Geography

Curriculum Overview

Vision

At Moorside Primary School, our curriculum lies at the heart of everything we do. It reflects our Mission Statement, Aims, and our school motto: **"Learn, Achieve, Succeed, Together... for a LASTing education at Moorside!"**

We are committed to offering every child a broad, balanced, and knowledge-rich curriculum that inspires curiosity, nurtures individual strengths, and supports all learners to thrive. Whether pupils have specific talents, additional needs, or unique interests, we tailor learning experiences to ensure they are supported and challenged appropriately.

We recognise that every child is different—with their own experiences, skills, and aspirations. That's why we make it a priority to understand each pupil as an individual. By doing so, we can create meaningful learning opportunities that encourage progress, celebrate success, and promote a lifelong love of learning.

Through our inclusive and ambitious curriculum, we ensure that every child at Moorside has the opportunity to **learn, achieve, and succeed—together!**

The School Curriculum

At Moorside Primary School, our curriculum is thoughtfully designed to ensure that all pupils access the highest quality content. This approach lays a strong foundation for future learning as children progress through school and into Key Stage 3 and beyond. Our curriculum is ambitious and exceeds the expectations set out in the national curriculum.

We place a strong emphasis on understanding the needs of our pupils, ensuring that every child is given the opportunity to achieve their full potential. While academic success is a key priority, we also place equal importance on nurturing pupils' spiritual, moral, social, and cultural development. Our goal is to ensure that every child leaves Moorside as a confident, independent, and successful lifelong learner, ready to make a positive contribution to society.

At Moorside, we've thoughtfully designed our Early Years curriculum to give children the best possible start in their learning. We follow national guidance, including *Birth to 5 Matters*, to make sure every child is well prepared for the next stage of their education, especially the important move into Year 1. Our curriculum supports all areas of development, covering both the **prime areas** (communication and language, physical development, and personal, social and emotional development) and the **specific areas** (literacy, maths, understanding the world, and expressive arts and design). Through a balance of play and more structured activities, we help children build the knowledge, skills, and attitudes they need to grow in confidence and thrive, not just in school, but in life.

In Key Stage 1 and 2, our curriculum aims to provide rich and meaningful learning experiences—both within and beyond the classroom—offering pupils opportunities they may not otherwise encounter. These wider experiences are carefully planned across each key stage.

To support the delivery of a broad and balanced curriculum, we use a range of accredited curriculums to help structure and sequence our **Core** and **Foundation subjects**. This ensures a well-organised, coherent progression of knowledge and skills from year to year, and across

subjects such as English, Reading, History, Geography, Art, Design & Technology, Science, and PSHE.

At the heart of the Moorside curriculum is knowledge. We aim to build a strong foundation of vocabulary and a deep understanding of the world. Our approach to teaching is informed by the latest research into how memory works, helping children retain knowledge over time. For us, progress means learning more and remembering more—pupils make progress as they grow their understanding of the curriculum.

To support this, we use **knowledge organisers** that clearly set out the key information children are expected to learn in each subject. These organisers are shared with families each half term, alongside guidance on the weekly knowledge pupils should commit to memory. Parents are encouraged to support learning through regular quizzing and discussion at home.

Ultimately, our curriculum is designed to help children know and remember more, build strong webs of knowledge, and develop a lasting love of learning.

The National Curriculum

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Early Years

Within the Early Years, geography is embedded in the *Understanding the World* area of learning as set out in the Statutory Framework. Children are encouraged to explore their immediate environment, observe the natural world, and notice similarities and differences between places, cultures, and communities. This provides the foundation for the National Curriculum's aim in geography: to inspire curiosity and fascination about the world and its people that will remain with children throughout their lives.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography

and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
    - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
    - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

At Moorside, we are... Geographers

EARLY YEARS

- Me And My Place
- Places And Spaces
- Exploring Our World
- Exploring Maps
- Outdoor Adventures
- Around The World

E

YEAR 1

- What Is It Like Here?
- What Is The Weather Like In The UK?
- What Is It Like To Live In Shanghai?

1

YEAR 2

- Would You Prefer To Live In A Hot Or Cold Place?
- Why Is Our World Wonderful?
- What Is It Like To Live By The Coast?

2

YEAR 3

- Who Lives In Antarctica?
- Why Do People Live Near Volcanoes?
- Are All The Settlements The Same?

3

YEAR 4

- Where Does Our Food Come From?
- Why Are Rainforests Important To Us?
- What Are Rivers And How Are They Used?

