

Progression Map

National Curriculum Aims

Wider School Links

Significant Individuals

Geography

Linked Texts

Trips & Visits

Vocabulary

Geography



Our aim at Trenance Learning Academy is to ensure that all children are inspired to be curious and fascinated about our world and our people.

We believe that geography should be about understanding our world by: comparing locations, investigating, researching different sources, writing and talking about places and asking and answering questions. Geography lessons are planned into our engaging and exciting topics with a focus on knowledge, understanding and skills.

We ensure that all children learn about Geography in diverse ways, we use our close proximity to the beach to enable the children to become aware of the environment that they live in and their place in the world. We use the outdoor environment and beach to teach the children the fundamental skills that they will use within their lives, for example, map reading, using compasses and using observational skills to study their local environment.

In geography lessons children will make use of their resources around them and they will become confident in using maps, atlases and globes to identify different places around the world. Our broad and balanced curriculum is designed to develop knowledge, understanding and skills that are progressive as well as transferable to further education and beyond (see progression map).

Geography Overview

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
(curriculum design coverage & appropriateness)	(curriculum delivery, teaching & assessment)	(Attainment & progress)
 Our aim for the Geography curriculum is to ensure that all children are inspired to be curious and fascinated about the world and its people. Our children will be given the knowledge they need to learn about diverse places, people, resources and the environment. Our broad and balanced curriculum is designed to develop knowledge, understanding and skills that are progressive as well as transferable to further education and beyond. Our children will be equipped with the vocabulary that they need to become geographers and ask questions about our world. Our curriculum is designed to develop knowledge, understanding and skills that are progressive from EYFS to Year 2. Our children will use the outdoor environment to develop their geographical skills and fieldwork. We utilise our close proximity to the beach to teach the children fundamental skills that they will use within their lives, for example map reading, using compasses and becoming confident in using observational skills to study their local environment. Furthermore, education trips will be used to enhance their geographical skills and field work, for example visits to the Eden Project, Falmouth Maritime Museum, Tehalow Woods, Pendennis Castle and 	 To ensure that high quality geography is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 2. Medium term plans are regularly reviewed by subject leaders and teachers to ensure that topics remain engaging and exciting to the children. Geography lessons are planned through termly topics with a focus on knowledge, understanding and skills. Geography lessons have a strong focus on vocabulary which ensures that all children are able to talk about geography using the appropriate language. The use of vocabulary is progressive from EYFS to Year 2. The humanities team work closely alongside teachers to ensure that knowledge, understanding and skills within geography lessons are progressive through the school. Book scrutinies are used to look at children's progress in geography. Drop ins are used to ensure consistency across classrooms. Pupil conferencing is used across all of the year groups to assess the children's knowledge and skills of what they have learnt through their topics. Children will use resources to support their learning, for example, atlases, text books, maps, photographs and digital technology. 	 At the beginning of each topic children discuss and record what they currently know and would like to find out about their topic. At the end of the topic this is reviewed and the children reflect on the progress they have made. Children will be able to talk about geography and use geographical language to discuss what they have learnt. Geography books will show progress in knowledge and skills from the beginning of a topic to the end. Subject assessments will be carried out at the end of each topic including pupil voice questionnaires. Children will feel inspired and curious about geography and want to find out more about their world. Children will be aware of geography in their local area and they will be able to understand how it has been shaped around them. Children will be able confidently use resources around the classroom to support them with their learning.
Tomperrow Camp.		Geography Overview

National Curriculum Aims

Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocal relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this
 key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

 Geography Overview

	YF	Year 1	Year 2
Geographical Skills and Field Work	Mathematics - positional language.	I can use words such as near and far, left and right to talk about where things are. I can use simple compass directions (N, E,S,W).	I can use simple compass directions (N,E,S,W) and locational and directional language to describe the location of features and routes on a map.
	Draw information from a simple map. Explore the natural world around them.	I can use maps and atlases to identify the United Kingdom and its countries.	I can use world maps, atlases, and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied.
		I can use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	I can use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
that =	Recognise some environments that are different to the one in which they live.	I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.	I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.



	YF	Year 1	Year 2
Locational	Know some similarities and	I can begin to recognise the	I can name and place the
Knowledge	differences between the	world's 7 continents and 5	world's 7 continents and 5
	natural world around them	oceans.	oceans.
	and contrasting		
	environments, drawing on	I can locate the Atlantic ocean.	I can name, place and
	knowledge from stories,		identify characteristics of the
	non-fiction texts and (when	I can name and place the 4	4 countries and capital cities
	appropriate) maps.	countries and capital cities of	of the United Kingdom.
		the United Kingdom.	
			I can name, locate and
			identify characteristics of the
			seas surrounding the United
		- 100 mg	Kingdom.

