

Plat Douet School Geography Policy



September 2025

At Plat Douet School every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to reach their fullest potential to the highest possible standard and allow all pupils to 'be the best they can be'.

Vision Statement

At Plat Douet School, we believe Geography opens minds to the wider world. Through an engaging, inclusive and enquiry-led curriculum, we aim to nurture curious, responsible learners who understand their local area and the diverse world beyond. Our Geography curriculum empowers pupils to think critically about global issues, develop essential fieldwork and mapping skills, and appreciate the dynamic relationship between people and places.

Introduction

Geography is a foundation subject within the Jersey Curriculum. The aims of teaching Geography at Plat Douet School are consistent with our school philosophy and take account of the Jersey Curriculum and the Programmes of Study.

The 3I's

Intent

Our intent is to provide a rich, broad and progressive Geography curriculum that inspires curiosity and fascination about the world. We aim to:

- Develop children's knowledge of places, people, resources, and natural and human environments, both locally and globally.
- Encourage enquiry-based learning, where children ask and answer geographical questions using a range of resources.
- Build key geographical skills including map reading, fieldwork, and data analysis.
- Ensure learning is relevant and meaningful, embedding cross-curricular links and incorporating real-world contexts.
- Foster an understanding of environmental issues and global citizenship.

Implementation

Geography is taught in line with the Jersey and National Curriculum and follows a carefully planned long-term map developed in collaboration with staff. We implement our intent through:

- A spiral curriculum that builds skills and knowledge year on year.
- Termly units with clear progression of geographical skills and concepts.
- A focus on cooperative learning strategies (PIES) to encourage participation and engagement.
- High-quality teaching using diverse methods: fieldwork, role-play, group discussion, digital technologies and visual resources.
- Local and wider-world studies, including regular trips and visitors to enrich understanding.
- Use of oracy strategies to develop discussion and debate.
- Inclusive approaches that respond to the diverse needs of learners, ensuring accessibility for all.

Impact

The impact of our Geography curriculum is visible in:

- Confident learners who can talk about geographical concepts and use appropriate vocabulary.
- High levels of engagement and enjoyment in lessons, reflected in pupil voice.
- Clear progression of skills and knowledge seen in books and assessments.
- Pupils who can think critically about local and global issues and who understand their role as informed, responsible citizens.
- Strong cross-curricular links enhancing learning in subjects such as English, History, Art and Computing.

Key Stage 1 and Key Stage 2

In Geography, children make progress and develop their knowledge, understanding and skills from one key stage to the next using key elements. These are:

- knowledge of the location of globally significant places
- key physical and human geographical features of the world
- skills to collect, analyse and communicate with a range of data gathered through experiences of fieldwork
- interpretations of a range of sources of geographical information, including maps, diagrams, globes and aerial photographs

Foundation Stage

Knowledge and understanding of the world is taught within the Foundation Stage.

Aims

- Learning should be varied and promote geographical interest and enquiry
- Develop knowledge of locations around the world
- Pupils should have access to a range of resources to aid and develop geographical enquiry
- Identify ways in which different parts of the world are similar and different
- Learning covers local, national and world geography
- Learning incorporates trips and visitors, at least once per term
- Skill progression is considered in planning and evident through books and pupil voice

Planning the Geography Curriculum

Long Term Planning

Each year group has Geography topics based on the principles of the Jersey Curriculum. This has been in collaboration with the Subject Lead and teaching staff.

Medium Term Planning

At the beginning of each term when Geography is taught, in each year group, the year group teachers will plan each unit based on the Jersey and National curriculums and the school Geography long term plan.

Short Term Planning

Short term planning, which is carried out weekly, should identify the intended Geographical Learning Intentions, activities and resources. Skill progression should be evident and the skill progression overview will be referred to by the subject leader at this stage. Class teachers can share queries/ questions with the subject leader.

Health and Safety

The class teacher is responsible for the health and safety of themselves, classroom assistants, visitors and pupils within the class. We aim to encourage children to partake in fieldwork but we must advise them about how to act responsibly. Appropriate levels of supervision will be maintained for all out of school activities.

Where children are to participate in activities outside of the school, each class teacher must carry out a Risk Assessment prior to the activity, to ensure that reasonable measures have been taken to ensure the activity is safe and appropriate for all pupils. The Risk Assessment should be emailed to the Headteacher and taken on the trip by class teachers.

