

Geography Curriculum Intent Overview - Vision

At Marshbrook First School, we want all children to be curious about the world, places and people around them. We want all pupils to be able to investigate geographic principles and concepts to draw conclusions about their world. The geography curriculum is sequenced to provide pupils with opportunities to build and revisit knowledge as they progress through the school. Being a primary school in a rural setting, we provide opportunities for pupils to experience geography learning beyond the school gates and further afield.

Geography Curriculum Implementation Overview

Snapshot of pedagogy across the school - informed by children's work and learning walks

Whole school

The geography leader works closely with staff to support planning, teaching and assessment. Geography lessons happen in classrooms, the school grounds, in the wider school community and on educational visits. Lessons allow children to learn substantive knowledge and apply it in a disciplinary knowledge context.

In EYFS

Children learn geography linked to topics of interest to the children. Teachers plan discrete lessons which complement independent and adult-led geographical enquiries and investigations where children work to answer a 'big geography question'.

In Key Stage One and Two

Geography teaching is a mixture of discrete lessons and those linked to topics. Teaching is sequenced so that children can acquire the knowledge and vocabulary required for them to ask their own questions and carry out geographical investigations and studies. These become increasingly complex and more independent over the course of key stages one and two.

Pupil Voice in Spring 2025

Pupils enjoy Geography most when lessons are interactive. They find it less engaging when tasks involve copying or remembering lots of names. Some pupils find parts of Geography "tricky" but value challenge when it's visual or hands-on. Pupils understand Geography helps them learn about other countries and cultures and how to care for the planet. They made thoughtful connections to environmental issues. Vocab learning is effective through **choral reading** and **vocab mats**, supporting retrieval and confidence.



Marshbrook First School Geography Curriculum 2025 - 2026



Key Notes from Last Inspection on 6th July 2022

- There are inconsistencies in how subject leaders monitor the effectiveness of the curriculum implementation.
- This means that sometimes subject leaders are unable to identify and address the specific aspects in the areas they lead on that need to be improved.
- Leaders should ensure that all subject leaders are able to carry out their roles more effectively so that they are able to further improve the quality of education that pupils receive.
- Subject leaders have the right knowledge and experience to be able to lead their subjects well.
- They do have opportunities to find out how well their subjects are being implemented. However, these opportunities are not always organised well enough for them to build a complete picture of what is going well and what needs to get better.

Geography Curriculum Impact Overview

Snapshot of positive outcomes across the school - informed by first-hand evidence gathering.

Work in children's books is well presented and conveys pride in their work.

The majority of children meet end of year expectations in geography. Children can talk about geographical concepts confidently and knowledgeably.

Geography has a high profile and children's geography work features on displays in classrooms.

We also have a whole school display of the World, locating continents and oceans, with links to class topics.

Geography Trips & Enrichment Opportunities

At Marshbrook First School, we aim to provide strong foundations for children's development of geographical knowledge, skills and understanding, by making best use of primary and secondary sources on our doorstep.

Year 1 - Penkridge Canal Trip

Year 2 - Walk around the local area & Think Tank!

Year 3 - Trip to Twycross Zoo to link to Rainforests

Snapshot of expectations by year group - see progression maps for more detail and information.

Reception	Year 1	Year 2	Year 3	Year 4
Children have topics called 'All around the world' and 'Farming' as part of Understanding the world. They will have a focus on Egypt next term as this is where the children have specific interest.	Children are taught knowledge about the UK, its countries, cities and weather by using maps and first-hand study of the weather and the local school environment. They also look at using positional directions and mapping at a Farm.	Children are taught knowledge about the world, continents, oceans and hot and cold places such as Australia. They use globes, maps and atlases and other secondary sources to support this. They also learn about the local area.	Children are taught knowledge about the UK using satellite photos and photographs. They also study the formation and location of volcanoes around the World. Their final topic looks at Rainforests, using maps and globes	They begin by looking at land use and the location of settlements around the UK, linking to their Anglo-Saxon topic. They then look at the journey of a River, mapping its courses and looking at the different parts of its journey. They then do an in-depth study on the country of India, comparing it to the UK and looking at land use.

Data headlines - Autumn 2025

	Year 1	Year 2	Year 3	Year 4
Working below Age Related Expectations	Geography not taught in Autumn Term	23%	13%	19%
Work at Age Related Expectations		77%	82%	78%
Working at Greater Depth		0%	5%	3%

Overall, most children are on track to achieve Age Related Expectations by the end of the year. In Spring, we aim to identify children who have the potential to be working at Greater Depth and ensure that these children are appropriately challenged to meet the criteria of this.