4

YEAR 5

- What Is Life Like In The Alps?
- Why Do Oceans Matter?
- Would You Like To Live In The Desert?

5

YEAR 6

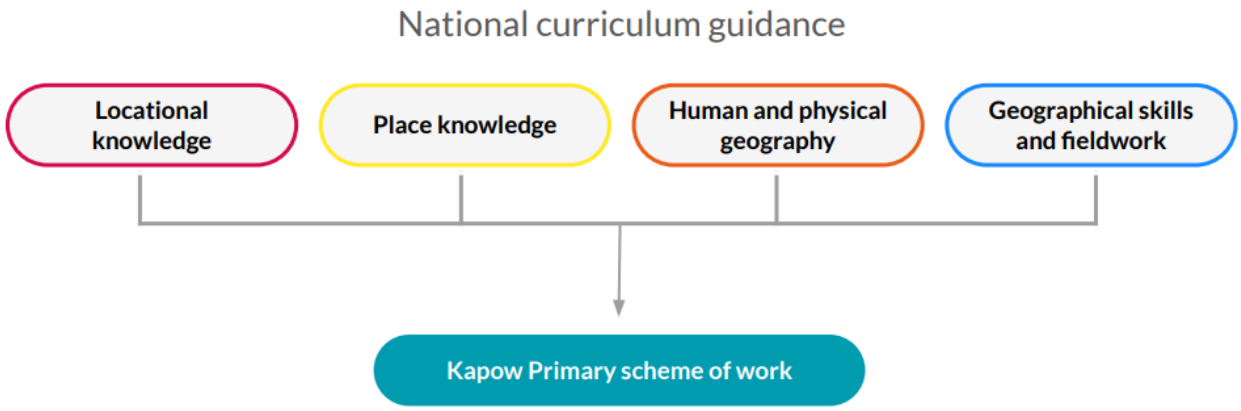
- Why Does Population Change?
- Where Does Our Energy Come From?
- Can I Carry Out An Independent Fieldwork Enquiry?

6

Curriculum Organisation

How is the Geography scheme of work organised?

The national curriculum organises the attainment targets for Geography under **Locational knowledge, Place knowledge, Human and physical geography** and **Geographical skills and fieldwork** and so we have planned our Geography curriculum with these strands running through each and every unit.



Exploring the four strands.

Locational knowledge

An understanding of locational knowledge helps pupils to:

- Develop their sense of place and identity.
- Develop an appreciation of distance and scale.
- Learn about the orientation of the world.

In the Early years, pupils learn positionality, beginning to understand where one object or feature is in relation to another, and use simple directional language to describe this. In Key stage 1 and 2 they extend this to more technical terms such as the points of the compass. Alongside this, pupils become more fluent in identifying specific locations.

Pupils also need to learn about absolute positioning systems such as latitude and longitude to develop an understanding of location affects many of the earth's systems.

Place knowledge

'Place knowledge' builds on 'Locational knowledge. Pupils not only locate a physical area on a map but also attach meaning to the space so it becomes a 'place' with similarities and differences to the places that they are familiar with - their homes, classrooms, towns and cities.

During primary school, pupils make comparisons between different places but also study the same place over time.

Human and physical geography

A knowledge of physical and human processes helps pupils to describe and explain different environments.

Pupils in Key stage 1 learn about weather patterns and how these relate to location. They learn to use geographical vocabulary to refer to key physical and human features.

In Key stage 2 children study why certain phenomena occur and the impact that these phenomena have on the environment over time.

It is important that pupils understand how human and physical processes interact.

Geographical skills and fieldwork

Pupils learn to interpret maps, globes and atlases and studying these spatial representations supports their development of a sense of place.

This begins in Key stage 1, with pupils studying plans of areas that they are familiar with through to studying more complex maps to find out about the topography of distant places.

Through fieldwork, pupils are able to connect their learning in geography lessons with the complexity of the real world.

