FCJ Primary School

Geography Policy

Mission Statement

Teach the children with all the kindness and gentleness possible.

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Author	Miss S Whitt

Article 28 - Every child has the right to an education.

The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.

1. Aims and Objectives

Geography Curriculum:

A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The Geography curriculum at FCJ provides equal opportunities for children to apply their geographical knowledge to other subjects (cross-curricular links). It is in line with the expectations in the Jersey Curriculum 2014 and incorporates Ordinarily Available Provision to ensure high-quality, inclusive universal teaching for all pupils.

2. Roles and Responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for Geography and reviewing changes to the Jersey Curriculum and advising teachers on these.

- Monitoring the learning and teaching of Geography and ensuring the continuity/progression from year group to year group and helping to develop colleagues' expertise in Geography.

- Communicating developments in the teaching of Geography to all teaching staff and the SLT. Leading staff meetings and providing staff members with the appropriate training and organising, providing and monitoring CPD opportunities in Geography.

Ensuring that Geography planning and delivery embrace Ordinarily Available Provision, enabling quality-first teaching that meets the diverse needs of all learners.

The classroom teacher is responsible for:

- Ensuring the progression of pupils' skills, with due regard to the Jersey Curriculum.

- Planning lessons effectively, using the school's chosen scheme of work/progression of skills document and ensuring a range of teaching methods are used to cover the content of the National Curriculum/Jersey Curriculum.

- Embedding Ordinarily Available Provision within daily quality-first teaching to remove barriers to learning and scaffold geographical learning effectively for all pupils.

- Monitoring the progress of the pupils in their class and reporting this to parents.

- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT and undertaking any training necessary to effectively teach Geography.

- Evaluating schemes of work and maintaining the resources required to deliver lessons.

The SENCO is responsible for:

- Liaising with the subject leader to implement and develop specialist Geography-based learning throughout the school while organising and providing training for staff regarding the curriculum for pupils with SEND.

- Advising staff on how best to support pupils' needs and on the inclusion of Geography in pupils' learning support plans (LSPs) and Pupil Passports.

- Advising staff on the implementation of Ordinarily Available Provision to support universal access to the Geography curriculum.

3. Teaching and Learning

Ignatian Pedagogy - The Jesuit method of Teaching and Learning

The hallmark of learning in an FCJ school is that care for the individual is paramount; we teach a person first and a subject second. This fundamentally means that the staff know the pupils well and are aware of the influences which affect their growth both personally and as learners. Knowledge of the context in which learning takes place is paramount to successful teaching and learning. Experience is the starting point for successful learning and engages the whole person - mind, heart and will in the learning process. This combined with dynamics of reflection and action allows for successful learners to grow, flourish and thrive as independent learners.

The Principles of Teaching and Learning for All

Alongside Ignatian pedagogy, in our school, Rosenshine's principles for effective instruction underpin the foundations for teaching, learning and assessment of the curriculum. The importance of giving students sufficient time to practise retrieving information and ask questions, following the delivery of curriculum content, builds upon prior knowledge and understanding to secure firm foundations. The aim is an 80% success rate. Teachers carefully sequence concepts and model learning through clear stages of practice. In our school, information is not learnt once, students must continue to rehearse it by summarising, analysing, or applying their knowledge across a range of contexts. High-quality, quality-first teaching is enhanced through Ordinarily Available Provision, ensuring adaptive strategies, clear visual supports, accessible resources, and structured scaffolding are consistently present across every Geography classroom.

The Geography Curriculum will allow pupils to

- Develop their knowledge about places, people, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

- Deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments and explain how the Earth's features at different scales are shaped, interconnected and change over time.

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics.

- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about change over time.

- Become competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. Other skills needed are to interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs as well as communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

EYFS End Point:

By the end of Foundation, pupils will know about similarities and differences in relation to places, objects, materials and living things. They can talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. Children can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. This will prepare children to readily access the KS1 curriculum.

KS1 End Point:

Pupils should have developed knowledge about our local area, the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their location awareness.

