A proud member of

Geography Policy

Date Written	10th October 2026	
Written By	Mr P Croft	
Date of review	September 2027	
Approved by:	(CoG)	Date:
	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

Moorcroft Wood Academy

Intent

At Moorcroft Wood primary school, we believe that Geography is an important part of children's wider education and their knowledge of the world around them. At Moorcroft Wood we aim to give our children a good understanding of their local area and the environment in which we live in, recognising the importance of the facilities we have around us and diving into our locality and discovered what makes our area different to areas both in other UK destinations and around the world. We also aim to give children an education in the world outside of Britain and investigate a range of European and none—European countries and analysing the differences in climate, environment, culture and its physical and human features.

The aims of our Geography curriculum are to enable children to:

- Recognise the countries that make up the UK.
- Name and locate the seven continents and oceans around the world.
- Recognise key physical and human features within different locations.
- Understand the role of the equator and how different climates are found.
- Compare our local environment with other environments around the world.
- Read and construct maps and atlases, including using grid references to locate specific landmarks.
- Use geographic terms to describe direction and movement.
- Use digital resources to analyse data, maps and trends.

Implementation

The children undertake a broad and balanced programme of geography that takes account of abilities, and physical, emotional and intellectual development. Through geography, the children will learn a range of skills, concepts, attitudes and methods of working. At Moorcroft Wood Academy, we are concerned with the process of geographical activities ensuring that lessons are taught effectively and the skills are built upon each other in a logical order.

Across the academic year, the whole school will be involved in celebrating some historical dates such as:

- Earth Day
- Harvest Festival
- World Environment Day

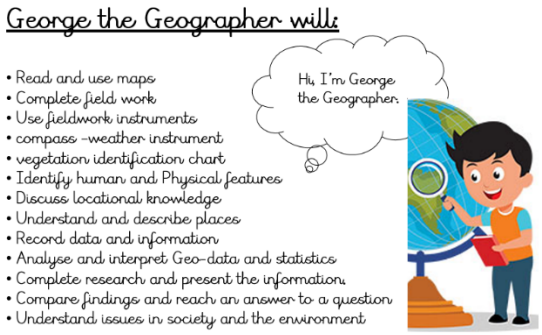
EYFS

EYFS Early Years use the September 2021 revised Development matters/ Birth to 5 document to plan adult led lessons and independent activities for Geography. The different aspects of Geography are encompassed within Understanding the World in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Mathematics and Communication and Language). The Preschool (Treetots), Nursery, Reception and SRP teachers plan quality learning opportunities for Geography using the Early Years Curriculum to prepare the children for Key Stage 1. This ensures that the subject leader can see clearly how the EY objectives feed into the national curriculum. Geography is also taught through circle time, stories and class discussions. Children develop locational and directional skills from a young age, therefore through Understanding of the world and exploring the world children learn and can use the correct vocabulary to describe where they are in the world and some of the human and physical features around them. This also helps to build children's intellectual curiosity as they have the chance to explore different places around the world and become familiar with their cultures, physical geography and explore

the similarities and differences to the place in which they live. In the SRP, should children develop further than the EYFS expectations, they plan using the Equals Curriculum to develop children's knowledge across Geography.

Key Stage 1 and 2

Key Stage 1 & 2 Geography is taught through topics for Year 1 to Year 6 that allow the children to answer a question relating to their geography unit. At Moorcroft Wood, we aim to use a variety of teaching and learning styles in order to make our lessons as interesting and engaging as possible for our children. In geography we aim to enhance children's curiosity by encouraging them to research countries and areas for themselves by using atlases, maps, books and I-Pads. We also encourage children to use the correct geographic terminology when asking and answering questions about different locations. The subject also lends itself well to getting out of the classroom and exploring the world around us for ourselves. Therefore we aim to investigate our own local surroundings first hand by stepping out of the school and into our neighbourhood to look at the facilities and physical geography that surrounds us. The children engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in practical activities as these increase enthusiasm and motivation and provide first-hand experience. Opportunities for developing the range of intelligences are presented to the children and staff teach to visual, auditory and kinaesthetic learning styles.



