

Geography Priorities 2025-2026

Intent: Geography gives our pupils a coherent knowledge and understanding of the world: its people, its composition, its history, its future. We inspire pupils' curiosity to know more about their place as global citizens, who will face the challenges of sustainability with confidence. We want pupils to...

- Speak like a geographer: using high level geographical vocabulary to confidently discuss key geographical themes.
- Think like a geographer: showing curiosity and fascination about the world and its people, gaining contextual knowledge of different locations, including culture, resources and environments.
- Act like a geographer: experiencing fieldwork opportunities to interpret a range of geographical sources, collect data, analyse and communicate geographical knowledge. In addition to this, students will engage in sustainable behaviours in school and their own lives.

Read like a geographer: taking a fascination in geographical literature to further their geographical interest.

Priority	Actions	Review
Curriculum Curriculum is followed and embedded across the school	<ul style="list-style-type: none"> • Creation of map progression document to support staff and pupils in drawing age-appropriate maps. • Development of geography curriculum in 2-3 nursery to ensure pupils are given the foundational tools for quality geography. 	<ul style="list-style-type: none"> •
CPD as a leader CPD for staff	<ul style="list-style-type: none"> • Staff and leadership CPD on digital mapping platforms to ensure quality implementation. • Staff CPD on geographical retrieval to ensure content is embedded over time. 	<ul style="list-style-type: none"> •

Oracy

- Continual embedding of oracy as a tool for geographical exploration and assessment.
- Use of probe sentence stems for pupils to form further independent inquiry.

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