



Intent

Our curriculum is designed with the aim of fostering a curiosity and a love of exploring the world (and the people who live in it). With this in mind, we hope it will widen horizons, through knowledge of the world and its people, for all children regardless of the starting point of their cultural capital. Many of our families have links in Europe and around the world, therefore geography is important to our community and we endeavour to utilise and acknowledge these links whenever and wherever we can. Our curriculum is carefully mapped out using the National Curriculum (2014). It seeks to cumulatively build learning about physical and human geography through the year groups so that children have the opportunity to briefly revisit and consolidate learning by linking previous learning to their new learning. Through their learning about physical and human geography, children practise, develop and cumulatively build their skills in using maps, creating maps and fieldwork. We believe fieldwork is an important practical element of geography; that it [geography] is best learnt through the soles of your feet (Scoffham and Owens, 2017). Fieldwork also provides interweaving opportunities where children can practise for example data handling, measurement, research skills, reasoning skills, weighing up evidence and creating an informed viewpoint. We recognise that through fieldwork there are opportunities for children to grow spiritually and gain an increased sense of identity. Through our aim to provide a wider geography curriculum we try to consider sustainability, particularly in terms of how human and physical geography combine, with the children learning about what they can do now and as adults to support the future of our planet.

Our geography curriculum is delivered over the first half of the academic year to enable children to be immersed in one area of study. It provides children with better opportunities to recall learning and make links between concepts, knowledge and skills. For SEN and disadvantaged children, this proves to be effective in providing an equitable experience as the learning is not spaced too far apart and therefore makes learning and remembering easier and more successful. In organising the geography curriculum like this, curriculum enrichment opportunities also become more relevant, meaningful and more purposeful; children are able to transfer knowledge from trips, visits and fieldwork quickly to their work in the classroom and vice versa.



Implementation



- Class teachers deliver geography lessons and help to draw out links between previous learning and other curriculum areas. Geography is taught through the first half of the academic year to focus learning, CPD and sharing and to allow children to move through the topics and build on previous learning at pace.

- Geography knowledge is revisited throughout the second half of the year both through spaced retrieval quizzes and through application of geographical knowledge and skills in other curriculum areas (e.g. locational knowledge used in PSHE when learning about the impact of climate change, skill of creating and using

a key or interrogating data in maths learning about statistics). Some field work activities also continue throughout the year, e.g., collecting photographic evidence of changing seasons in Year 1.

- Class teachers are supported by the geography subject leaders and receive CPD through staff meetings and tailored support. The geography subject leaders attend Camden's geography subject network.
- Both formative and summative assessment is used in geography. Teachers will use formative assessment to help shape a lesson, direct learning, provide feedback and adapt future lessons. Summative assessment is carried out at the end of the geography topic.
- Each topic is framed as an enquiry question which children will then be expected to answer (typically) at the end of the topic – this can be orally lower down the school but should progress to more substantial and well thought out written responses in upper KS2. This seeks to assess both substantive knowledge and disciplinary knowledge.



- Key learning in geography is identified for each year group and this is assessed at the end of the year. Statements in our annual reports then seek to inform parents and carers about how children have achieved against this core learning. This information is then also used internally to analyse school performance in geography and to drive standards.

- Adaptive teaching seeks to provide opportunity for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. This is done in a variety of ways and will often involve teachers carefully anticipating barriers and planning to address them, using assessment before and during the lesson and making 'in-the-moment' adaptations.

- Children use a wide range of relevant resources to help them with their learning.

- The curriculum is enriched through various trips and visits: Thames Explorer, Earthquake Simulator at the Natural History Museum, PGL residential to Dorset,

Heath trips, local fieldwork in Hampstead. This stands alongside our use of the local area and London through other curriculum areas and trips where children develop incidental knowledge like identifying local landmarks and landmarks of the city, reading maps (including the tube map) etc.

- There are strong curriculum links with maths (e.g., handling data) and History (e.g., Romans/Rome; Maya/South America).
- The geography skills are taught through learning the geography content. Lessons are carefully planned to ensure skills progression within each year group, as well as throughout the school. By the end of Year 6, pupils have built solid fieldwork and map skills and have secure knowledge of world geography.



Impact

- Children enjoy and are interested in their geography learning.
- Children have a growing knowledge of locations and places, alongside a developing knowledge of human and physical geography.
- Children demonstrate a good understanding of their learning in regular spaced retrieval and pupil voice sessions.
- Children have the opportunity to use cross-curricular skills.
- Children ask relevant geographical questions using subject specific language.
- Opportunity for children to express views and opinions on topic which are important to them, e.g. climate change, plastics.

