



Trevisker Primary School Curriculum Overview for Geography

Subject Lead: R Burchell

Rationale

Our whole school ethos is reflected in our motto 'Friendship and Respect, Learn for Life'. At Trevisker we believe becoming an inquisitive, critical and ultimately successful geographer begins with great enthusiasm as children begin their journeys with us in EYFS. Our learners continue to develop their fascination about the world, diverse places, people, resources and differing environments via a progressive route up through Key Stage 1 and 2 which enables our children to develop their contextual knowledge and enhance their understanding of physical and human geographical features of our planet.

Planning

Across the school, we use the National Curriculum as a basis for planning and promote our high-quality geography teaching and learning using our thematic approach connecting our subject specific learning to many other areas of school life in a variety of engaging, creative and inspiring ways. Subject leaders provide continuous professional development throughout the year, linking class teachers with new materials and approaches based on the most up to date critically reviewed and practised teaching methods. Reflectiveness, resilience and reach drive forward our passionate approach in striving towards facilitating the most enriching learning experiences in geography.

Delivery

Our progressive stages of learning are sequenced in a logical way that provide our children with enquiry focused lessons that enable our classes to seek answers through the discovery and interpretation of both their immediate locality and further afield. Setting appropriately challenging learning choices empowers our children to identify their preferred method of learning, and helps them to set and reach achievable targets during sequenced lessons that are delivered encompassing skills and practices embedded in other subjects, such as computing, design technology, maths, art, English and science. Our reflective approach in all lessons really aids our children to revisit prior learning before building upon their own experiences and demonstrating their secure understanding of what is currently being learned. We aim to resource our delivery with highly recommended, tried and tested materials whilst differentiating our learning to be inclusive for all of our different learners and their individual styles whilst attuning to the progress being made, and implementing support strategies as the lessons progress.

Assessment

In geography, assessment is continuous. Highly skilled teaching teams monitor the learning carefully and identify ways to adapt the lessons to best meet the classes and the individual's needs. Formative assessment ensures that teachers swiftly address misconceptions that might be acting as a block to future learning, meaning teachers can adapt high-quality teaching to respond to the needs of those in their class. Starting in EYFS and progressing through KS1 and KS2, our children assess their own learning during and towards the end of each learning session, informing the class team of how they envisage the progress of their own learning. This helps to shape how and what is established to additionally support children in reaching the learning objectives and readiness for future learning.

Monitoring and evaluation

Subject leadership time is provided for co-ordinators to monitor planning, attend training, meet with colleagues and offer support. The school leadership team supports in this and any outcomes inform the action plan and school improvement plan and any future priorities.

Connectivity – how it links to other subjects

Learning in geography is strengthened as a result of how we connect all of our learning within our thematic approach here at Trevisker. Whether we're discovering the features of a river whilst answering enquiries based on the River Nile as part of our Ancient Egyptians theme, understanding formations of volcanoes whilst exploring Mount Vesuvius and Pompeii during our Romans theme, comparing mountain ranges using images taken using satellites as part of our Space theme, or comparing arctic landscapes as part of our Ice and Fire theme, our learners are continually connecting geography with other core and foundation subjects across the curriculum. The stories we read during literacy, statistics we analyse in maths, software we use in computing and artists we study in art all link and connect to our theme and allow geography to feature across the whole of our school week, not just in isolated lessons.

Visits, visitors and extra-curricular activities

Experiential learning is at the heart of everything we do at Trevisker. As we move forward after the impact of Covid, we are starting to resume our trips and visitors into school to enhance our curriculum, such as exploring landscapes within our locality during fieldwork sessions, trips to local beaches to examine rock formations, erosion and pollution and visits to Bodmin Moor to allow us to demonstrate our mapping skills and explore weather patterns. Our children thrive whilst putting into practice what they have learned in school in a different environment, and providing a wide range of opportunities to do this is of the utmost importance to us.

EYFS

Alongside our EYFS curriculum framework, our aim is to help our children to make sense of the world around them and to understand their physical belonging within their community. We help to increase our learner's

knowledge and sense of what is around them by fostering their understanding of our culturally, socially, technologically and ecologically diverse world. Children frequently make comparisons between their locality and other communities within Europe and the other 6 continents. We draw on our knowledge of stories frequently to identify what is the same, similar and different to where and how we live, and where others choose to live on our planet.

Use of ICT

Our impressive use of ICT undoubtedly augments our rich learning within geography. Children are able to use a wide range of platforms, devices and software whilst researching and comparing different countries, utilising GPS to help our mapping skills, exploring satellite imagery, creating videos and capturing images to help make comparisons during fieldwork and much more.

