

Geography End of Year Evaluation

Evaluation of Impact

At Haslam Park Primary School, geography makes an important contribution to pupils' understanding of the world around them. The curriculum provides pupils with a progressively deeper body of geographical knowledge, vocabulary and disciplinary skills, enabling them to understand places, environments and the physical and human processes that shape them. The school recognises the importance of ensuring that all pupils have access to a broad and ambitious body of knowledge that contributes to their cultural capital.

The impact of geography is evaluated through a range of evidence rather than a single assessment measure. Leaders consider pupils' retention of geographical knowledge alongside their ability to apply geographical skills, use subject-specific vocabulary, interpret maps and data, ask geographical questions and undertake fieldwork. This provides a broader understanding of what pupils know, remember and can do as geographers.

A significant curriculum development in 2024–25 was the adaptation of the geography curriculum to ensure that every year group has meaningful opportunities to undertake fieldwork. This was introduced to strengthen the connection between classroom learning and real-world geographical enquiry. Pupils now have regular opportunities to observe, investigate, collect information and apply geographical knowledge in practical contexts.

Leaders have also used assessment information to identify specific areas where pupils require further development. Analysis of pupils' responses identified a particular gap in questions involving map work and the interpretation of geographical symbols. This led to a further curriculum response in June 2026, when the school planned and delivered a whole-school Map Reading and Orienteering Day. Every class participated in practical activities, including orienteering using the school's mapped-out route, studying and creating maps of the playground, and quizzing pupils on Ordnance Survey (OS) symbols.

The day provided pupils with real and tangible geographical experiences through which they could apply knowledge and skills rather than simply recall them. Pupils practised interpreting symbols, locating features, following routes, representing places and creating their own maps. This reflects leaders' recognition that pupils benefit from authentic experiences and that opportunities to apply learning in practical contexts can help pupils make stronger connections and develop more secure understanding.

The Map Reading and Orienteering Day will remain a feature of the geography curriculum moving forward. Leaders will continue to monitor its impact, with particular attention to whether pupils become increasingly accurate and independent when interpreting OS symbols, reading and creating maps, using directional language and applying map-reading skills in practical contexts. This will form part of the 2026–27 assessment and monitoring cycle.

Curriculum and Teaching

The geography curriculum is carefully sequenced from EYFS through to Year 6, with the Odizzi scheme supporting coverage and progression in geographical knowledge, skills and vocabulary. Geography is taught in alternating blocks with History, enabling pupils to develop greater depth of understanding within each subject.

Teaching builds on pupils' prior learning, with key knowledge revisited at the beginning of units and throughout teaching. Knowledge Organisers support pupils to retrieve important geographical vocabulary and concepts, while questioning and discussion provide opportunities for pupils to explain their understanding and make connections between different aspects of geography.

Fieldwork is embedded across every year group and is used purposefully to strengthen pupils' disciplinary knowledge. The local area provides a valuable context for geographical enquiry. For example, Year 4 pupils visit the River Croal to observe and identify river features, enabling them to connect classroom learning about physical geography with first-hand experience.

The Year 5 visit to Rivington Pike provides a high-quality enrichment experience in which pupils apply map-reading and fieldwork skills while exploring human and physical geographical features. The whole-school Map Reading and Orienteering Day further develops pupils' ability to use OS maps, atlases and the school's orienteering plaques to interpret symbols, locate places and apply directional skills.

Teaching is adapted appropriately to pupils' starting points, with scaffolding, support and additional challenge used where required. This ensures that pupils, including those with SEND, can participate meaningfully in geographical enquiry and develop confidence in applying geographical knowledge and skills.

Assessment and Use of Information

Assessment in geography draws on a range of evidence, including questioning, discussion, observation, pupils' written work, fieldwork activities and the application of geographical skills. Teachers assess whether pupils can recall key knowledge and vocabulary, but also whether they can use this knowledge in practical and geographical contexts.

End-of-year Mastermind quizzes provide information about pupils' retention of important geographical knowledge, concepts and vocabulary. Teachers use assessment information alongside pupils' books, fieldwork evidence and classroom observations to identify strengths and areas requiring further attention.

Importantly, geographical achievement is not judged solely through pupils' ability to answer quiz questions. Leaders also consider whether pupils can apply their knowledge as geographers through fieldwork, map reading, data collection, observation, enquiry and geographical discussion. This ensures that assessment reflects both substantive geographical knowledge and the disciplinary skills pupils need to use that knowledge effectively.

Assessment information is used to inform curriculum development. For example, analysis of pupils' responses identified gaps in map work and the interpretation of geographical symbols. This directly informed the planning of the whole-school Map Reading and Orienteering Day in June 2026.

Impact of Re-Assessment

The spring re-quiz provided an opportunity to revisit previously taught geographical knowledge and evaluate how securely pupils had retained key concepts, vocabulary and information. The results showed positive movement across all year groups represented, providing evidence of improved retention following the teaching and retrieval cycle.