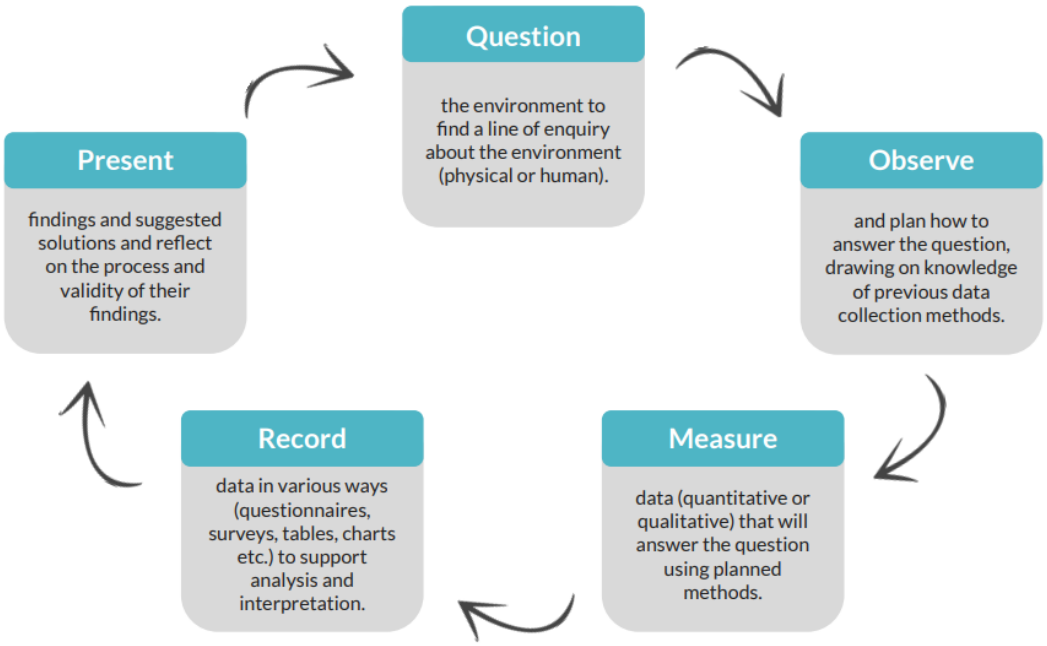
Pupils learn how to observe and record the environment around them and this supports them in retaining key geographical knowledge.

Fieldwork should draw together pupils' location knowledge and that of the human and physical processes, helping pupils to see the interplay between them.

There is an interplay between these four strands and the concepts within them do not exist in isolation from each other. For this reason, elements of each strand appear in all of our Geography units.

The enquiry cycle

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' We have used this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.



Types of Knowledge

'Pupils need to develop an extensive and connected knowledge-base. When pupils learn new knowledge it should be integrated with the knowledge they already have. This ensures that learning is meaningful.'

Substantive Knowledge ('knowing about')	**Disciplinary Knowledge** ('ways of knowing')
Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it. This content is separated into the following areas in the National curriculum and within our scheme of work: • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork	Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice. Fieldwork enquiries in each unit give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers.
Procedural Knowledge ('knowing how to')	
Pupils gain procedural knowledge primarily through the Geographical skills and fieldwork strand of the curriculum. They learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.	

Fieldwork

Fieldwork provides children with hands-on experience and encourages them to apply geographical concepts to their surroundings. It allows pupils to explain, ask questions and make discoveries about the world around them. This approach is crucial because it provides children with real-life contexts to develop their geographical skills, such as observation, measurement and data collection.

Fieldwork also enhances critical thinking and problem-solving abilities, as pupils learn to analyse and interpret the information they gather. Additionally, it fosters an appreciation of both local and global environments, encouraging responsible attitudes towards the world. By participating in fieldwork, children connect classroom learning with the outside world, making geography both relevant and exciting.

Fieldwork skills

Below is a list of many of the fieldwork skills featured in our curriculum. These are be built upon over time and feature across units where most appropriate for the enquiry question.

Observing

- Maps and compasses to follow routes.
- Annotated field sketches.
- Aerial photographs.
- Transects.
- Magnifying glasses to observe in more detail and classify.
- Sketch maps.

Measuring

- Likert scales.
- Rain gauges
- Thermometers.
- Non-standard measurements (for example, drawing around a puddle with chalk).

Recording

- Drawing routes on maps.
- Annotated maps.
- Digital photographs.
- Using simple recording techniques to record their feelings.
- Questionnaires.
- Interviews.
- Tally charts.
- Audio recordings.
- Sketch maps to show spatial patterns.

Presenting

- GIS (digital mapping).
- Bar charts
- Pictograms.
- Pie charts.
- Presentations.
- Letters.
- Slideshows.
- Non-chronological reports.
- Verbal.
- Posters.
- Video.
- Balanced arguments.

Oracy

‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately. Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.’

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry

Learning through talk

At Moorside Primary, we know that talking is a powerful way for children to learn. By thinking aloud, asking questions, and discussing ideas together, pupils can explore their thinking and deepen their understanding.