Progression and Continuity

The activities in geography build upon the prior learning of the children. At Moorcroft Wood Academy, we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we ensure continuity and progression so that there is an increasing challenge for the children as they move up through the school.

Geography Teaching and Planning

At Moorcroft Wood Academy, geography is taught within our broader curriculum lessons, which take place for one hour, twice per week. History and Geography are taught in tandem: some units are designed to cover objectives from both subjects, while others focus predominantly on either History or Geography. This ensures that, across the year, pupils access the full breadth and depth of coverage required for their year group.

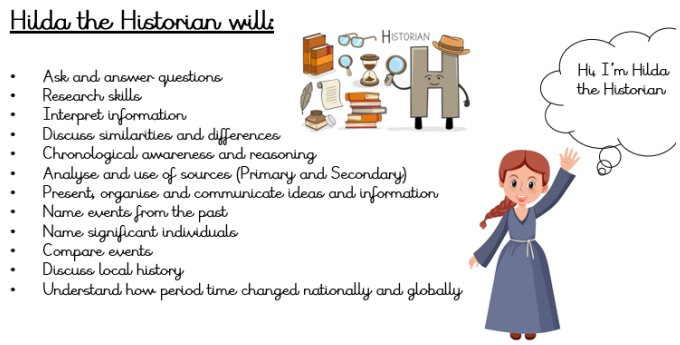
Curriculum Sequencing

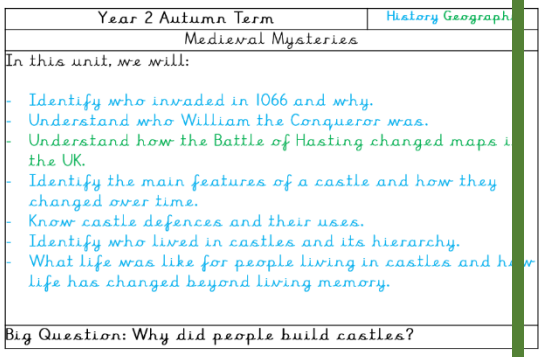
Our curriculum has been carefully planned and sequenced to build knowledge and skills progressively. Each unit is designed to develop pupils' chronological understanding, geographical knowledge, and disciplinary skills in a way that connects with prior learning and prepares them for future topics.

Lesson Structure

Although history and geography are taught through the same timetable allocation, lessons are delivered explicitly. Teachers make it clear to children whether they are learning as historians or as geographers in each lesson. Pupils are supported to understand the distinct skills and ways of thinking required for each subject. To reinforce this distinction, we use subject mascots:

- George the Geographer represents the disciplinary skills of Geography.
- Hilda the Historian represents the disciplinary skills of History.





Teachers and pupils refer to these characters to help children identify the focus of the lesson. This supports pupils' metacognition by enabling them to articulate not only *what* they are learning, but also *why* they are approaching the task as a historian or geographer.

Disciplinary Focus

Teachers explicitly highlight which geographical skills are being developed within each lesson. With the support of George the Geographer, children recognise when they are:

- asking enquiry questions,
- collecting, analysing and interpreting data through fieldwork
- interpreting maps, diagrams, globes and aerial photographs
- communicating geographical information in a variety of ways
- evaluating and debating ideas and the impact of processes, phenomena and humans on the world.

By consistently drawing attention to these skills, we ensure that children understand how historians work, rather than simply recalling factual content. This approach builds pupils' geographical thinking alongside their locational, human and physical and fieldwork knowledge.

Adaptation

At Moorcroft Wood Academy we use a variety of teaching and learning styles in geography lessons as our main aim is to develop the children's knowledge, skills and understanding in geography. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts.
- They go on visits to explore the world around us.
- They have access to atlases and maps.
- They undertake fieldwork by going out and exploring our grounds, the local area and beyond.
- They are shown, or use independently, resources from the internet and videos.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions.
- They can link their learning to their own life and experiences.

