



Governors' Report for September 2026

The report covers the period from September 2025 to September 2026

Geography

Miss Hann (from January 2026 to September 2026)

Overview and main focus for the year:

The main focus this year was to implement, monitor and review how Geography is assessed across the school using Insights using the updated long-term plan, road map and The National Curriculum to ensure coverage and progression across Key Stage One and Key Stage Two. Assessment in Foundation Subjects has been a focus across the school. This has enabled the Geography curriculum to be reviewed and discussed with staff with regards to coverage and to assess whether any changes need to be made. These changes are reflected in the road map and long-term plan.

Quality of Teaching and Learning:

CPD

-Engagement with Oddizzi for us to be consistently up to date with new resources, such as the new 'soundscapes films' on Capital Cities to support our Year One learning about The United Kingdom. Engagement with Oddizzi also enabled new members of staff to be set up for them to be able to use it to support and enhance their Geography teaching.

-Ensuring that opportunities are planned on the long-term plan for digital mapping and atlas exploration, such as using Digimaps for Schools or similar alternatives to give a range of different map viewpoints.

-Key messages have been shared with staff through planning guidance and the revised road maps so that expectations are increasingly consistent across year groups and key stages, including the progression from EYFS into Key Stage One and building on prior knowledge. For example, considering some prior knowledge needed in Year One for the children to be able to focus on their Geography learning. In EYFS, texts (see below) are used linking to celebrations/seasonal events in the academic year and the children explore their classroom, looking at this on an aerial photograph to begin to understand some of the features around our school. In EYFS, part of their 'understanding the world' learning focuses on our immediate local area. This supports the transition for children as they progress into Year One as they are able to then build upon this knowledge when exploring our local area and learning about physical and human features in more detail.

Key Texts			
We're going on a Pumpkin Hunt by Goldie Hawke		We're going on an Egg Hunt by Martha Mumford	
We're going on an Elf Chase by Martha Mumford		The Three Snow Bears by Jan Brett	

Monitoring and Evaluation

Book Scrutiny:

A planning check, 'book look' and resources for lessons were looked at during the Spring Term. This monitoring demonstrated that the long-term plan was being followed and objectives being taught.

Pupil Voice:

Pupil Voice was undertaken in the Summer Term, see below for insights.

Governor Support:

-A governor visit was undertaken in the Autumn Term. The focus of this was to discuss updates to the Geography curriculum and the focus for the rest of this academic year.

-A lesson observation of my Year One Geography lesson was undertaken by Mrs West, our staff governor (responsible for Geography) during the Summer Term for subject monitoring. Mrs West could see how the lesson fitted into the Year One road map for Geography and how the objective taught would enable the children to build upon and progress in their understanding as the children moved into Year Two.

Staff and Pupil Voice Insights

Staff have contributed to the Geography curriculum by reflecting on the teaching and learning within their year group and coverage has been changed so that aims and outcomes are still taught but through a different topic. This has been demonstrated through the introduction of 'Coasts' in Year Three and 'Local Studies' in Year Two and Year Four. These changes helped to form the new Geography road map to ensure that coverage was strong, key skills were being taught and prior knowledge was considered across the whole school. We had reflected that we needed to incorporate more 'Local Studies' with opportunities for Fieldwork into our curriculum, the next academic year will give us the chance to assess how successful this has been when building on prior knowledge.

In Summer Term 2026, pupils across Key Stage One and Key Stage Two were asked about Geography.

Key Stage One:

Pupils were able to articulate their understanding of Geography, including their knowledge of what Geography is and what an atlas is. They were able to talk about their enjoyment of Geography, particularly about places in the World, including learning about The United Kingdom and other countries.

Lower Key Stage Two:

Pupils were able to articulate their understanding of Geography and their learning from this academic year. Pupils in Year Three spoke about their learning surrounding Coasts and in Year Four, pupils enjoyed learning about Rivers and the features of a rainforest. They demonstrated confidence when sharing their knowledge surrounding the impact humans have on rivers.

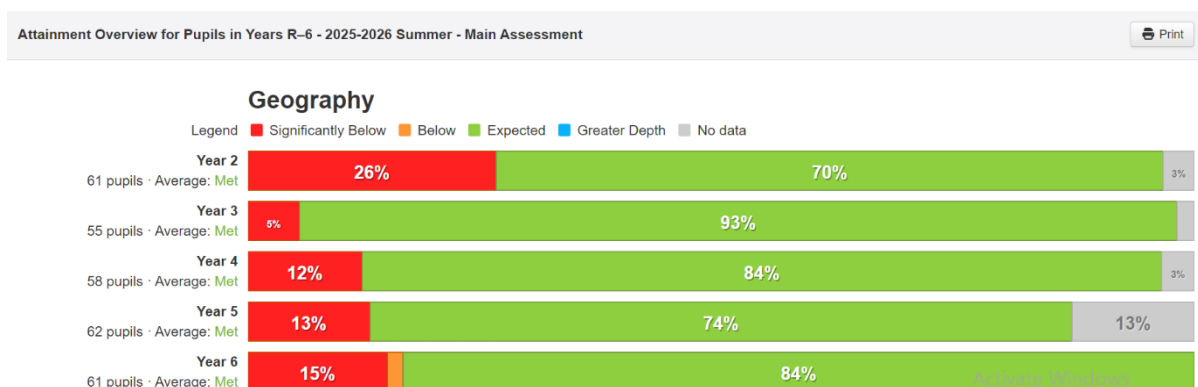
Upper Key Stage Two:

Pupils demonstrated a secure awareness of what Geography is through their answers and a clear curiosity about the world. They were able to discuss their learning from this academic year which also showed this had built upon prior learning, such as when sharing their understanding of physical and human features.