Teaching and Learning Approaches

A variety of teaching and learning approaches should be used during Geography activities:

- Whole-class, group, paired and independent work

- Enquiry-based research activities
- Opportunities to ask and answer questions
- The use of a variety of resources such as maps, diagrams, globes and aerial photographs
- Role-play and discussions
- Presenting findings to the rest of the class
- 'Real' geographical activities i.e. trips and visitors

Cooperative Learning

In Geography, lessons will be taught utilising cooperative learning approaches. Teachers know and apply their understanding of the PIES principles that underpin cooperative learning:

- (P) Positive Interdependence– **children feel on the same side and that they need each other;**
- (I) Individual Accountability- **children feel they can't hide-** they are required to participate;
- (E) Equal participation- **children feel equal status;**
- (S) Simultaneous Interaction high % of class active- **children feel engaged;**

Teachers use at least one planned cooperative learning structure per Geography lesson. This is recorded on the MTP planning.

- Teachers use a wide range of structures when teaching Geography.
- The structures used match the type of learning- see page 6.24 of Kagan Cooperative learning book.
- During lessons, teachers will also use quick unplanned structures. *For example ask a question, give children think time and then select a simple known structure such as RallyRobin or A's tell B's.*
- Teachers to adopt a no hands up approach in their classrooms.
- Teachers stop and fix a structure as needed.
- Children are placed in heterogeneous teams of 4 based on achievement levels, gender, personality and other factors.
- Children know their 'face partner' and 'shoulder partner' using these partners for verbal responses.

Inclusion

- We are committed to providing effective learning opportunities for all pupils and apply the principles for inclusion to planning and teaching
- Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disabilities, as well as different social, cultural and ethnic backgrounds
- Teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff.
- We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils
- **Assessment, Recording and Reporting**
- Teachers assess the children's work in Geography by making informal judgements as they observe during lessons and by carrying out formal assessments of work, gauged against specific skill based learning objectives and learning objectives set out in the curriculum.
- Children work individually, in pairs or as part of a group. All children's work is marked in accordance with the school's marking policy.
- Subject Lead to carry out 'Pupil Voice' to assess learning opportunities and skill progression of pupils in Year 1 to Year 6.
- Subject Lead to monitor the 'Year 1 to Year 6 Trips/Visitors spreadsheet' as an overview of trips and visitors opportunities throughout the year.
- A reference to the pupils' learning and progress in Geography may be commented upon by class teachers in the written report to parents.

Cross Curricular Links

- Through the Hampshire English scheme, pupils have many opportunities to draw upon their Geography topic through focus stories and planning around the Geography topic.
- ICT can be incorporated into Geography through the use of computers and iPads for research and presentation of findings as well as using google maps. (See High Impact)
- History feeds into Geography by locating historical sights, known persons and places around the world from the past to the present.
- Geography topics can also be encapsulated through Music, Drama and Art.

High Impact:

Where applicable, IT should be used to enhance and support teaching and learning of Geography at Plat Douet School. The High Impact guides are on the One Drive and should be added to short term planning where applicable.

Oracy:

Oracy strategies applicable to the Key Stage should be used to encourage talking, discussion and debating skills.

Monitoring and Reviewing of Learning

Monitoring is undertaken by the Geography Subject Lead and is based on the coverage of the Long term plan, short term planning, the 'Year 1 to Year 6 Trips/Visitors spreadsheet' and through pupil voice. The Subject Lead will complete a 'book look' twice per year (as per the yearly overview). All monitoring of Geography completed by the Subject Lead is outlined in the subject's yearly overview.

The Role of the Subject Leader

The Geography Subject Lead is responsible for reviewing all aspects of the Geography policy, planning, ordering of resources (including Town Library boxes) and learning opportunities. Staff should refer to the Subject Lead for advice and support. The Geography Subject Lead should ensure class teachers are aware of their responsibilities including the completion of Town Library books request forms and arranging and recording trips and visitors linked to the topic.

Resources

Shared Geography resources are stored in the Topic boxes located in the corridor opposite the KS1 Reading Resource room. Town Library boxes will be ordered by the Subject Lead to be shared by each year group.

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