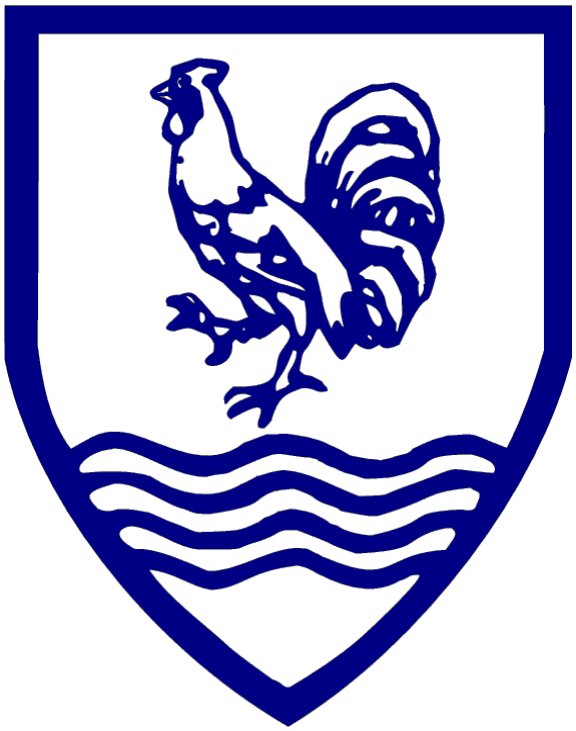
Plat Douet School
Geography Policy



September 2026

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 curriculum has been carefully sequenced to build geographical knowledge and disciplinary skills progressively from EYFS to Year 6. Pupils develop an understanding of Jersey as part of the British Isles, Europe and the wider world, while exploring contemporary geographical issues including sustainability, climate change and global inequality.

Implementation

Geography is delivered through clearly sequenced units which combine substantive knowledge (places, processes and environments) with disciplinary knowledge (fieldwork, enquiry, interpretation and geographical thinking). Each unit is driven by key geographical concepts and enquiry questions which enable pupils to think critically and make meaningful connections across their learning.

Our Geography curriculum is underpinned by:

- Curiosity and enquiry
- Local, national and global understanding
- Environmental responsibility
- Diversity and cultural awareness
- Oracy and communication
- Knowledge-rich learning

High-quality resources are carefully selected to support and enhance geographical learning. Teachers make effective use of quality texts, images, maps, artefacts, aerial photographs, video clips and real-world case studies to develop pupils' geographical knowledge and understanding. In line with the school's commitment to high-quality teaching, resources are chosen to promote curiosity, deepen thinking and support meaningful discussion. Visuals are used purposefully to scaffold learning, strengthen vocabulary development and encourage geographical enquiry.

Impact

We want our pupils to leave Plat Douet School with secure geographical knowledge, strong fieldwork skills and the ability to make informed judgements about environmental and social issues. They are able to apply geographical vocabulary accurately and explain how physical and human processes shape places at local, national and global scales.
Teachers assess pupils' geographical knowledge and skills through ongoing formative assessment, retrieval practice, pupil discussion, low-stakes quizzes and end-of-unit assessments. Assessment outcomes inform future planning and support accurate evaluation of progression.

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 through provision areas.

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. Ensuring that key geographical skills are developed and progressive.

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

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

Geography provides meaningful opportunities for cross-curricular learning. Pupils apply reading, writing, oracy, mathematical and digital skills when conducting geographical enquiries, presenting findings, interpreting data and analysing geographical information.

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 is an integral part of Geography teaching and learning at Plat Douet School. Teachers provide regular opportunities for pupils to discuss, question, reason, explain and justify their thinking using appropriate geographical vocabulary. High-quality visuals, photographs, maps, artefacts and carefully chosen resources, informed by the work of Mary Myatt, are used to stimulate curiosity, deepen thinking and encourage meaningful discussion. Cooperative learning structures and planned talk opportunities support pupils in developing confidence, language and geographical understanding.

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

Geography resources are carefully selected to provide pupils with rich and engaging learning experiences. These include atlases, globes, maps, aerial imagery, GIS technology, artefacts, fieldwork equipment, high-quality texts and visual resources. Resources are chosen to promote challenge, curiosity and deep thinking, supporting pupils to develop their geographical knowledge, vocabulary and oracy skills.

J. Young

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