

Geography at Trevisker



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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.

Geography at Trevisker

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.



Geography at Trevisker

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.



Geography at Trevisker

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.



Geography at Trevisker

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 practise 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.



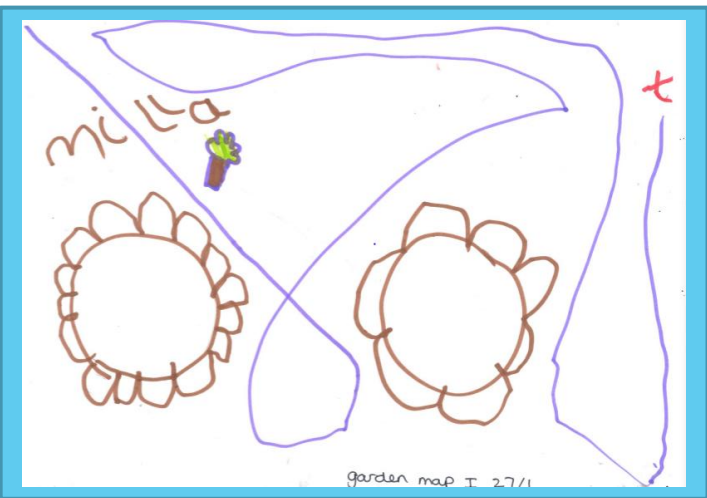
Geography at Trevisker 2022

EYFS

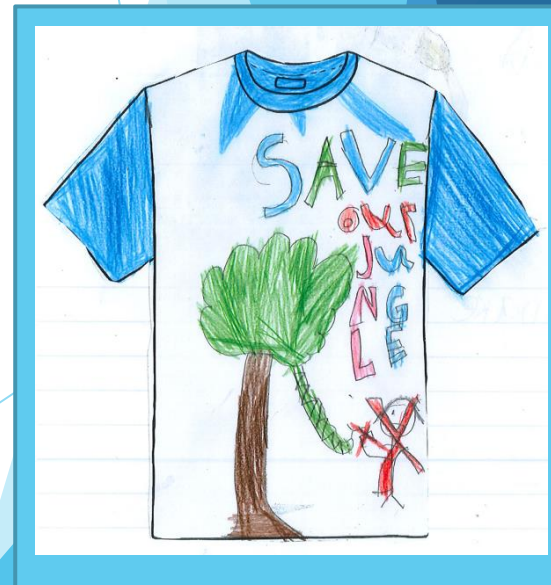
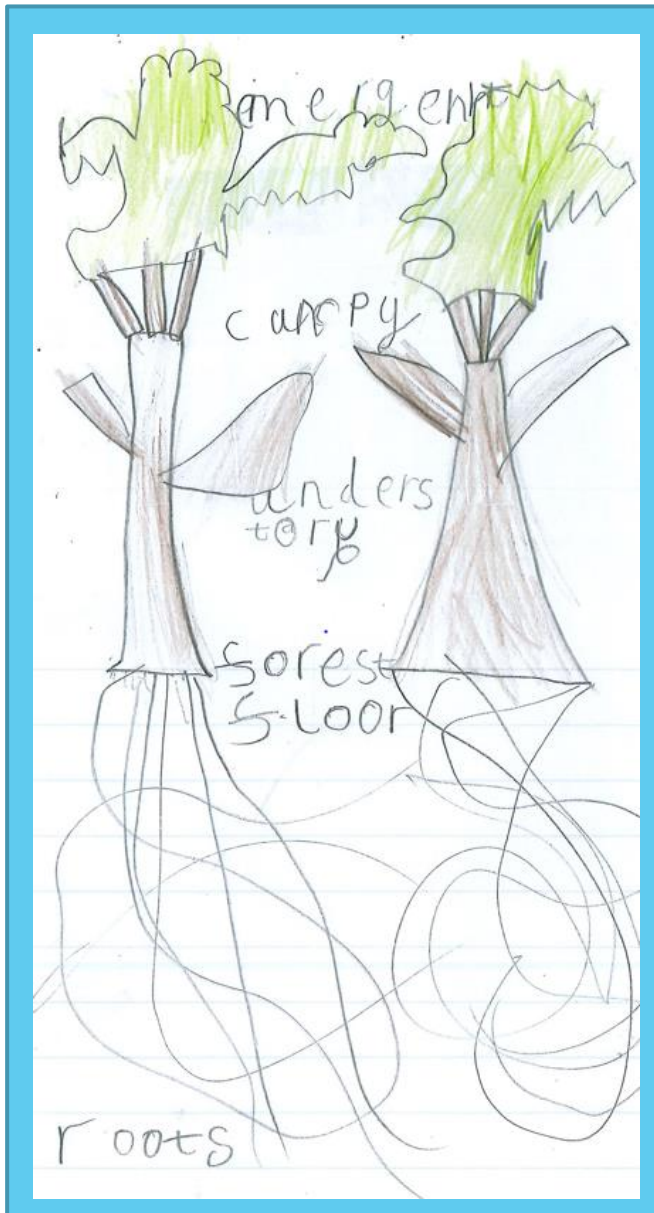
Alongside our EYFS curriculum framework, our aim is to help our children to make sense of the world around them and to understand their physical belonging within their community. We help to increase our learner's knowledge and sense of what is around them by fostering their understanding of our culturally,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