	YF	Year 1	Year 2
Human and Physical Geography	The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on knowledge from stories, non-fiction texts and (when	I can identify seasonal and daily weather patterns in the United Kingdom	I can identify seasonal and daily weather patterns in the United Kingdom (daily) and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
	appropriate) maps. Understand some important processes and changes in the natural world around them, including the seasons.	I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season and weather.	I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season and weather.
		I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Next Page



	YF	Year 1	Year 2
Place	Describe their immediate	I can understand geographical	I can understand geographical
Place Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.



Equator, climate, vegetation, investigate, research, evidence, valley, aerial view, mountain, factory, office, port, shop, human and physical features, nation, symbol, observe, fieldwork, North Pole, South Pole, North, South, East, West, desert, compare, conservation, community How?, Why?,

Year 1

atlas, globe, mountain, ocean, sea, harbour, because, forest, farm, coast, factory, river, cliff, land, hill, month, seasons, continent, city, environment, country,Island, left, right, photograph, Wales, Scotland, Ireland, England, birds eye view, world, key, plan soil Where? When? atlas, globe, mountain, ocean, sea, harbour, because, forest, farm, coast, factory, river, cliff, land, hill, month, seasons, continent, city, environment, country,Island, left, right, photograph, Wales, Scotland, Ireland, England, birds eye view, world, key, plan soil Where? When?

Foundation

town, village, road, flat, path, house, weather, temple, busy, quiet, map, beach, synagogue, Who? What? town, village, road, flat, path, house, weather, temple, busy, quiet, map, beach, synagogue, Who? What?

town, village, road, flat, path, house, weather, temple, busy, quiet, map, beach, synagogue, Who? What?



Year 1	Year 2
Here we are now	Here we are now
The Gruffalo	Rain in the Kapiti Plain
Goldilocks and the 3 Bears	Jungle Story
Stickman	Running Wild
Small Mouse, Big City	The Jungle Book
Robin Hood	The Giant
Lighthouse Keeper series	The Great Kapok Tree Secrets of the Rainforest
	Secrets of the Rainforest
	Here we are now The Gruffalo Goldilocks and the 3 Bears Stickman Small Mouse, Big City Robin Hood

Trips & Visits















Geography Overview

Wider School Links



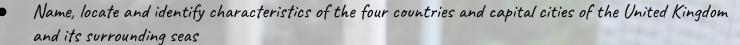
YF	Year 1	Year 2
Morrisons	Trenance Gardens	Trenance Cottages
Trenance Gardens	Tehidy Woods	Tomperrow Camp
Tolcarne Beach	Screech Owl Sanctuary	The Lost Garden of Heligan
Newquay HArbour	Newquay Harbour	Newquay Beaches
Woodland Valley Farm	Huer's Hut	Newquay
	Newquay Beaches	The Eden Project
Washington and the second		Falmouth Maritime Museum





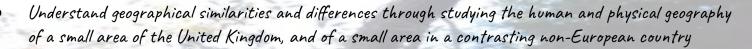
Foundation Stage	Year 1	Year 2
St Piran Harbour Master Local Emergency Services Heroes in our local community.	David Attenborough Henry VIII Greta Thunberg Grace Darling	David Attenborough Greta Thunberg Christopher Columbus

YF	Year 1	Year 2
Tolcarne and Newquay Harbour Beach trips here are 5 oceans and the one we swim in is the Atlantic.	Castles and Knights Introduce Europe in relation to England, France (Normans), Spain (Spanish Armada)	Globe Trotters Identify 7 continents and 5 oceans Route of Christopher Columbus
Maps of Newquay and Cornwall Identify the sea and land on local maps and world maps.	Beach School Introduce names of continents and oceans Refer to Atlantic ocean when visiting beaches in Newquay	The Titanic Identifying the continents and oceans that the Titanic sailed through
		Dinosaurs • Movement of continents over time (Pangea)
		The Great Outdoors • Locating rainforests on world map





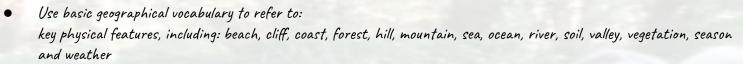
YF	Year 1	Year 2
Ready steady go! • Map of Trenance School. Wild and wonderful weather • Trip to tolcarne Where is the Beach on a map of Newquay?	Castles and Knights • Locate castles in the four countries of the United Kingdom. • Name the capital cities in the United Kingdom.	Globe Trotters Recap naming and locating the 4 countries in the UK and capitals cities. Identify the characteristics of each country and city.
Magic Train Ride • Paddington Bear goes to London to Visit, Queen	Beach School Identify the characteristics of our local area and where we live in the United Kingdom.	The Titanic Identify the route that the Titanic took and the countries/cities it visited (Belfast, Ireland, Southampton) Characteristics of Belfast and Northern Ireland.