Learning to talk

Just as importantly, we support pupils to develop their oracy skills so they can communicate confidently in different situations — from classroom conversations to speaking in public, debating, or attending interviews.

Through our Geography curriculum, pupils are supported to develop their oracy skills in a variety of ways, including:

- Verbally responding to questions using geographical vocabulary.
- Summarising information from videos and texts.
- Collaboratively engaging in an enquiry cycle.
- Brainstorming initial ideas to address an enquiry question.
- Conducting interviews during fieldwork to gather information.
- Exploring issues through drama techniques (hot-seating, conscience alley and freeze-framing).
- Presenting findings to a range of audiences in person and using media.
- Performing songs and poems to enhance content knowledge.

Intent

At Moorside Primary, our geography curriculum, underpinned by the Kapow Primary scheme of work, aims to inspire curiosity, exploration and a lifelong fascination with the world and its people. We want our pupils to think like geographers: to observe and question the world around them, investigate how places are connected, and understand how geography shapes lives at local, national and global scales.

Through a carefully sequenced and progressive curriculum, we ensure that pupils develop both the knowledge and skills needed to become confident geographers. Pupils are encouraged to ask questions, investigate, and critically analyse evidence, enabling them to present and explain their findings with increasing independence and accuracy.

We place strong emphasis on fieldwork opportunities, enabling pupils to explore and apply geographical skills in real-world contexts. By studying their immediate environment as well as contrasting locations across the world, children build a deep understanding of their own locality and how it compares to and connects with other regions.

Throughout their learning journey, pupils are introduced to and supported in mastering geographical concepts, terms and vocabulary, empowering them to articulate their knowledge clearly and confidently.

Our geography curriculum nurtures resourceful and active citizens, equipping pupils with the awareness and responsibility to care for their environment and to contribute positively to their communities.

By following the Kapow Primary scheme, pupils meet and often exceed the National Curriculum expectations for geography. In the Early Years Foundation Stage, activities support children to achieve the 'Understanding the World' Early Learning Goals, laying a strong foundation for future learning in Key Stage 1 and beyond.

Ultimately, our intent is to ensure that every child leaves Moorside with a secure understanding of the world around them, the skills to investigate it, and the confidence to make informed decisions that will help improve their future and the future of our planet

Implementation

At Moorside Primary School, we deliver geography through the Kapow Primary scheme of work, which ensures a progressive, knowledge-rich and skills-based curriculum. The scheme is fully aligned with the National Curriculum and enables pupils to meet and exceed the end of key stage expectations through carefully sequenced learning.

The National Curriculum organises geography into four key strands:

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and fieldwork**

Kapow Primary's scheme provides a clear progression of knowledge and skills within these four strands across all year groups. Geographical learning builds on prior knowledge in a spiral

curriculum model. Pupils revisit key concepts, such as scale and place, with increasing complexity, embedding their understanding over time.

In the EYFS, children access units that prepare them for geography in Key Stage 1. These activities are a mixture of adult-led and child-initiated learning, designed to complement Early Years themes and build towards the *Understanding the World* Early Learning Goals.

Across Key Stages 1 and 2, learning is framed around enquiry questions, encouraging children to think deeply, apply geographical skills, and generate meaningful answers. These open-ended questions foster curiosity and critical thinking, ensuring pupils develop as independent, enquiring geographers.

Fieldwork is embedded throughout the curriculum. Every unit contains elements of geographical skills and enquiry, following a consistent cycle of questioning, observing, measuring, recording and presenting. Pupils take part in a range of fieldwork activities – from investigating the school grounds and local area to exploring contrasting locations further afield. This provides regular and accessible opportunities to practise and consolidate methods, while deepening understanding of their own locality as a foundation for comparing other places.

To ensure a high-quality experience for all pupils, our lessons incorporate a wide range of teaching strategies, including:

- Independent, paired and group tasks
- Practical fieldwork and hands-on enquiry
- Digital and computer-based tasks
- Opportunities for discussion, reasoning and debate

This variety caters to different learning styles, supports inclusion, and allows pupils of all abilities to succeed. Each unit is supported by knowledge organisers to reinforce key vocabulary and facts, encouraging retrieval practice and long-term retention.

Teachers are supported through Kapow Primary's resources, including teacher guidance and CPD videos, ensuring strong subject knowledge and confidence in delivering geography lessons.