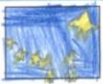

EYFS

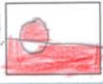





YEAR 1





YEAR 2


Alaska  Canada 

Greenland  Norway 

Finland  Sweden 

Russia  Can you draw your country's flag? 

Can you trace the names of the countries in the Arctic Circle? Can you use the Arctic Circle map to draw and colour their flags?


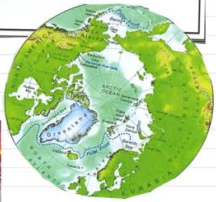
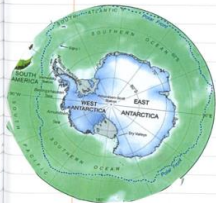






The Arctic

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

Wish You Were Here


Dear Jack my brother did you know it is the smallest ocean in the world. Winter is about -34°C. It is the 2nd coldest place in the world. Love Tom.

Antarctica


Wish You Were Here

Dear Mummy and Grandpa, you won't believe this but there is nobody living here. It is so cold I had to struggle with the penguins! Love Tom.



YEAR 3

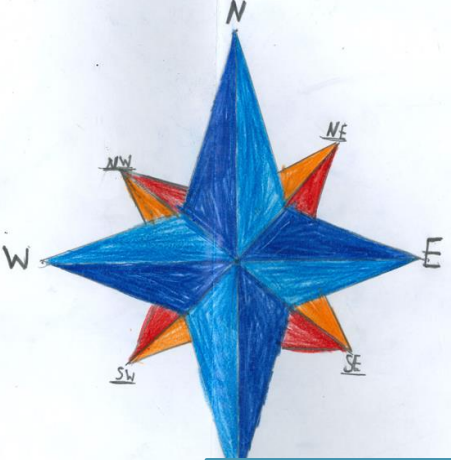

Map of Europe



Norway is North East of the UK.
Iceland is North west of the UK.
Germany is South east of the UK.
Italy is SE of the UK.
Spain is S of the UK.
Finland is NE of the UK.
Greece is SE of the UK.
France is SE of the UK.
Estonia is NE of the UK.
Russia is E of the UK.
Switzerland is SE of the UK.
Portugal is SW of the UK.

Self assess:

Using 4 compass points - N S E W	
Using 8 compass points - N NE E SE S SW W NW	

High altitude = less trees

Less trees = less snow

SUMMIT!

Ridge!

Snow Line!

Tree Line!

YEAR 4

16022022

How deep is the English Channel?

Why could larger vessels not reach Dunkirk?

During the second world war, naval activity in the European theatre was primarily limited to the Atlantic. During the battle of France in May 1940, the German forces succeeded in capturing both Belgium and Calais, thus - by threatening the line of retreat for the British Expeditionary Force, by a combination of hard fighting and German indecision, the port of Dunkirk was kept open allowing 338,000 Allied troops to be evacuated in Operation Dynamo.

The English Channel is a narrow arm of the Atlantic ocean. It separates the southern coast of England (part of Great Britain) from the northern coast of France. In France, the channel is called La Manche (the sleeve).

Part of	River: Eux, River Seine, River Tase, River Taner
Primary inflows	River Seine, River Taner
Basin Countries	United Kingdom, France, Germany, Belgium
Max Length	561 km (348 mi)
Max Width	240 km (150 mi)
Surface Area	75,000 km ² (28,958 sq mi)
Average Depth	61 m (200 ft)
Max Depth	174 m (571 ft)
Salinity	35‰ (35 g/kg)
Max Temperature	15°C (59°F)
Min Temperature	5°C (41°F)

A cross-section image of the English Channel at its narrowest point (between Dover and Calais).

17/01/2022 How did Europe change during WWII?

World War II in Europe began when Hitler's Nazi Germany attacked Poland. Germany had allies such as Italy, Hungary, Bulgaria and Romania. European countries were part of Axis powers.