Data Analysis

Geography is assessed on Insights through teacher judgement against the intended learning outcomes within each unit. These intended learning outcomes have been chosen in line with The National Curriculum and Oddizzi supports how these outcomes can be taught and explored further.

The data analysis below is based on 2025-2026 cohorts (so Year 2 percentages refer to the children who were in Year 1 in Summer Term of the 2025-2026 year). Most children achieved the required expectations in Geography for the academic year. The main objectives that children have not met are linked to knowledge and understanding of retaining key information, such as knowing the four countries of The UK and the capital cities (Year 1), particularly for children who have English as an Additional Language, have a Record of Concern for their cognition or learning or are on the SEND register. As a result, it will be beneficial for additional resources, such as Widgit cards, to be available for all children to be able to use and refer to in order to support retention of key facts and vocabulary.



Enrichments

Lincolnshire Day: This was a whole school event to celebrate Lincolnshire Day during the Autumn Term. The children were invited to come to school dressed in the colours of the Lincolnshire flag and our special whole school worship shared with the children what those colours represent. We also learned why we celebrate Lincolnshire Day and reflected on some of the wonderful things that make our region so special. During the afternoon, each year group explored a different aspect of Lincolnshire life and history:

-Key Stage One learned about food and farming – making vegetable headbands and creating an allotment together.

- Year Three worked with maps and taught us all about grid references for the major towns in our county.

- Year Four discovered the physical features of Lincolnshire – from our coastline to the Wolds.
- Year Five had an exciting trip to the Lincolnshire Showground, taking part in a full day of themed activities.
- Year Six explored why Lincolnshire is known as Bomber County and the important role it has played in history.



EYFS



Year Two



Lower KS2



Upper KS2



Year Five's Visit to

Lincolnshire Showground



Year Five's Visit to

Lincolnshire Showground

Further enrichment opportunities and 'wow moments' in EYFS:

Enrichment opportunities & 'WOW moments'	
Ongoing opportunities throughout the year	
- Daily weather conversations linked to our weekly weather chart. Talk about appropriate clothing for different weathers. Compare this with other countries. - Looking at our environment in different weathers and how the weather affects our trim trail/mud kitchen - make links with severe weather around the world. - Building different structures from around the world in the construction area.	

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Exploring countries on globes and maps		
Creating different kinds of maps: treasure maps, story maps, plans that include symbols, labels and pictures		
Looking at our environment in different weathers and how the weather affects our trim trail/mud kitchen - make links with severe weather around the world.		
Parents share information about any multicultural families. Children with Grandparents, other relatives and friends in other countries. Map these around the world.		
Autumn Term	Spring Term	Summer Term
Autumn walk	Winter walk	Summer walk
Trails and hunts around the school	Trails and hunts around the school	Seaside Day
Festivals around the world - Diwali, Hanukkah	Festivals around the world - Chinese New Year	Links with World Ocean Day - look at aerial views of oceans and coral reefs.
Christmas around the world	Talk about polar regions and recreate polar regions in small world play using ice, fake snow, water and polar animals.	Talk about oceans and recreate oceans in small world play using under the water sea animals, shells, sand and rocks.
	Inuit sled making	Trails and hunts around the school/Walk to the park
	Spring Walk	

Strengths

-Children show curiosity and fascination for our Geography lessons at St Botolph's. They are curious about the world in which we live in and finding out more about places they haven't explored yet.

-Enrichment opportunities are carefully considered and provided by celebrating the culture of our school and our local area. For example, marking the occasion of Lincolnshire Day and providing opportunities for the children to learn more about our local area, such as visits to RAF Waddington to the Red Arrows and to the Lincolnshire Show. Participating in Lincolnshire Day at school also enabled the children to work amongst year groups and share their learning and understanding during a whole school worship. For example, the children in EYFS enjoyed proudly wearing their 'vegetable crowns' that they worked so hard to print onto card when learning about farming in Lincolnshire.

-Introducing 'Local Area' studies in Year One, Year Two, Year Four and Year Six ensure that children are able to explore and develop their understanding of our immediate local area, particularly if they do not live locally (within walking distance) to our school. This has also supported them to develop an understanding of Sleaford and the physical and human features within our local area. This enables the children to be able to compare Sleaford to other places to apply their understanding and skills learned within Geography.

Ways forward/Targets

- Deliver staff CPD on using Oddizzi to its full potential in the classroom with having new teachers joining the team and with Oddizzi updating its resources and curriculum coverage.
- Introduce Widgit cards that cover whole terms of learning in year groups. This target is to be implemented following the outcomes from Pupil Voice undertaken in the Summer Term of the 2025/2026 academic year. These Widgit cards will support the children to remember key vocabulary which can be used during lessons. These resources will promote independence in Geography lessons as they will enable the children to use them to apply their understanding of language learned.
- Following outcomes from Pupil Voice, consider the use of atlases in school and how physical copies of atlases can enhance Geography lessons alongside digital mapping tools that we have access to, such as Oddizzi and Digimaps for Schools. Consider age-appropriate atlases to introduce the children to these in EYFS and Key Stage One in line with the aims and subject content within The National Curriculum.
- Continue to build upon enrichment opportunities, such as celebrating Lincolnshire Day to maintain the curiosity and fascination of Geography and using these occasions to explore the culture of our local area.