At Moorside Primary School, geography is timetabled weekly in three half-termly blocks across. This structure allows children to study topics in depth, make sustained connections, and develop their geographical understanding progressively.

To raise the profile of geography across the school, we:

- Celebrate geography through displays of fieldwork, maps and enquiry outcomes.
- Provide enrichment opportunities such as local walks, visits to rivers, farms and urban centres, and links with environmental organisations.
- Offer extra-curricular clubs, such as Eco Club, to extend children's geographical thinking and action.

Through this carefully considered implementation, we ensure that all pupils develop secure geographical knowledge, strong enquiry skills and the confidence to apply their learning meaningfully in real-world contexts.

Adaptive Practice

SEND - Adaptive Teaching Strategies For Those Who Need Support and Scaffold

1. Adjusting the Level of Challenge
Adapt tasks so they are accessible but still stretching – e.g. provide sentence stems, scaffolds, or allow pupils to show learning in different ways such as mind maps or collaborative work.

2. Clarifying and Simplifying Instructions
Break tasks down into clear, manageable steps – e.g. use numbered instructions, visual cues (pictures, symbols, diagrams), or rephrase directions.

3. Highlighting Essential Content
Focus on the key ideas and concepts from the curriculum – e.g. bold or highlight essential knowledge, remove unnecessary detail to reduce overload.

4. Re-explaining and Reinforcing Concepts
Give multiple opportunities to revisit and reframe new learning – e.g. explain in different ways, link to real-life contexts, or use hands-on resources.

5. Using Examples and Models
Show pupils what success looks like – e.g. worked examples, sample answers, modelled writing or problem solving.

6. Collaborative and Peer Support
Build in opportunities for pupils to learn with and from one another – e.g. talk partners, group roles, peer tutoring, or structured team activities.

7. Scaffolding with Step-by-Step Guidance
Guide pupils through learning gradually – e.g. “I do, we do, you do”, sentence starters, checklists, or prompts for each stage of a task.

8. Improving Accessibility
Make content easier to access – e.g. sit pupils close to the teacher, ensure visibility of the board, provide child-friendly texts/media, or read aloud when needed.

9. Allowing Additional Processing Time
Give pupils more time to think, respond, or complete tasks – e.g. extended wait time for answers, chunked activities, or pausing to check understanding.

10. Teaching and Reinforcing Vocabulary
Introduce and revisit key vocabulary explicitly – e.g. word banks, visual images, repetition, or sentence stems to practise using words correctly.

11. Checking Understanding and Providing Feedback
Monitor learning regularly and provide immediate support – e.g. mini-plenaries, quick quizzes, targeted questioning, or verbal feedback.

12. Offering Multiple Ways to Record and Present Learning
Encourage pupils to show understanding in varied ways – e.g. oral responses, drawings, photos, digital recordings, mind maps, or written work.

13. Pre-teaching Key Knowledge and Vocabulary
Prepare pupils ahead of lessons to boost confidence – e.g. introduce new words, concepts, or background knowledge before whole-class teaching.

Those Who Need Further Challenge - Adaptive Teaching Strategies to Stretch and Support

1. Building on Prior Knowledge

More able pupils should be encouraged to share their existing knowledge with peers through peer modelling, presentations, or by tackling enquiry-based questions that extend their understanding.

2. Interest-Driven Extension

Teachers should build on pupils' interests by providing higher-level texts, suggesting independent reading, and assigning home learning projects that deepen engagement with the subject.

3. Deepening Conceptual Understanding

Pupils should be challenged to explore topics in greater depth, use more complex terminology, and make abstract connections to develop a richer understanding.

4. Higher-Order Questioning

Teachers should use open-ended questions that promote critical thinking, interpretation, and inference, encouraging pupils to analyse and evaluate ideas.

5. Challenging Learner Roles

More able pupils should be given roles that require leadership, debate, or tutoring, allowing them to contribute meaningfully and stretch their thinking.

6. Mastery and Enrichment Activities

Teachers should provide opportunities for mastery through intensive teaching, peer-assisted learning, and analytical tasks that require deeper engagement with content.

7. Flexible Task Design

Pupils should be offered a choice of tasks with varying levels of challenge, and success criteria should be adapted to stretch their capabilities.

8. Feedback for Growth

Feedback should be framed to encourage pupils to take responsibility for their learning, using open-ended questions to prompt reflection and improvement.

Impact

At Moorside Primary School, the impact of our geography curriculum is that pupils develop into curious, confident and inspired geographers who have the knowledge, skills and understanding to appreciate the interconnectedness of the human and physical world. Our enquiry-based approach allows pupils not only to acquire knowledge but to apply it meaningfully in real contexts, making sense of their world and their place within it.

