



National Curriculum Aims

Progression Map

Wider School Links

Significant Individuals

Geography

Linked Texts

Trips & Visits

Vocabulary

All Subjects

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](#)).



Intent

(curriculum design coverage & appropriateness)

- 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, Tehidy Woods, Pendennis Castle and Tomperrow Camp.

Implementation

(curriculum delivery, teaching & assessment)

- 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.

Impact

(Attainment & progress)

- 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.



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 vocabulary 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.



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



	YF	Year 1	Year 2
Human and Physical Geography	<p>The Natural World</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>I can identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>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.</p>
		<p>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.</p>	<p>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.</p>
		<p>I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>



	YF	Year 1	Year 2
Place Knowledge	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>	<p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p>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.</p>

Vocabulary

Year 2



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?

Geography Overview

Linked Texts

<i>Foundation</i>	<i>Year 1</i>	<i>Year 2</i>
<p><i>Here we are now</i> <i>We are Going on a Bear Hunt</i> <i>Little Red Hen</i> <i>Percy The Park Keeper</i> <i>Brambly Hedge</i> <i>Little Red Riding Hood</i> <i>What the Ladybird heard</i></p>	<p><i>Here we are now</i> <i>The Gruffalo</i> <i>Goldilocks and the 3 Bears</i> <i>Stickman</i> <i>Small Mouse, Big City</i> <i>Robin Hood</i> <i>Lighthouse Keeper series</i></p>	<p><i>Here we are now</i> <i>Rain in the Kapiti Plain</i> <i>Jungle Story</i> <i>Running Wild</i> <i>The Jungle Book</i> <i>The Giant</i> <i>The Great Kapok Tree</i> <i>Secrets of the Rainforest</i></p>

Trips & Visits



Geography Overview

Wider School Links



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



Significant Individuals

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


● Name and locate the world's seven continents and five oceans

YF	Year 1	Year 2
<p>Tolcarne and Newquay Harbour Beach trips</p> <ul style="list-style-type: none"> ● here are 5 oceans and the one we swim in is the Atlantic. 	<p>Castles and Knights</p> <ul style="list-style-type: none"> ● Introduce Europe in relation to England, France (Normans), Spain (Spanish Armada) 	<p>Globe Trotters</p> <ul style="list-style-type: none"> ● Identify 7 continents and 5 oceans ● Route of Christopher Columbus
<p>Maps of Newquay and Cornwall</p> <ul style="list-style-type: none"> ● Identify the sea and land on local maps and world maps. 	<p>Beach School</p> <ul style="list-style-type: none"> ● Introduce names of continents and oceans ● Refer to Atlantic ocean when visiting beaches in Newquay 	<p>The Titanic</p> <ul style="list-style-type: none"> ● Identifying the continents and oceans that the Titanic sailed through
		<p>Dinosaurs</p> <ul style="list-style-type: none"> ● Movement of continents over time (Pangea)
		<p>The Great Outdoors</p> <ul style="list-style-type: none"> ● Locating rainforests on world map

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

YF	Year 1	Year 2
<p><i>Ready steady go!</i></p> <ul style="list-style-type: none"> Map of Trenance School. <p><i>Wild and wonderful weather</i></p> <ul style="list-style-type: none"> Trip to tolcarne Where is the Beach on a map of Newquay? 	<p><i>Castles and Knights</i></p> <ul style="list-style-type: none"> Locate castles in the four countries of the United Kingdom. Name the capital cities in the United Kingdom. 	<p><i>Globe Trotters</i></p> <ul style="list-style-type: none"> Recap naming and locating the 4 countries in the UK and capitals cities. Identify the characteristics of each country and city.
<p><i>Magic Train Ride</i></p> <ul style="list-style-type: none"> Paddington Bear goes to London to Visit, Queen 	<p><i>Beach School</i></p> <ul style="list-style-type: none"> Identify the characteristics of our local area and where we live in the United Kingdom. 	<p><i>The Titanic</i></p> <ul style="list-style-type: none"> Identify the route that the Titanic took and the countries/cities it visited (Belfast, Ireland, Southampton) Characteristics of Belfast and Northern Ireland.

- 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

YF	Year 1	Year 2
<p><i>Magic Train Ride</i></p> <ul style="list-style-type: none"> ● 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 	<p><i>Deep in the woods</i></p> <ul style="list-style-type: none"> ● Using field work to discuss the similarities and differences of the environments of our school grounds, Trenance Gardens and Tehidy Woods. 	<p><i>Globe Trotters</i></p> <ul style="list-style-type: none"> ● Field work around Newquay identifying the human and physical features
	<p><i>Beach School</i></p> <ul style="list-style-type: none"> ● Field work studying the environment around Newquay, beginning to discuss human and physical features of the environment. 	<p><i>The Great Outdoors</i></p> <ul style="list-style-type: none"> ● Identifying the human and physical features of a small area of the Amazon rainforest in Brazil and comparing with Newquay