Staff Professional Development (CPD)

This is a particular focus this academic year and all staff will be involved in curriculum development in order to enhance teaching and learning in this subject area, and also in professional growth plans. Training courses are provided both within the Trust and wider in order to keep up to date with new guidance, resources and ideas.

Budget

The geography budget is managed by the SLT along with the subject lead and the Local Advisory Board. Spending is focused on enabling successful delivery of the subject and fulfilling the subject action plan.

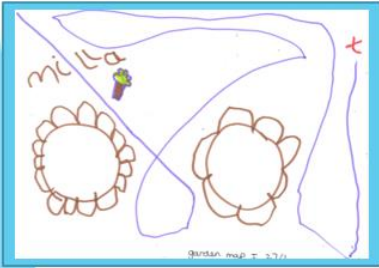
Governance

At Trevisker, each LAB member is linked to a curricular area and meets with the subject lead to review action plans and agree focus points for discussion and for learning walks. The subject lead will compile a presentation to update the link LAB member/governor on how geography is developing across the school.

Geography in Action!



EYFS



YEAR 1



YEAR 2

Alaska		Canada		Can you draw the names of the countries in the Arctic Circle? Can you use the Arctic Circle map to draw and colour their flag?
Greenland		Norway		
Finland		Sweden		
Russia		Can you draw your country's flag?		

The Arctic

Thinking 17 February 2022
Can I compare the geography of the Arctic and the Antarctic?
What is the same? What is different?

Wish You Were Here

near Jacka, Norway. It's very cold. The snow is very deep. The mountains are very high. The ice is very thick. The wind is very strong. The sun is very low. The sky is very blue. The water is very cold. The air is very dry. The ground is very hard. The trees are very small. The animals are very big. The people are very smart. The food is very good. The weather is very nice. The view is very beautiful. The trip is very exciting. The experience is very memorable. The trip is very well worth it.

Antarctica

Wish You Were Here

near Antarctica. It's very cold. The snow is very deep. The mountains are very high. The ice is very thick. The wind is very strong. The sun is very low. The sky is very blue. The water is very cold. The air is very dry. The ground is very hard. The trees are very small. The animals are very big. The people are very smart. The food is very good. The weather is very nice. The view is very beautiful. The trip is very exciting. The experience is very memorable. The trip is very well worth it.

YEAR 3

Map of Europe

London	51° 30' N	0° 07' W
Paris	48° 51' N	2° 21' W
Rome	41° 54' N	12° 29' E
Madrid	40° 21' N	3° 42' W
Beijing	39° 55' N	116° 25' E
New York	40° 42' N	74° 01' W
Sydney	33° 52' S	151° 17' E
Auckland	36° 58' S	174° 46' E
Wellington	41° 15' S	174° 46' E

YEAR 4

Why is the English Channel?
 Why is it larger? Why is it so deep?
 Why is it so deep? Why is it so deep? Why is it so deep?
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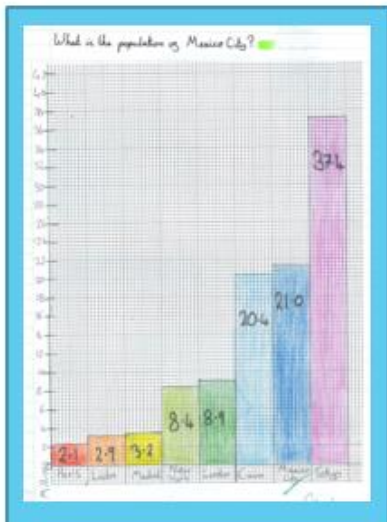
What did Europe change during World 1?
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YEAR 5

Wednesday 12th January 2022
 I can identify geographical features of Greece?
 Early on, mountains
 Many islands
 The island of Crete is the largest island in Greece.
 The island of Rhodes is the second largest island in Greece.
 The island of Corfu is the smallest island in Greece.

What did the Greeks eat?
GREEK FOOD
 The ancient Greeks ate a variety of food. They ate bread, olives, and grapes. They also ate fish and vegetables. They did not eat meat.

YEAR 6



Can I go to a city on the mountain range?
 Why is it so high? Why is it so high? Why is it so high?
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 Why is it so high? Why is it so high? Why is it so high?

What's so special about mountains?
 How are mountains formed?
 Mountains are made when Earth's crust is pushed up. It can be pushed up in a big fold or a small fold. It can be pushed up in a big fold or a small fold. It can be pushed up in a big fold or a small fold.