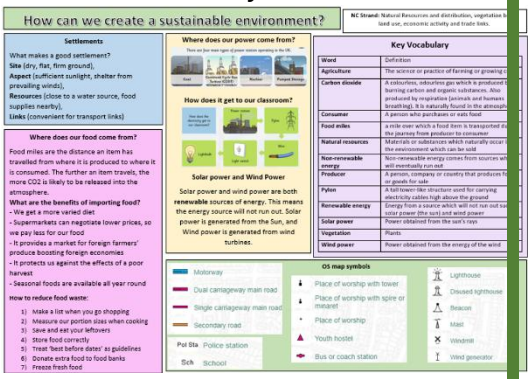
We recognise the fact that the pupils at Moorcroft Wood Academy are of differing abilities in all our classes. From this, we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through adaptive teaching and/or support from peers or adults.

Assessment in Geography

Assessment in geography is ongoing and used to inform teaching, track progress, and support pupils in developing secure knowledge and skills over time. Children complete a 'My Magnificent Memory' at the start of each lesson.

Recording Progress

Each child from Year 1–6 has a curriculum book, used for curriculum lessons twice weekly. This book contains evidence of pupils' learning, including written outcomes, visual representations, and extended tasks.



Knowledge Organisers and Unit Overviews and Magnificent Memeories

At the start of each unit, pupils are given a knowledge organiser and unit overview. These outline the *key question* for the topic, the core knowledge to be learned, and the geographical skills to be developed. As well as this, children will also complete a "Magnificent Memory" at the start of every lesson where they are given questions that relate to the previous lesson or topic to ensure children are retaining information and to provide teachers with further assessment opportunities on a lesson basis rather than half termly or termly.

Baseline Assessment

Before beginning a new unit, pupils attempt to answer the big question. This provides a baseline of what they already know and can recall from previous learning, and it highlights relevant knowledge that will support their new and extended learning.

End-of-Unit Outcomes

At the end of the unit, pupils revisit the big question. Their responses may take different forms, such as:

- posters
- double-page spreads
- presentations
- extended written pieces

The format varies depending on year group and attainment level, ensuring all children have an appropriate opportunity to demonstrate their knowledge and understanding.

Judgements and Tracking

Teachers assess pupils' work against age-related expectations, determining whether pupils are:

- **WTS** (Working Towards the Standard),
- **EXP** (Working at the Expected Standard), or
- **GDS** (Working at Greater Depth within the Standard).

Assessments are updated half-termly on the school's tracking system (*Arbor*) to provide a clear record of progress and to inform future teaching and curriculum planning.

Roles and Responsibilities

The work of the subject leader is to monitor and support colleagues in the teaching of history, being informed about current developments and any changes within the subject. It is also their role to provide a strategic lead and give direction for the subject at Moorcroft Wood Academy.

Resources

There are a range of age appropriate resources to support the teaching and learning of geography at Moorcroft Wood Academy. We have a range of artefacts, books, maps, atlases and interactive resources for the children to access individually and as a class. Educational Visits are also planned where possible to enhance learning and give pupils the experience to take on a hands on activity. People with an interest, or expertise, in a particular topic or area of geography are also invited into Moorcroft Wood Academy to work with the pupils.

Homework Projects

Every year group from Year 1- 6 will have a History project linked to their current topic to develop curiosity for a particular area of history linked to their half termly topic. These homework projects are celebrated in classrooms and photographs put onto the school website.

Cultural Capital

In Geography we have the Geography Geniuses who work with the subject leader to promote Geography around school. They will complete pupil and staff voice, environment checks and attend learning walks alongside the subject leader. This provides children who have a passion for geography to do more to make our curriculum even better for all children.

We also have the ECO Team. The ECO team is a group of children (1 child per year group) who work with staff to make Moorcroft Wood Academy more environmentally friendly. They meet regularly to discuss, plan and lead projects in school such as recycling, energy-saving campaigns, litter picks, wormery, composting etc. The children help raise sustainability by sharing ECO messages on litter and the importance of being more sustainable around food waste and turning lights off. They also provide some school challenges like a “Walk to School” week and “Who can collect the most litter”.

Policy monitoring

The Geography Co-ordinator at Moorcroft Wood Academy is responsible for the monitoring and implementation of this policy. The subject leader reports to the Head of School on the effectiveness of the policy and to the governing body upon its review.