The impact of the Kapow Primary scheme is continually monitored through formative and summative assessment opportunities. Each lesson includes assessment guidance, enabling teachers to check understanding against learning objectives. At the end of each unit, teachers use knowledge catchers and unit quizzes to assess pupils' progress and address misconceptions. Pupils' ability to present findings using geographical skills and methodologies also forms an integral part of our assessment model.

We use a combination of Assessment for Learning (AfL) strategies, such as questioning, discussion and retrieval practice, alongside more formal assessments. Teachers record progress against the National Curriculum objectives using our whole-school tracking system (Insights). Work in books, pupil voice interviews, and displays of fieldwork outcomes are used to evidence progress and ensure coverage of the curriculum. This process allows subject leaders to monitor standards across the school and ensure consistency and progression.

By the time pupils leave Moorside Primary School, the expected impact is that they will:

- **Compare and contrast human and physical features**, describing similarities and differences between various places in the UK, Europe and the Americas.
- **Name, locate and understand** where and why physical elements of the world are located, and explain how they interact, including processes relating to climate, biomes, natural disasters and the water cycle.
- **Explain how humans use land** for economic and trading purposes, recognising how natural resources shape communities.
- **Understand the relationship between humans and the environment**, including both positive and negative impacts.
- **Develop a sense of place and location**, using the eight points of a compass, four- and six-figure grid references, symbols, keys, atlases, globes, aerial photographs and digital mapping.
- **Understand global positioning systems**, including latitude, longitude, hemispheres, tropics, time zones and the concept of night and day.
- **Plan and present their own geographical enquiries**, selecting appropriate methodologies, collecting data, and applying digital technologies to analyse and communicate findings.
- **Meet the Early Learning Goals** for 'Understanding the World' in EYFS, and achieve the end of Key Stage expectations for Geography outlined in the National Curriculum by the end of Year 2 and Year 6.

Ultimately, our pupils leave Moorside equipped with the skills and knowledge to study Geography with confidence at Key Stage 3 and beyond. They will have developed the ability to think critically, act responsibly and make informed decisions that contribute positively to the world around them

Assessment

Assessment is an integral part of the Geography curriculum at Moorside Primary School. At the end of each lesson, teachers assess pupils' learning against statements directly linked to the lesson objectives. This information is then logged on Insights, providing a clear and consistent record of progress.

Over the course of a unit, teachers, subject leaders, and senior leaders are able to monitor both whole-class and individual progress. This system also enables tracking over longer periods of time, supporting the identification of patterns in attainment and progress across year groups and key stages.

Teachers make use of assessment grids (via Insights) to identify gaps in prior knowledge. By referring to the structure of the Kapow curriculum, staff can identify which previous units are relevant and plan opportunities to revisit and reinforce key concepts, ensuring pupils are supported in securing their learning.

At the end of each unit, a knowledge catcher is used to assess pupils' overall understanding of the topic. In addition, unit quizzes are embedded into teaching to provide regular retrieval practice, strengthening long-term memory and consolidating prior learning.

This approach ensures that assessment is ongoing, purposeful, and used effectively to inform planning, support pupils, and drive improvement in Geography teaching and learning across the school.

The Role of Subject Leaders

Geography subject leaders at Moorside Primary make effective use of assessment data to monitor the quality and impact of Geography across the school. Insights data, knowledge catchers, and assessment grids allow leaders to:

- Evaluate pupil progress and attainment across classes and year groups.
- Identify strengths and areas for development in teaching and learning.
- Monitor curriculum coverage and progression across key stages.
- Support teachers in addressing gaps and ensuring consistency in delivery.

This systematic use of assessment ensures that subject leadership is proactive and evidence-based, driving continuous improvement in Geography teaching and learning.

Subject leaders are given dedicated time to monitor and evaluate their subject effectively. They have access to ongoing CPD to strengthen their subject knowledge and leadership skills. Each term, subject leaders produce a report that is shared with all staff, outlining the impact of the subject on pupil outcomes and identifying clear priorities for further development.

Overview of Content

	Autumn	Spring	Summer
EYFS	Me and My Place Exploring maps	Places and Spaces Outdoor adventures	Exploring Our World Around the world
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year 2	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Year 3 (LKS2)	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Year 4 (LKS2)	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Year 5 (UKS2)	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
Year 6 (UKS2)	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?