- 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

YF	Year 1	Year 2
<p>Daily weather forecast</p> <p>Wild and Wonderful Weather</p> <ul style="list-style-type: none">● Catching the wind● Flooding and rain - Noah's Arc● Hot and cold colours● Ice sun catchers	<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● Daily weather forecast completed every morning across all topics
<p>Magic Train Ride</p> <ul style="list-style-type: none">● 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.	<p>Deep in the Woods</p> <ul style="list-style-type: none">● Linking seasonal weather patterns and woodland animal hibernation patterns.	<p>Space</p> <ul style="list-style-type: none">● Understand where the Earth is in our Solar System and how this creates the hot and cold areas in the world
	<p>Beach School</p> <ul style="list-style-type: none">● Linking our knowledge of storms when learning about Grace Darling and the RNLI	<p>The Great Outdoors</p> <ul style="list-style-type: none">● Locating the rainforests on a map and identifying the hot and cold areas



- 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

YF	Year 1	Year 2
<p>Daily Weather forecast. Ready Steady Go -</p> <ul style="list-style-type: none">● Where we live and learning about our school.● Visit to St Michael's church	<p>Deep in the Woods</p> <ul style="list-style-type: none">● Field work studying the environment of the school grounds, Trenance Gardens and Tehidy Woods.	<p>Globe Trotters</p> <ul style="list-style-type: none">● Field work around Newquay identifying key physical and human features
<p>Wild and Wonderful weather</p> <ul style="list-style-type: none">● Visit to Tolcarne Beach <p>Superheroes</p> <ul style="list-style-type: none">● Visit to Trenance Gardens	<p>Castles and Knights</p> <ul style="list-style-type: none">● 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.	<p>The Great Outdoors</p> <ul style="list-style-type: none">● The Lost Garden of Heligan● Tomperrow Camp● Identifying human and physical features of a rainforest and comparing to UK
<p>Magic train ride</p> <ul style="list-style-type: none">● Visit to Morrisons● Visit to Newquay Harbour	<p>Beach School</p> <ul style="list-style-type: none">● Field work around Newquay visiting the town, beaches, harbour, coast, cliff, ocean	

- 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 st



YF	Year 1	Year 2
<p>All of the above</p>	<p>Castles and Knights</p> <ul style="list-style-type: none"> 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 	<p>Globe Trotters</p> <ul style="list-style-type: none"> Maps, atlases and globes used in all Geography lessons to identify the UK, continents and oceans.
	<p>Beach School</p> <ul style="list-style-type: none"> Maps, atlases and globes identifying, Newquay, Cornwall, England, United Kingdom, Europe and the Atlantic ocean. 	<p>Space</p> <ul style="list-style-type: none"> Globes used throughout this topic to develop children's understanding of where Earth is in our Solar System
		<p>The Great Outdoors</p> <ul style="list-style-type: none"> Maps used for field work at Tomperrow Camp Maps used at The Lost Garden of Heligan

- 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
<p>Through Non fiction and Story books e.g 'What the ladybird heard'</p>	<p>Deep in the Woods</p> <ul style="list-style-type: none"> • School grounds, Trenance Gardens and Tehidy Woods- directional language and routes on a map. 	<p>Globe Trotters</p> <ul style="list-style-type: none"> • Fieldwork around our school • Field work around Newquay (beach school)
	<p>Beach School</p> <ul style="list-style-type: none"> • Newquay - Directional Language, routes on a map 	<p>The Great Outdoor</p> <ul style="list-style-type: none"> • 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
<p>Through independent play and sharing stories.</p> <p>The Magic Train ride</p> <ul style="list-style-type: none"> The sea - Pirate treasure maps. 	<p>Deep in the Woods</p> <ul style="list-style-type: none"> 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. 	<p>Globe Trotters</p> <ul style="list-style-type: none"> 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.
	<p>Castles and Dragons</p> <ul style="list-style-type: none"> Map of the UK and imaginative maps to decide where to build a castle 	<p>The Great Outdoors</p> <ul style="list-style-type: none"> Aerial photos used of Tomperrow Camp with symbols in a key Aerial photos used of the rainforest to identify human and physical features
	<p>Beach School</p> <ul style="list-style-type: none"> 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
<p><i>Ready steady go!</i></p> <ul style="list-style-type: none"> • Learning about our new school and the Areas to play. <p><i>Wild and wonderful weather.</i></p> <ul style="list-style-type: none"> • Observations on walks to the Beach and Trenance Boating lake <p><i>Circle of life</i></p> <ul style="list-style-type: none"> • Observations on our trip to Morrisons 	<p><i>Deep in the Woods</i></p> <ul style="list-style-type: none"> • Fieldwork and observation of the features of the school grounds, Trenance Gardens and Tehidy Woods. 	<p><i>Globe Trotters</i></p> <ul style="list-style-type: none"> • Map used to identify the key human and physical features around our school • Beach school - (fieldwork) identifying human and physical features
	<p><i>Beach School</i></p> <ul style="list-style-type: none"> • Fieldwork observations of the physical and human features in Newquay. 	<p><i>The Great Outdoors</i></p> <ul style="list-style-type: none"> • Tomperrow Camp