- Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Describe and understand key aspects of trade in the UK including trade links
- Describe and understand the distribution of natural resources specifically water and energy.

### Key learning points – The Americas: how diverse are its landscapes and places

- Use maps, atlases or globes to identify continents and surrounding oceans
- Locate some of the countries of North and South America
- Understand difference between weather and climate
- Describe and understand the diverse climate zones found in the Americas
- Describe key aspects of the diverse landscapes found across the Americas
- Describe and understand biomes
- Identify biomes throughout the Americas
- Understand key aspects of settlements and population
- Locate capital and major cities
- Identify key human features of major cities
- Describe and understand key aspects of economic activity in the Americas
- Use 8 points of a compass
- Use six-figure grid references, symbols and keys

In addition, key vocabulary has been clearly identified for each enquiry question and is shared with children at the start of topics or individual lessons. This ensures pupils understand and use subject-specific language accurately, with vocabulary made easily accessible so they can revisit and apply it throughout their learning.



## Europe: how diverse are its landscapes and places?

Vocabulary	Definition
Continent	A very large area of land. There are seven continents on Earth and Europe is one of them.
Location	The place where something is found.
Globe	A round model of the Earth that shows the continents and oceans.
Atlas map	A book of maps that shows places all around the world.
Europe	A continent that includes many countries, such as France, Spain and Germany.
Diverse	Having many different types of people, animals, plants or places.
Capital City	The main city of a country where the government is based.
Major City	A big and important city, often with many people and jobs.
Settlements	Places where people live, such as villages, towns and cities.
Map key	A small box on a map that explains the symbols used.
Scale	The way a map shows real distances.
Interpretation	Explaining or understanding what something means like reading a map or graph.
Physical feature	Natural parts of the land such as rivers, mountains or lakes.

Fjord	A long, deep, narrow sea between tall cliffs, often found in Norway.
Glacier	A large, slow-moving mass of ice found in very cold places.
Cartographer	A person who makes maps.
Land use	How people use land, such as for farming, building, or transport.
Human Features	Things people have built, like roads, houses and bridges.
Spatial Patterns	The way things are arranged on the <u>land such as</u> where towns or rivers are.
Weather	Conditions daily such as sunny, rainy, windy or snowy.
Climate	The usual weather in a place over a long time.
Equator	An invisible line around the middle of the Earth, which is usually very hot.
Latitude	Imaginary lines that go around the Earth show how far north or south a place is.
Climate change	When the Earth's weather patterns change, it often makes it <u>hotter</u> or causes <u>extreme weather</u> .
Catalonia	A region in the northeast of Spain with its own language and traditions.
Borders	The lines that show where one country or region ends and another begins.
Region	An area of land that is <u>different</u> from others because of its features, culture or history.



### Keywords

- settlements** Settlements are places where groups of people live and work.
- major city** A major city is a large city with a population of over 100,000 and may be the largest city in the region.
- capital city** A capital city is the place in a country where the government 'sits' and has its centre of power.

We have created a bespoke Geography curriculum with unique, engaging lessons tailored to our pupils, while also drawing on the expertise of Oak National Academy where appropriate. This balanced approach ensures high-quality



teaching, enriching learning experiences and strong subject knowledge, while maintaining flexibility and relevance for our school context.

### Capital cities in Europe



A **settlement** is a place where people live and sometimes work. There are different types of settlements.

increasing size (area and population) →



hamlet



village



town



city



### Where does a day begin?



Who is correct?

Places to the **west** of the IDL are the first to experience a new day.



Lucas ✓

Places to the **east** of the IDL are the first to experience a new day.



Izzy

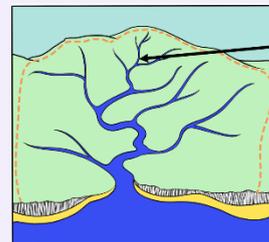


We have also developed the curriculum to support oracy skills within specific geographical topics. Through discussion, debate and structured opportunities to articulate ideas, pupils are encouraged to use geographical language confidently, explain their thinking and engage thoughtfully with different viewpoints.

### How does the river change from source to mouth?



Discuss with your partner whether you think Sofia is correctly describing a river in the upper course.



The river is likely to be very big and flowing very fast.



