



Geography Policy

2026-27

Approval and Review

Committee to Approve Policy	Trust Board Committee
Date of Board / Academy Committee Approval	May 2026
Chair of Board / Academy Committee	
Signature	
Accounting Officer	
Signature	
Policy Review Period	Annually
Date of Policy Review	May 2027

Version	Date Approved	Changes	Reason for Alterations (from and to)
V2	May 25	Page 3	Changes to Geography units delivered in each year group.
		Page 5	Removed sentence about lesson planning- we now do flipchart planning.
	May 26	Page 5	Removed sentence about 'planning is driven through enquiry led questions devised by the children.'
		Page 5	Added in 'online' floorbooks.

Vision of the Subject

At Moorpark, we aim to ensure that Geography is embedded into our primary curriculum, providing meaningful learning experiences for all pupils. By the time that our pupils leave Moorpark, we aim to have grown their curiosity in both their immediate surroundings and in places and environments in the wider world. We aim to embed an interest and fascination to investigate a variety of human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning.

We provide children with many opportunities to use a range of geographical skills to help them understand, present, analyse and communicate a range of information either collaboratively or as an individual. These skills are put into practice both inside and outside the classroom through local fieldwork and trips.

Equal Opportunities / Inclusion

Moorpark ensures that all children gain equal access to the Geography curriculum regardless of gender, ethnicity, ability or individual need.

A variety of teaching and learning styles are employed including visual, auditory and kinaesthetic approaches within whole class sessions, ability and mixed ability groups, pairs and individual teaching and learning in order to cater for all individual needs. We enable all, to fully access the curriculum by making 'reasonable adjustments' to overcome any barriers.

Teaching Method

Geography is taught through specific topics in all year groups, where children will have the opportunity to build on skills from previous years. These units will consist of around six lessons, with a different National Curriculum Geography skill focus for each individual lesson. Where appropriate, the Geography being taught will link to the History unit that is also being taught in the classroom. If not appropriate, Geography will be taught as a stand-alone lesson. In Geography lessons, children will be taught knowledge along with an appropriate skill, which will be assessed through their work at the end of the lesson.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Are all settlements the same?• Why are rainforests important to us?• Where does our	<ul style="list-style-type: none">• What are rivers and how are they used?• Why do people live near volcanoes?• Who lives in the	<ul style="list-style-type: none">• Why do oceans matter?• Would you like to live in the desert?• What is life like in the alps?	<ul style="list-style-type: none">• Where does our energy come from?• Why does population change?• Can I carry out an independent fieldwork

food come from?	Antarctic?		enquiry?
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Planning

Long term planning incorporates all the statutory requirements of the National Curriculum (2014). Long term planning focuses greatly on exploration through half termly visits, visitors and through the development of higher order questioning skills. Short term planning is skills based and is prepared by the classroom teacher on a weekly or daily basis. Pupils are given opportunities, where appropriate, to develop, apply and extend their basic skills and ICT capability in their study of Geography.

Assessment, Record Keeping and Monitoring

Staff at Moorpark use the results of ongoing formative assessment to help them make informed decisions about the progress of individual children, set targets and inform planning.

Formative Assessment

Suitable tasks for assessment include:

- ❖ Observations of individuals or small groups while they partake in group activities. Record by video or annotated work.
- ❖ Marking against success criteria and learning outcomes.
- ❖ Questioning and discussion with pupil/s about their work.
- ❖ Annotated pupil drawings and labelled diagrams, tables and charts.
- ❖ Work created for online Geography floorbook/individual work folders.
- ❖ Termly assessment opportunities, testing key objectives and skills.

At Moorpark, teachers will record on a whole class assessment sheet the date of an activity, the skill and knowledge that has been taught, along with those children who achieved above or below age-expected level. Those that are not recorded on the sheets will have achieved age-related.

Summative Assessment

Using higher order questioning and thinking skills, children will identify what they already know, would like to know and afterwards what they have learnt.

Monitoring and Evaluation

The subject leader and senior leadership team take responsibility for the monitoring of the Geography curriculum and the standards achieved by the pupils. Monitoring, to inform action planning and key priorities, takes the form of:

- ❖ Lesson observations
- ❖ Scrutiny of work and planning
- ❖ Formal and informal discussions
- ❖ Scrutiny of Geography floorbooks

Record Keeping

- ❖ Assessment records are kept of individual pupils who are achieving below or above ARE

Health and Safety

All teachers complete risk assessments for educational visits using the online tool EVOLVE. The school educational visits co-ordinator and headteacher view the risk assessments at least three weeks prior to any visit for approval by the headteacher. The local authority is responsible for the external approval of any high-risk educational outdoor activities.

Reviewed May 2027