YF	Year 1	Year 2
Magic Train Ride On our journey visit the jungle in Brazil . Find Brazil on a world map Many stories of travel and nonfiction books about different countries containing maps	Deep in the woods Using field work to discuss the similarities and differences of the environments of our school grounds, Trenance Gardens and Tehidy Woods.	Globe Trotters • Field work around Newquay identifying the human and physical features
	Beach School Field work studying the environment around Newquay, beginning to discuss human and physical features of the environment.	The Great Outdoors • Identifying the human and physical features of a small area of the Amazon rainforest in Brazil and comparing with Newquay

YF	Year 1	Year 2
Daily weather forecast Wild and Wonderful Weather Catching the wind Flooding and rain - Noah's Arc Hot and cold colours Ice sun catchers	 Daily weather observations and recording over time as a class Identifying seasonal weather patterns throughout the year. Field work- studying changes to the school grounds and Newquay environment over the seasons. 	Daily weather forecast completed every morning across all topics
Magic Train Ride On our journey we visit the jungle in Brazil. Find Brazil on a world map. Many stories of travel and nonfiction books about different countries containing maps.	Deep in the Woods • Linking seasonal weather patterns and woodland animal hibernation patterns.	Space Understand where the Earth is in our Solar System and how this creates the hot and cold areas in the world
	Beach School • Linking our knowledge of storms when learning about Grace Darling and the RNLI	The Great Outdoors • Locating the rainforests on a map and identifying the hot and cold areas





Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

YF	Year 1	Year 2
Daily Weather forecast. Ready Steady Go - Where we live and learning about our school. Visit to St Michael's church	Deep in the Woods • Field work studying the environment of the school grounds, Trenance Gardens and Tehidy Woods.	Globe Trotters • Field work around Newquay identifying key physical and human features
Wild and Wonderful weather Visit to Tolcarne Beach Superheroes Visit to Trenance Gardens	Castles and Knights Exploring the characteristics of different environments to build a castle on and near to. Henry VIII building castles along the coast of England. Pendennis castle coastal fortress.	The Great Outdoors The Lost Garden of Heligan Tomperrow Camp Identifying human and physical features of a rainforest and comparing to UK
Magic train ride Visit to Morrisons Visit to Newquay Harbour	Beach School • Field work around Newquay visiting the town, beaches, harbour, coast, cliff, ocean	

YF	Year 1	Year 2
All of the above	Castles and Knights • Maps, atlas, globes used in Geography lessons to identify the countries of the United Kingdom, France (Normans) and Spain (Henry VIII and Pendennis castle, military defence from the Spanish) • Introducing to the continent Europe when discussing UK, France and Spain	Globe Trotters • Maps, atlases and globes used in all Geography lessons to identify the UK, continents and oceans.
	Beach School • Maps, atlases and globes identifying, Newquay, Cornwall, England, United Kingdom, Europe and the Atlantic ocean.	Space • Globes used throughout this topic to developed the children's understanding of where Earth is in our Solar System
		The Great Outdoors • Maps used for field work at Tomperrow Camp • Maps used at The Lost Garden of Heligan

Geography Overview



• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

YF	Year 1	Year 2
Through Non fiction and Story books e.g 'What the ladybird heard'	Deep in the Woods School grounds, Trenance Gardens and Tehidy Woods- directional language and routes on a map.	Globe Trotters Fieldwork around our school Field work around Newquay (beach school)
	Beach School • Newquay - Directional Language, routes on a map	The Great Outdoor Tomperrow Camp The Lost Garden of Heligan

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key



YF	Year 1	Year 2
Through independent play and sharing stories. The Magic Train ride The sea - Pirate treasure maps.	Deep in the Woods School grounds- aerial photographs and plan of school-introduce to map, symbols and key Tehidy Woods- aerial photographs, plans to recognise human and physical features of the environment and record on a map including symbol and key.	Globe Trotters Map of school used to identify human and physical features. Map of Newquay used during Beach School Children devise simple maps of the school and create a simple key.
	Castles and Dragons • Map of the UK and imaginative maps to decide where to build a castle	The Great Outdoors Aerial photos used of Tomperrow Camp with symbols in a key Aerial photos used of the rainforest to identify human and physical features
	Beach School Aerial photographs, plans, maps of Newquay. Locating landmarks and human and physical features including Huers Hut, War Memorial, Newquay Harbour	



Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical
features of its surrounding environment.

YF	Year 1	Year 2
Ready steady go! Learning about our new school and the Areas to play. Wild and wonderful weather. Observations on walks to the Beach and Trenance Boating lake Circle of life Observations on our trip to Morrisons	Deep in the Woods Fieldwork and observation of the features of the school grounds, Trenance Gardens and Tehidy Woods.	Globe Trotters • Map used to identify the key human and physical features around our school • Beach school - (fieldwork) identifying human and physical features
	Beach School • Fieldwork observations of the physical and human features in Newquay.	The Great Outdoors Tomperrow Camp