



Trinity School Curriculum Statement for Geography

INTENT

At Trinity School we approach Geography with excitement and curiosity. We encourage children to seek new challenges and be curious and interested in seeking out new information. Children explore their own locality including the school, neighbourhood, the island and the wider world. They develop resilience and communication using a variety of approaches and practical fieldwork through real life learning experiences and trips.

IMPLEMENTATION

EYFS – In Early years, geography is taught through planned activities, child led interests, current affairs and island events, such as the Arthouse globe installation. Topics include mapping of the local area, the world through children’s holidays, local weather, cultural celebrations, pollution of oceans, local and international landmarks. Off site visits which support their learning in geography include following a map for the route to the postbox, the nature trail and mapwork at Durrell Zoo.

From year 1, we use the Chris Quigley Curriculum Companion to set the pitch and content for our teaching. This helps us to deliver a Geography curriculum which builds year-on-year, ensuring that knowledge, skills and understanding are securely embedded [Geog Long Term Plan 2024 with fieldwork added.docx](#). The curriculum topics are repeated within each phase to embed and extend learning. Our golden threads document [Golden Thread Geography 20241.docx](#) ensures progression throughout the school include:

- location
- physical features
- human features
- diversity
- physical processes
- human processes
- techniques.



Children learn practical fieldwork skills within our school environment, local area and on field trips around the island. In key stage one, children 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. In key stage two, children use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Learning is reviewed at the end of each topic. Geography assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where geography objectives have been covered; each class has a document to record progress in history. These indicate whether a child is emerging, developing or secure at the end of each topic. These documents are saved here: [Foundation Assessments](#)

IMPACT

At Trinity, we measure impact by the triangulation of lesson observations, work scrutiny and pupil voice. Work scrutinies, evidence a broad and balanced geography curriculum and demonstrate children’s acquisition of identified key knowledge and vocabulary. As children progress through the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Children show confidence when talking about what they have learnt in geography using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy geography and recall their learning over time.