Year Group Increase in average points

Year 1	+11%
Year 2	+15%
Year 3	+17%
Year 4	+20%
Year 5	+12%

The increase ranged from 11% in Year 1 to 20% in Year 4. Year 3 also demonstrated strong movement at 17%, while Years 2 and 5 increased by 15% and 12% respectively.

Leaders recognise that re-quizz outcomes provide evidence specifically about the retention of geographical knowledge and should not be viewed in isolation. The data is considered alongside pupils' written work, fieldwork, classroom discussions and their ability to apply geographical skills. This is particularly important in geography, where pupils need to demonstrate not only what they know but how effectively they can use geographical knowledge through enquiry, fieldwork, map work and interpretation of data.

The positive movement across all year groups represented provides encouraging evidence that pupils are retaining more of the geographical knowledge taught. Leaders will continue to use re-assessment to identify areas requiring further retrieval and teaching, ensuring that assessment information leads to appropriate curriculum responses.

Inclusion and Pupil Groups

Leaders consider the needs and experiences of all pupils, including pupils with SEND and those who are more vulnerable to falling behind. Assessment information, pupils' work, classroom observations and fieldwork evidence are used to identify where pupils may require additional support, challenge or opportunities to revisit learning. Teachers respond through appropriate adaptations, including visual supports, modelling, structured questioning, scaffolded recording and adapted resources, while maintaining high expectations for all pupils.

Pupil voice is used as an important quality-assurance tool to check that the daily reviews are having a positive impact on our most vulnerable learners. Pupils were asked specific questions relating to areas they had personally found difficult in the end-of-year quizzes. This provided leaders with a clearer understanding of whether pupils were remembering and securing previously taught geographical knowledge, rather than relying solely on assessment scores. It also helped leaders identify where pupils continued to experience difficulty and where further retrieval, explanation or practical application was needed.

This evidence is considered alongside assessment outcomes and classroom evidence to inform curriculum decisions and targeted support. The use of pupil voice enables leaders to understand not only what pupils find difficult, but why, and whether the strategies being used are helping pupils to retain and apply their geographical knowledge and skills.

Where appropriate, individual case studies are developed for pupils who require closer monitoring and are shared with governors. These bring together assessment information, pupil voice and evidence of pupils' wider geographical development, enabling governors to understand individual experiences and outcomes and to hold leaders to account for the effectiveness of actions taken.

Leadership and Curriculum Development

Leaders evaluate the quality and impact of geography through a combination of assessment information, pupils' work, fieldwork evidence, learning walks, content checks and pupil voice. This monitoring and assessment cycle enables leaders to evaluate not only what pupils remember, but also how confidently they apply geographical knowledge and disciplinary skills.

The adaptation made in 2024–25 to provide fieldwork opportunities in every year group is an example of evidence-informed curriculum development. Leaders identified the need to strengthen pupils' opportunities to experience geography first-hand, adapted curriculum planning and are now monitoring the resulting impact on pupils' retention and application of knowledge.

The identification of gaps in pupils' responses to map work and geographical symbols led to a further targeted response through the whole-school Map Reading and Orienteering Day. Leaders will continue to evaluate whether this practical experience translates into greater accuracy and independence when pupils apply map-reading skills.

Following the monitoring and assessment cycle, the focus will now be on continuing to strengthen the quality and purpose of fieldwork across year groups, with particular attention to map reading and the interpretation of geographical symbols. Leaders will ensure that fieldwork is carefully connected to the knowledge and disciplinary skills being taught rather than functioning simply as an enrichment activity.

The impact of this continued development will be evaluated through the 2026–27 assessment and monitoring cycle, including assessment outcomes, pupils' work, fieldwork evidence, learning walks and pupil voice. Leaders will look specifically for improved accuracy when pupils interpret OS symbols, read and create maps, use directional language and apply map-reading skills independently.

Overall Evaluation

Geography has a positive impact on pupils' knowledge, skills and understanding of the world. The curriculum provides a clear progression in geographical knowledge, vocabulary and disciplinary skills, while fieldwork enables pupils to apply their learning in authentic contexts.

The adaptation made in 2024–25 to ensure that every year group has access to fieldwork has strengthened opportunities for pupils to connect classroom learning with the world around them. The spring re-quizz provides evidence of improved retention of geographical knowledge, with increases of between 11% and 20% across all year groups represented.

Leaders have also demonstrated that assessment is used to identify specific areas requiring further development. Gaps in pupils' responses to map work and geographical symbols led directly to the whole-school Map Reading and Orienteering Day in June 2026. The practical nature of this experience reflects the school's recognition that pupils benefit from real, tangible opportunities to apply geographical knowledge and skills.

Pupils increasingly use geographical vocabulary accurately, interpret maps and geographical information, undertake fieldwork and apply their knowledge to real-world contexts. The combination of classroom learning, local fieldwork and wider enrichment provides pupils with meaningful geographical experiences and contributes to their cultural capital.

Leaders have established a clear cycle of monitoring, assessment, identification of need, curriculum response and evaluation of impact. The next stage is to continue evaluating the impact of the increased fieldwork and map-reading provision, using evidence from the 2026–27 assessment cycle to determine whether pupils' retention, confidence, accuracy and independence in applying geographical skills continue to strengthen.