Whole School Standards (3-year trend)

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Ofsted – Research Review and Subject Report

The **Ofsted curriculum research review** for Geography (June 2021) reviewed a wide range of relevant educational research into both primary and secondary geography teaching. It was incredibly useful and key points were highlighted in the geography subject leader report last academic year. See our Autumn 2022 curriculum report for a summary and our response to the review.

In September 2023, OFSTED released a subject report for Geography entitled '**Getting our bearings**'. This provided a distilled version of the research review alongside an exploration of common strengths and

weaknesses of Geography (both primary and secondary) across the country. See our Autumn 2023 curriculum report for a summary and our response to the report.

Last year's key developments and successes in 2024/25

1.Current subject leader to work with new joint subject leader to further develop their understanding of the geography curriculum.

Intended Outcome: Ensure new subject leader has a strong start to leading geography and a good understanding of the curriculum, ensuring a smooth transition of the subject from one leader to another.

2024/25 target achieved: Both subject leaders worked together over the course of the year. The new subject leader attended the local authority geography network meetings; engaged with relevant research and documentation; and delivered staff meetings with support from the subject leader. The two subject leaders will continue to work together in 25/26.

2.To work with teachers to ensure geography fieldwork is successful and support the implementation of the fieldwork enquiry cycle.

Intended Outcome: Teachers' understanding of how to plan for geography fieldwork to take place in a cyclical way is developed further. Children take part in all areas of a fieldwork enquiry.

2024/25 target achieved and to be built on in 25/26: Staff CPD was provided to support teachers' understanding of how to plan for, carry out and record fieldwork. A new, whole-school A3 page recording style was introduced and teachers were supported by both subject leaders with the implementation of this. This is something we will continue to refine this year.



3. To review the use of maps in the curriculum and ensure teachers are confident using websites like D Maps and Digimaps.

Intended Outcome: Teacher confidence in a range of sources for maps is increased.

2024/25 target achieved: New subject leader attended training on using Digimaps and then led a staff meeting to replicate this with staff. All staff had the opportunity to explore the tool and as a result it was used more by teachers. For example, in Year 6 the overlay tools have been used in geography and also History.

4. To finish the work on distilling selected documents from the geography pack into one-page handy memos for teachers. *Intended Outcome: Handy reference documents help teacher to tailor year group planning to their year group and, when changing certain elements in collaboration with the subject leader, we can ensure continued coverage and robustness of curriculum.*

2024/25 target partially achieved: As a result of the work on fieldwork, some handy one-page memos were produced to support teachers with this; this also included an exemplar pack of what the recording of fieldwork could look like. In addition to this, a 'Big Concepts (conceptual containers)' document was produced to support teachers with understanding these concepts and reminding them where they are linked to our current big questions. This work will need to continue this year and will be influenced by the government's Curriculum and Assessment Review.

Additional successful development activities which have taken place in 24/25:



PSHE Week (summer) / Eco-Day

Classes participated in lots of different activities focused around living in the wider world and becoming an active citizen which included helping with conservation work on Hampstead Heath. Eco-Day focused on sustainable procurement and circular economy. Children across the school took part in the Camden Clean Air Day where they focused on air quality and workshops were also



delivered with a focus on food waste. After school, volunteers from 'Think and Do' hosted a stall to raise awareness about air pollution. This work linked to Geography objectives on understanding our local environment and how to care for it.

<https://christchurchschool.co.uk/wp-content/uploads/2025/07/Clean-Air-Day-June-2025.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2025/07/Eco-day-June-2025.pdf>

'Have Your Say!' Presentations

Through the children's amazing individual presentations, other children were introduced to a range of topics linked to Geography learning, including those which linked to specific locations around the world; these included protecting endangered species, fast fashion, deforestation, how to recycle your plastics, growing fruit and vegetables and many other interesting topics!

<https://christchurchschool.co.uk/wp-content/uploads/2024/10/Have-your-say-presentations-October-2024.pdf>



Charity Work

Through our charity work (and the charities our school supports), children are exposed to how places can be different to where we live and some elements of human geography. For example, during our harvest collection (whole school), children learnt where foods come from around the world.

<https://christchurchschool.co.uk/wp-content/uploads/2024/09/Harvest-Food-collection-September-2024.pdf>



Vertical Farm Trip

CREW were given a wonderful opportunity to visit **The Orangery Farm**, the world's first indoor hydroponic farm built inside a commercial building, where they learned about the life cycle of crops, the importance of reducing food 'air miles' and a behind-the-scenes look at the daily work of our urban farmers.

International Food

The Friends Association organised a fantastic International Food Fair, celebrating the diversity of our school community and sharing wonderful cuisines from around the world. Again, this developed children's understanding of different locations and countries.