KS2 End Point:

Pupils should have extended their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. Our Equal Opportunities Policy (a States of Jersey policy which the school abides by) ensures all pupils can achieve their potential in all areas of the curriculum.

4. Cross Curricular Opportunities

A high-quality geographical experience can only occur if geographical skills and knowledge are at the core. To be effective, a cross-curricular approach must both maintain the integrity of the subject and achieve a high level of geographical learning. Geography can be successfully taught through all the other subjects in the Jersey curriculum.

5. Planning

Geography lessons are delivered each year for pupils in KS1 and KS2 – Geography will be covered for an hour and a half each week for half the school year (with history covering the other half).

The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to the ideas of others and treating them with respect.

Planning of the Geography curriculum is focussed on creating opportunities for pupils to:

- Learn about the world, its human and physical geography and processes.
- Develop key competencies such as map skills.
- Record ideas and learning through discussions, explanations, writing, drawings and maps.
- Learn how to research places and environments.

Class teachers will use the key learning content in the DfE's statutory guidance 'Geography programmes of study: Key stages 1 and 2'. (The Jersey Curriculum)

Progression of Skills in Geography will be used to outline the knowledge, vocabulary and skills that will be taught in each unit of work.

Planning takes into account Ordinarily Available Provision, ensuring adaptive teaching strategies—such as visual word banks, graphic organisers, chunked task instructions, and accessible equipment—are proactively planned into every unit to support access and progress for all pupils.

Each year Geography flipcharts, book looks and eBook looks will ensure there is clear progression between years. The subject leader will go through the flipcharts of each topic to make sure there is enough challenge and variety of activities.

6. Assessment for Learning

All units will begin with a 'Big Question' (an overarching enquiry question). Pupils will create a mind map at the beginning of each topic to show their current knowledge to serve as an initial assessment for the teacher to identify children's current understanding. This will be built upon weekly with the children adding new things they have learned. The children will develop their understanding and be able to answer (or reflect upon) the 'Big Question' by the end of the unit of study.

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and understanding specified in the relevant programme of study.

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following: questioning, discussions marking work and pupils' self-evaluation of their work.

Teachers will also assess pupils through their:

- Knowledge of places, maps and geographical processes.

- Ability to record and communicate their learning in a clear manner.
- Personal qualities and attitudes towards their work.
- Ability to explain what they have learnt.
- Ability to use maps effectively.

Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the Jersey curriculum and record assessments using the school tracking system.

Parents will be provided with a written report about their child's progress during the Summer term every year and verbal reports will be provided at parents' evenings during the Autumn and Spring terms.

Marking

- Feedback is given in line with the Marking and Feedback Policy.
- Children are encouraged to edit and improve their work using their 'Purple Pen' to show that this process has taken place.
- Through our marking and feedback, we identify the strengths and weaknesses in students' geographical understanding; in turn identifying progression to appropriately adapt future planning to both challenge and support all pupils.

Displays

- Displays of work are used to celebrate achievement and support teaching and learning.
- The school promotes displays of work in classrooms and corridors to influence how pupils feel about their environment, promote high expectations and raise self-esteem.

9. Resources

The school has a selection of centrally stored learning materials to ensure that all pupils have access to the necessary resources and the school library contains resources and topic books to support pupils' research.

The subject leader shares appropriate resources, including websites with class teachers and class teachers are required to notify the Subject Leader if learning materials need replacing. The class teachers are responsible for informing the Geography leader if certain resources are needed a term prior to teaching the project, to give adequate time for resources to be ordered if required.

10. Health and Safety

Risk assessments are required and will be assessed by the classroom teacher and subject leader before fieldwork lessons (Risk Assessments can be found in the school risk assessment folder). Pupils will be taught to use equipment properly by the classroom teacher before use.

11. Monitoring and Review

The subject leader will monitor Geography through learning walks, work samples and pupil voice and report to the headteacher and members of the SLT.

The subject leader will write an action plan at the beginning of each academic year and review the progress during termly book looks, flipchart look, eBook monitoring and at the end of the year. The subject leader will produce a report, using evidence from their action plan, which will be shared with Governors.