Sofia:



We updated our Geography knowledge organisers to reflect the latest curriculum changes. Each organiser was revised to highlight the key learning points linked to its enquiry question, giving pupils a clear overview of what they would learn. This allowed children to revisit important knowledge, vocabulary and



track their progress, supporting both independent learning and classroom teaching.

**The Americas - Year 5 - Knowledge Organiser**

**Where are The Americas?**

- There are seven continents in the world.
- North and South America are huge and diverse continents.
- They are joined by central America which is part of North America.
- They are bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west.
- North America includes Greenland, the islands of the Caribbean and the sub-region of Central America.
- South America is made up of 12 countries including Brazil, Uruguay, Peru, Ecuador and Chile.

There are a range of different climate zones in North and South America.

**Europe - Geography - Year 4 - Knowledge Organiser**

**Physical Features of Europe**

Glaciers are found in northernmost Europe as well as in mountain ranges such as the Alps.

A fjord is a narrow inlet of the sea with high, rugged cliffs on each side. Many fjords are located in Norway.

The Alps and the Pyrenees are major mountain ranges in Europe. The highest mountain in Europe is Mount Elbrus.

Major rivers of Europe include the Volga, Danube and Rhine. Many of Europe's major cities are located on rivers.

Europe has many lakes, big and small. Many tourists visit Lake Bled in Slovenia each year.

**Physical geography maps show the landscape and rivers.**



**Human geography maps show country borders, cities and**



**Human Features of Europe**

About 80% of the land area of Europe has been changed by human activities.

**Lake District - Geography - Year 3 - Knowledge Organiser**

**Land uses in the Lake District**

**Farming**

**Tourism**

**Forestry**

**Water Supply**

**Settlements**

**Key Vocabulary**

<b>Human Features</b>	Features of land that have been affected by human activity.
<b>Physical Features</b>	Natural features of the land.
<b>Region</b>	A part of a country or the world.
<b>River</b>	A large, natural stream of water that flows into the sea, lake or another river.
<b>Lake</b>	A large area of water surrounded by land.
<b>Settlement</b>	A place where people live.
<b>Climate</b>	The average weather conditions in a specific area over a long period of time.
<b>Mountain</b>	A large, tall landform that is higher than the surrounding area.
<b>Population</b>	The number of people living in a specific place.

**OS Map Symbols**

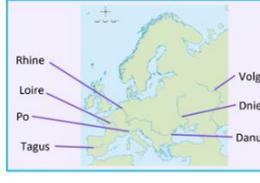
	<b>Picnic Area</b>		<b>River</b>
	<b>Coniferous Trees</b>		<b>Bus / Coach Station</b>
	<b>Campsite</b>		<b>Caravan Site</b>
	<b>Footpath</b>		<b>Information Centre</b>
	<b>Cycle Path</b>		<b>Single Track Railway</b>

**Rivers - Geography - Year 6 - Knowledge Organiser**

**Rivers of the world**



**Rivers in Europe**



**Key Features of a River System**

**Upper Course (near the source)**  
River is wider and deeper, flowing more gently. Found in hills and mountains. River is narrow, shallow and fast-flowing. Steep sides create V-shaped valleys. Waterfalls and gorges are common features.

**Middle Course (near the mouth)**  
River is wider and deeper with a gentle flow. Valley sides become less steep. Meanders (big bends) form. River carries smaller, smoother material.

**Lower Course (near the mouth)**  
River is very wide and deep with a gentle flow. Land is flat and low-lying. Floodplains are wide and fertile. Deltas and estuaries may form where the river meets the sea.