Key actions moving forward (development priorities for 2025/26):

Target and intended outcome	Planned actions (including dates where applicable)
1. Review and refine Christ Church curriculum where needed in light of the government's Curriculum and Assessment Review <i>Intended Outcome: Christ Church curriculum aligns with national curriculum and other statutory guidance.</i>	Review the government's Curriculum and Assessment review, when published, and identify any areas for update or refinement in the Christ Church curriculum. Update planning and related documentation, including 'curriculum pack' and 'curriculum statement' for the subject, to reflect any updates. Ensure appropriate professional development and resources are in place for any changes or updates.
2. To continue to work with teachers to ensure geography fieldwork is successful and support the implementation of the fieldwork enquiry cycle with a focus on how this is recorded. <i>Intended Outcome: Teachers' understanding of how to plan for geography fieldwork to take place in a cyclical way is developed further.</i> <i>Children take part in all areas of a fieldwork enquiry.</i>	Subject leaders to support fieldwork in specific year groups. Teachers to use the geography fieldwork document to support fieldwork taking place in each class. Continue to implement new format presenting fieldwork activities in children's books.
3. To further refine children's understanding of the key concepts of Geography (concept containers). <i>Intended outcome: Children should be able to increasingly explain and talk about geographical learning using key concepts such as place, processes, interconnection, scale and sustainability, showing they understand more than just what a place is like/what the world is like but why it is like that and how places and systems are connected/linked.</i>	Produce a reference document for teachers about concept containers with clear explanations of what they are etc. Make links (for teachers) to other humanities where similar concepts are being taught (e.g. substantive concepts in history). Review the containers that linked are linked to every unit and ensure they are clearly visible in planning Teach children the language of the containers (place, process, interconnection etc.) Encourage teachers to use container-based questioning in lessons (How does this connect to other places? What are the impacts on people and the environment?) Ensure fieldwork links directly to the containers to help develop conceptual learning.
4. To further refine and moderate children's responses to the enquiry question when answering it at the end of the unit. <i>Intended outcome: Children give increasingly well-structured, evidence-based answers to geographical questions using appropriate information (not just a list of facts) from the unit along with geographical vocabulary and potentially concept containers.</i>	Encourage teachers to help gather answers through the unit (as they go along) and not just at the end. Encourage teachers to provide sentence stems that encourage explanation (e.g. this happens because... This affects people by. This is connected to...) Early in the summer term, moderate 3 – 4 enquiry answers from each class. Sort them into below, expected and greater depth. Feedback to children should shift to include how they answered as well as what they wrote.

Professional development and links outside the school

Professional development in this curriculum area is provided mainly to the subject leaders through the local authority network meetings which ensure the school remains aligned with borough-wide best practice. Key CPD and insights gained from these sessions are shared with staff during subject-specific staff meetings to further strengthen the consistency and quality of teaching. In addition to this, there is ongoing informal support throughout the year with planning and deepening subject knowledge.

A range of external resources support geography teaching including those provided by the Geography Association and places such as Digimaps.

During this academic year, the subject leader also supported another local subject leader with curriculum design, as part of the Christ Church curriculum leader mentoring initiative.



Pupil Voice 2024-25

All children could talk confidently about a place in the world or the UK they had learnt about:

What can you tell me about somewhere else in the world or this country you have learnt about?

Y2 - Tromso has the northern lights. The days are short and the nights are long. In the summer it is slightly longer days.

Y3 - Australia is split into four parts. It can fit 32 UKs into it! Australia's territories are Western, Queensland, Victoria and Tasmania.

Y4 - The South East is split up into different regions- Kent, Greater

London, West Sussex, East Sussex, Oxford, Surrey, Hampshire.

Y5 - It looks like a boot on a map (Italy). Rome has a theatre and the slaves had to battle in the theatre. It is smaller than the UK. On a map it is next to Asia.

Y6 - South America trades things to other countries like harvested crops. Brazil, Peru, Guatemala, Chile – they're all countries. The Andes mountains are in South America. Climate is very different to the UK; it is humid and sunnier than the UK. Lots of tourists in South America and UK.

The children were also able to talk about how we help them to remember their learning (transferring key knowledge into their long-term memory). Here are a sample of the things they mentioned:

- * Quizzes at the start of lessons
- * Recapping in lessons
- * Age-appropriate reading comprehensions about things they have learned about in previous year groups
- * Rapid recall
- * Having opportunities to look back in their books
- * Displays in the classroom
- * Spaced retrieval and morning work

What makes our curriculum provision for Geography exceptional and beyond the expected?

