



Geography

Subject Leader Report 2024-2025



Subject Leader: Anthony Klimiuk

Spring Term

Subject Leader Report: Geography, Masefield Primary School

This term, the Geography leader has actively monitored and enhanced the teaching of Geography through lesson observations, learning walks, book scrutinies, and pupil discussions. Additionally, the leader has worked on refining teaching procedures to ensure consistency and high standards in Geography lessons across the school.

Geography has been a focus of an external Challenge Partner inspection, with particular attention given to curriculum design, structure, intent, and implementation. Inspectors also evaluated curriculum links with the EYFS Curriculum and the progression of fieldwork skills. Following the School Improvement Partner (SIP) visit in the Autumn Term, the progression of fieldwork skills has been clearly defined and embedded within the Geography curriculum documentation.

The newly revised Geography curriculum was introduced in Spring 2, incorporating restructured lesson sequences for improved learning progression. For instance, in Year 1, 'The North West of England' unit has been moved from Summer 2 to Spring 2 to facilitate a logical progression from local geography in the Autumn Term to global geography in Summer 2.

Across the school, pupils have been engaging in a range of geographical topics tailored to their year group:

EYFS: Exploring their local environment.

Year 1: Analysing the regional geography of Northwest England, focusing on the human and physical features of Lytham.

Year 2: Examining the world's biomes at a global scale.

Year 3: Investigating the geography of cold spaces, locating Russia, and studying its human and physical geography.

Year 4: Exploring the human geography of the city of Manchester.

Year 5: Studying the human and physical geography of North America, including earthquakes and deserts.



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Year 6: Learning about Brazil, analysing climate graphs, and exploring the push and pull factors driving rural-urban migration.

Next Steps:

Continue to develop high-quality resources for Geography lessons.

Enhance the use of digital maps, including aerial photographs, to improve spatial awareness.

Refine the selection and use of accurate, age-appropriate maps to effectively illustrate geographical concepts and locations worldwide.

The school remains committed to ensuring a high-quality Geography curriculum that builds knowledge, skills, and a love of the subject among all pupils.