Enrichment Opportunities

Year 3 - Sefton Coast

Year 4 - Local study

Year 5 - Earthquakes Volcanoes Workshop

Year 6 - Ambleside / Residential

Rainforest Reading Area / Zoo Lab

Drama Workshops Upper and Lower KS2

School Assemblies / School Competitions





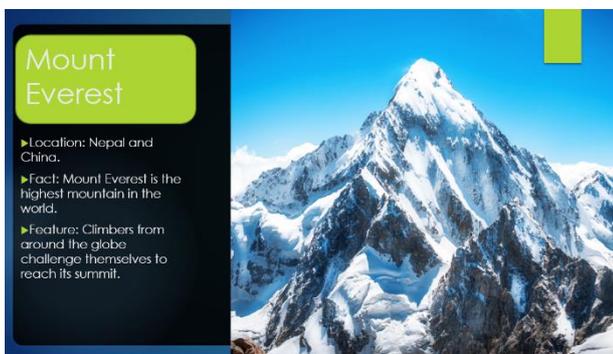
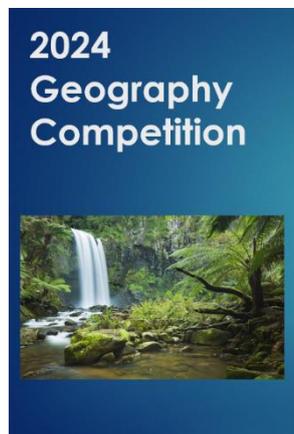
## School Assemblies



This year, I continued to engage the children with Geography outside of our curriculum through school assemblies. I had different assembly themes such as Water: A Natural Resource and Our Natural World.

During the 'Our Natural World' assembly, children learned about the wide variety of landscapes and places found around the world. They explored how environments can differ dramatically, such as mountains, deserts, rainforests, oceans and polar regions and discussed how these landscapes are shaped by natural processes. The assembly also helped children appreciate the beauty and diversity of our planet and understand that people live in, adapt to and care for many different environments across the world.

I used this assembly as an opportunity to introduce a whole-school Geography Competition focusing on physical geography. The competition was called 'Our Natural World' and children were invited to research and produce a poster about anything from the natural world.





Below is a selection of entries that I received for the competition.





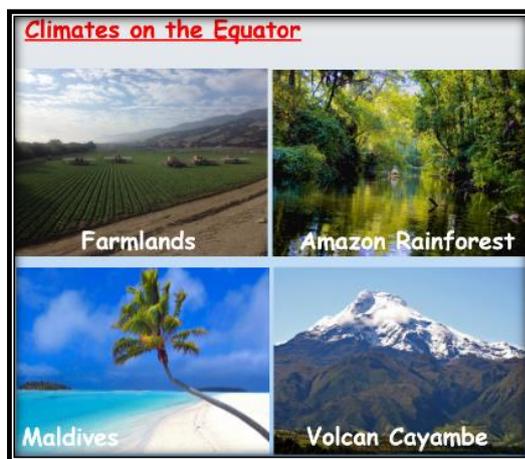
Children were highly engaged with the *Natural World* competition, showing enthusiasm and creativity in their responses. Their work enabled the creation of an eye-catching corridor display, celebrating pupils' learning and highlighting their understanding and appreciation of the natural world.





## Whole-Class Reading

Following on from our whole-school approach to reading, it enabled excellent opportunities to link other areas of the curriculum. For example, linking texts in whole class reading to geographical concepts. In year 6, children have explored life on the equator, followed a river's journey through poetry and developed their understanding using non-fiction texts such as *Nature's Highway*. This cross-curricular approach deepens understanding, strengthens vocabulary and helps children make meaningful connections between Geography and their wider learning.



**Subject specific vocabulary**

> EQUATOR - an imaginary line that circles the Earth half way between the North and South Poles.

> NORTHERN HEMISPHERE - Half of the Earth that is North of the Equator.

> SOUTHERN HEMISPHERE - Half of the Earth that is South of the Equator.

> LATITUDE - Lines used to find out how far North or South a place is.

> LONGITUDE - Lines of longitude are used to see how far East or West a place is.

[https://www.bbc.co.uk/1/health/topics/2016/03/160324\\_earth](https://www.bbc.co.uk/1/health/topics/2016/03/160324_earth)

> TERRITORY - an area of land owned by a ruler or state.

> CLIMATE - the weather conditions in an area over a long period of time.

> ORBIT - the curved path of the Earth around the sun.

> TEMPERATURE - How hot an area or place is

## Next Steps

- Share the updates with staff by briefing in a staff meeting
- Monitor and review the implementation of the new curriculum updates across the school
- Year groups to update post-learning tasks to meet new key objectives
- Year group trackers to be updated to contain updated objectives for assessments
- Improve school website with new updates

Geography Co-ordinator

Dan Wood