- Opportunities to explore local geography prior to going on trips. Class teachers look at maps and routes with children when going on trips, this will involve looking at the tube map and planning any potential walking routes.
- EYFS and Year 1 use of the Heath to explore and be inquisitive. This allows the children to build a sense of place and from this, they build a basic understanding of their part of London. They develop a sense of place and community.

- Annual presentations. Children in all classes have the opportunity to present something to the class each year on a varying theme, however, this generally culminates in children 'having their say.' The topics children choose do vary and some of them have focused on things like climate change, a special event (cultural) which may have taken place in a different country, a special place, littering etc. All presentations provide the other children in the class with the opportunity to be inquisitive and curious.
- Trips. Although trips planned as part of the geography curriculum should be expected, trips like the Thames Explorer etc. It is the opportunity taken by teachers, while on other/all trips in different subject areas, to undertake discrete geography teaching. For example, the Heath Survival trips for PSHE provide children with knowledge of how to interact with the physical features of the Heath and to stop and look at the London skyline to appraise human geography. There is also the opportunity to recap features of the Thames whilst on a trip to Shakespeare's Globe. Even on school journey, the children get to learn more about the geography of a coastal area and how that differs to their own locality.
- Strong incidental geography learning throughout the year.



Key points for discussion about this report

- Targets for the coming year – all linked to refining our curriculum and ensuring it is always 'fit for purpose'
- Adaptive teaching and how this looks in geography.
- Fieldwork progression documents and examples of this in practice

Work Sampling

Here is an example of a year 5 response to the enquiry question: How are mountains and rivers important?

How are mountains and rivers important? (17)

Mountains are masses of earth grown over periods of thousands of years. *They must be over a thousand metres to be a mountain. Mountains reach up to an incredibly great height. They are formed in different ways such as fold mountains, plateau mountains or dome mountains. Each of these are formed in different ways. Some of the major mountain ranges are The Alps, The Andes, The Rocky Mountains, The Atlas mountains and The Himalayas.

Rivers are large, natural stream of water that flows into another body of water. Rivers have many features. Some examples of a river's features are: a delta, a confluence or a meander. The world's major rivers are The Volga River, The Amazon River, The Mississippi river, The River Nile and The River Yangtze.

The water cycle is an important part of mountains and rivers.

In fact, mountains and rivers are important to the water cycle. First, rainfall slopes down the mountains (due to the elevation) and collects to make a river. Then the river flows into the ocean or sea and from there it evaporates. After the evaporation, condensation happens. This is when the evaporation collects into a cloud, then precipitation falls, then the hydrologic cycle starts again. When the water is flowing, sometimes dams are used. This is crucial because the dams pause the flow of the river so fresh water can be created. The Elan Valley Dams ~~are~~ are examples of this.

Another ^{reason why} thing mountains and rivers are important is because of industry. Lots of people work in hotels, in restaurants, ^{ski} guides or tour guides to earn their money. This is a good example of employment. Transport can also help or provide for local people around the

local area. Jobs in rivers might include recreational guides.

* Things that potentially help the industry However, despite the great growth of industry, ^{*}tourist attractions may cause things like pollution, habitat destruction, erosion or deforestation.

Tourism is an important part of mountains and rivers. People from other places might go to visit landmarks to enjoy their time there.

Tourism helps industry for it provides money for tour guides or people who work in the transport industry. Somewhere that tourists might go to visit is The River Thames in London.

Finally, mountains and rivers have many animals that have their natural habitats in mountains and rivers. For example, llamas are native to the Andes in South America and many ~~animal~~ birds or fish like Atlantic Salmon live in rivers. Lots of recreational activities take place in mountains (skiing, snowboarding or ~~rock~~ rockclimbing) and rivers (kayaking, canoeing or sailing.)

This is an excellent response to the enquiry question. It shows strong knowledge of the topic and it demonstrates good recall, a wide vocabulary and lots of geography content. By identifying and describing key features, such as mountain ranges and major rivers, this child shows good locational and factual knowledge. It is also clear they have a good understanding of physical geography as they provide an explanation of the process of the water cycle. The piece of work mentions environmental impacts of tourism as well as mountains and rivers supporting industry and employment (human geography).

It touches on many of the concept containers (key concepts and themes that run through geography) but it focuses on 2 in a strong way. The first is 'processes' where it references and discusses the water cycle, formation of mountains, river flow, evaporation and condensation. The second is 'culture and economy' through the discussion of jobs, tourism, industry, guides, transport, hotels etc.

Target 4 for the 2025/2026 academic year focuses on creating responses to enquiry questions with the aim of further honing children's skills when answering enquiry questions like these. Hopefully the use of sentence starters: This is important because... This affects people by... This leads to... will support children to shape their excellent content even more.