

Geography Governors Report July 2026

Curriculum Coverage

This year, we continued to deliver our bespoke Geography curriculum, designed to spark curiosity and deepen pupils' fascination with the world and its people. We have ensured that our children develop a strong understanding of diverse places, communities, resources, and both natural and human environments, alongside a secure grasp of the Earth's key physical and human processes.

Some of our Geography highlights include:



Our Foundation One children particularly enjoyed exploring questions about where they live. They were able to identify and discuss similarities and differences in their surroundings and took great interest in examining the physical and human features of our local area.

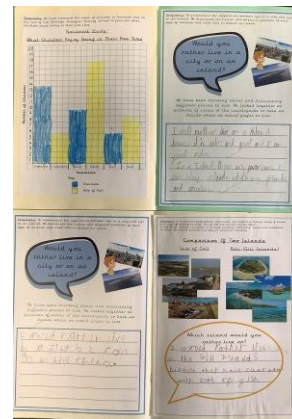
In Foundation Two, the children enjoyed exploring the seasonal changes in their local environment like, weather, plants and animal behaviour - through sensory experiences, stories and seasonal walks. They know that the four seasons each have distinct characteristics that they can easily observe and relate to their everyday lives



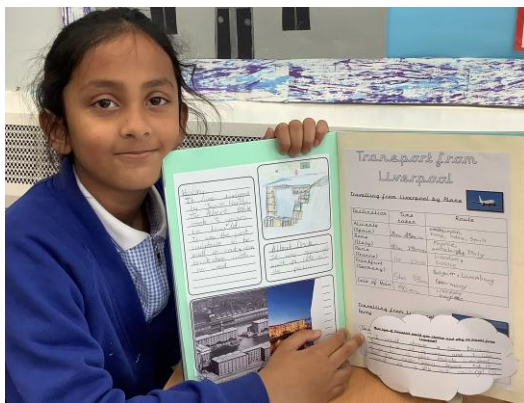
In their *Food* topic, Year 1 pupils learned to recognise and describe the similarities and differences between hot and cold places around the world, linking these climates to the types of foods that grow best in each environment. They went on to identify and label the seven continents, developing an understanding of why certain foods are grown in specific parts of the world.

The children then located a range of European countries on a map and matched each one to its national flag, building their confidence in using maps and recognising key geographical features.

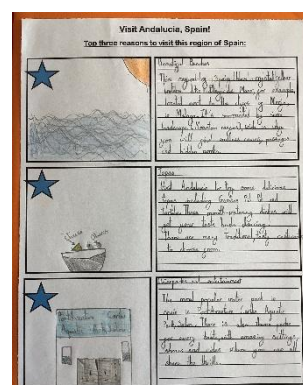
Year 2 thoroughly enjoyed their *Island Adventures* topic. They created their own maps of the Isle of Struay, inspired by the real Isle of Coll, carefully adding key features and landmarks to show their understanding of the island's geography. Using Spheros, the children then programmed routes to locate significant countries and landmarks on a world map, developing both their geographical knowledge and their digital skills. They also compared weather patterns in Birkenhead with those on the Isle of Coll, identifying similarities, differences, and the reasons behind them.



Year 3 enjoyed learning all about *Liverpool*, deepening their understanding of the city's rich geographical features. They explored how Liverpool's location on the River Mersey has shaped its history, economy, and culture, learning about its famous docks, waterfront, and role as a major port. During their visit, pupils used fieldwork to investigate how and why people travel to Liverpool today, considering attractions such as the Albert Dock, the museums, and the city's iconic architecture. They gathered data, presented their findings, and analysed the information to draw conclusions about Liverpool's physical and human geography and the reasons it remains such a popular place to visit.



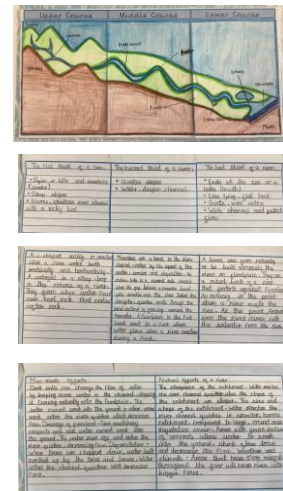
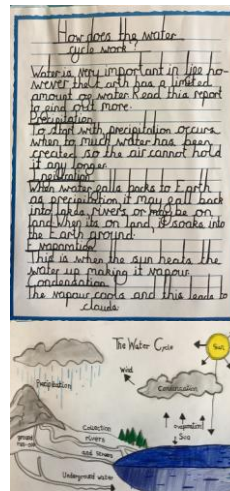
Year 4 enjoyed their *Passport to Europe* unit, where they compared a range of European countries with the UK. As part of this topic, they explored both the physical and human geography of Andalucía, a region in Spain, and compared it with the Wirral. After completing their enquiry and making comparisons, the children were asked which place they preferred and why. Pupils confidently recalled similarities and differences between Wirral and Andalucía and were able to form and express their own opinions about each location.





Year 5 thoroughly enjoyed their *Natural World* topic, especially their work on natural disasters and the processes that cause them. They explored how events such as earthquakes and volcanoes occur, investigating tectonic plates, fault lines, and the conditions that lead to eruptions or seismic activity. To deepen their understanding, pupils created detailed fact files about volcanoes and earthquakes, including key vocabulary, diagrams, and real-life case studies.

Year 6 developed a strong understanding of *Water* through their work on the water cycle and the journey of a river. They learned to describe each stage of the water cycle and explored the physical geography of a river's upper, middle and lower course, identifying how features such as waterfalls, meanders and floodplains change as a river flows downstream. They also examined natural and human factors—like erosion, deposition, flooding and river management—that can alter a river's course, giving them a clear picture of how rivers shape and are shaped by their environment.



End of Year Data

Teachers continue to use end of unit assessments with their pupils, on completion of every Geography unit taught. These assessments then inform their end of year pupil grades.

End of Year Data July 2026			
	% Below expectation	% At expectation	% Above expectation
Year 1	18%	68%	14%
Year 2	25%	64%	12%
Year 3	16%	68%	16%
Year 4	11%	75%	14%
Year 5	24%	47%	29%
Year 6	25%	56%	20%

Report by Kelly Ludgate

Geography Subject Lead