



Mountbatten Primary School

Geography Policy



1	Summary	Geography Policy			
2	Responsible person	Scott Day			
3	Accountable SLT member	Jamie Wegg			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Scott Day and Jamie Wegg			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	Autumn 2023 – Governing board.			
8	Version number	1			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



Contents

1. Aims and Objectives	3
2. Whole School Curriculum Intent.....	3
3. Subject Curriculum Intent.....	3
4. Subject Curriculum Implementation	4
5. Subject Curriculum Impact.....	4
6. Curriculum Planning.....	4
7. Subject Provision Across the School.....	5
8. Resources.....	5
9. Assessment.....	6
10. Role of the Subject Leader.....	6

1. **Aims and Objectives**

Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving.

2. **Whole School Curriculum Intent**

At Mountbatten Primary School we carefully design, plan and implement an ambitious curriculum to provide breadth, depth and balance for every pupil. Our balanced approach to the curriculum is not at the expense of high standards in core subject areas and ensures that all pupils access the full curriculum. High standards and enabling all pupils to reach their potential is of vital importance if they are to succeed at the next stage of their education, and to go on to achieve in their chosen career path.

Through careful sequencing of the curriculum, we build in many opportunities to build on prior learning of knowledge, skills, vocabulary and understanding in every subject. This ensures that pupils are able to make links between prior learning and new learning; and gradually develop a deeper understanding of the skills and processes within subject, at their own pace and in the best way possible for each individual child. Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Mountbatten Primary School makes excellent progress academically and personally, while ensuring that every child is given the opportunity to shine and flourish.

3. **Subject Curriculum Intent**



The Geography curriculum is designed to equip pupils with the skills and knowledge to understand the world around them – at a local, national and international level.

All pupils to gain an understanding of where they live and the human and physical features of the local area, before widening their knowledge to the rest of the UK and the rest of the world.

Use taught knowledge to make informed comparisons of different places around the world

Become confident in using geographical resources independently e.g. atlases, maps, compasses

Provide different experiences to enhance the learning, motivation and engagement of pupils which will improve retention of knowledge and encourage pupils to make links.

4. Subject Curriculum Implementation

The implementation of the Geography curriculum is through a number of elements, outlined below:

- LTP
- MTP
- Curriculum knowledge
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning
- Finishing thinkers/challenges
- Assessment
- Teacher subject knowledge
- Resources
- Schemes of work

5. Subject Curriculum Impact

- Outcomes of pupils in each year group
- All pupils leave Mountbatten Primary School with a knowledge of geographical skills to enable them to understand similarities and differences of cities, regions and countries around the world
- Pupils to use their geographical knowledge to make informed choices about the world around them

6. Curriculum Planning

Geography is a foundation subject in the National Curriculum. At Mountbatten Primary School, Geography is a key driver to the topics being studied in each year group. Key knowledge for each topic is identified through curriculum knowledge



documents, and a progression of skills document is used to ensure skills are appropriately developmental across each year group.

We carry out the curriculum planning in Geography in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term in each year group. The Long Term Plan is devised by the SLT with input from all staff.

The Medium Term plans are written to identify what is being taught in each half term for each year group, with Geography or History being the key driver. These are written in phases, and are checked by subject leaders and SLT.

7. Subject Provision across the School

EYFS

Geography teaching in the Foundation Stage is based on the early learning goals (ELGs) set out in the Early Years Foundation Stage Framework (EYFS). Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world.

Pupils are encouraged to observe, find out about and identify features in their surroundings and in the natural world, as well as people and their communities. Opportunities are provided to enable them to find out about their own immediate environment, to talk about the features they like and dislike, to explore patterns and change and begin to make comparisons.

Key Stage 1

Pupils in Key Stage 1 use picture maps, infant atlases, pictures and observations as sources of information to investigate their surroundings. They are also taught to make observations about where things are e.g. within school or local area and ask simple geographical questions. They learn about the local area, our city and start to look to the wider world, beginning to make simple comparisons. There is a focus on identifying human and physical features. Pupils also take part in fieldwork linked to their topic during the year.

Key Stage 2

Pupils in Key Stage 2 use maps, atlases, aerial photographs, satellite images and websites as sources of information. They are encouraged to ask geographical questions and make links to their prior knowledge. They learn about countries and regions around the world, making comparisons between them and our local area and/or our country. There is a continued focus on identifying human and physical features, and comparing them. Pupils also take part in fieldwork linked to their topic during the year.

8. Resources

The children in Key Stage 1 and 2 have access to age appropriate maps, atlases and access to Digi maps, which is an online library of Ordnance Survey maps.



9. Assessment of Subject

Teachers assess children's work in Geography by making assessments as they observe them working during lessons and their outcomes from each lesson, using the National Curriculum objectives. This allows the teacher to make termly judgments using Insight.

10. Role of the Subject Leader

The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Geography subject leader writes a termly subject report to the Head of School and Governors, which includes an evaluation of the strengths and weaknesses in the subject is included and areas for further improvement are indicated.