The countries that fought against Germany and the Axis powers in Europe were called the Allied powers. The main Allied powers in Europe were Great Britain, the Soviet Union and France. Later the United States would help in defeating Hitler.

Superior to invading Poland, Germany had made a deal with the Soviet Union. After Poland was defeated, the country was divided up between Germany and the Soviet Union. In April 1940, Germany went on the attack again - they invaded Norway and Denmark. Soon after that, they invaded the Netherlands, Belgium and France.

On June 22 1941, Germany invaded the Soviet Union. Now the Soviet Union was on the side of their allies.

Satellite image of Europe 2022

YEAR 5

Wednesday 12th January 2022

I can identify geographical features of Greece?

Extremely mountainous:

About 80% of Greece consists of mountains and hills, which makes Greece one of the most mountainous countries in Europe.

These mountains had a massive impact on the way Greek civilisation developed. The mountains and island cut Greece into separate areas and people in these areas developed differently.

Many islands:

There are thousands of islands around the Greek peninsula.

These islands are really the tips of mountains that sank beneath the sea a long time ago.

Greece has more than 15,000 km of coast lines and beaches.

The first people to settle on Greece, the Minoans, came by sea from the island of Crete c. 2,300 BCE.

Surrounded by water:

Greece is situated on a peninsula (land almost surrounded by water).

The Ancient Greeks became a primarily sea-faring people for two reasons. Travel over the mountainous land was too difficult.

Warm, dry climate:

The land between the mountains of Ancient Greece was fertile, but the hot and dry weather of the area meant that it was difficult to grow a variety of food.

The little land that was available was used to grow grapes and olives.

Due to the climate and lack of food, trade became a major part of Greek way of life.

MOUNTAINS AND HILLS

LANDMARKS of Greece

GREEK FOOD

Breakfast
Most ancient Greeks ate bread (made from barley) which they dipped in wine for breakfast! The wine would probably have been used to soften up the hard bread.

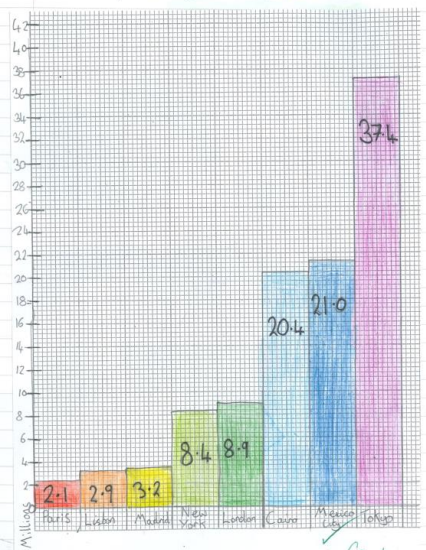
Dinner
The evening meal would normally be eaten with friends and was a more substantial meal. Fish was very popular in ancient Greek times and meals would often include veal and anchovies. Other fish such as mullet, sea bream and sea bream were also often enjoyed. Meat was very expensive and only for the very rich. Vegetables such as brussels sprouts and beans would have been part of an ancient Greek diet, as would fruits such as apples, lemons and plums.

Lunch
Lunch was always a light meal and the ancient Greeks did not spend a great deal of time eating lunch. They would eat foods such as bread, figs, cheese and olives at lunchtime.

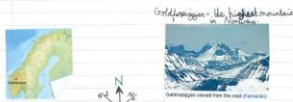
Popular Foods
Olive oil was extremely important, especially in the city of Athens, as the Greeks believed that the goddess Athena had given the olive tree to the people of that city area. Olive oil was used for cooking and was also 'poured' on the table so that diners could pour it on their food.

YEAR 6

What is the population of Mexico City?



Can I guide a Viking over the mountain range?



Goldfjoggen is 2469m high
Longitude and latitude: 61°38'12" N 8°18'54" E

My Viking is injured so there are a lot of places to stop because they can't be able to go very far in one day. My Viking is travelling from the East to the West. I want my Viking to stop by the river a lot because she needs to clean her sword and have lots of food to eat. The Viking is travelling to the West because she has come from a battle and is going home. My Viking is very good at mountain

thinking but she has injured her shoulder. Firstly, my Viking is walking along a ridge, travelling North. Then she crosses the river and stops by vegetation. Next, she climbs up the steep using ropes which come from inside area at the battle and she is trying to stick to the good paths. Afterward, she walks to a clearing that can give her warmth, shelter and good. Next, my Viking will walk on a path a little bit to another clearing that she will continue on to the top of the mountain and stop at the lake so she has lots of energy for the steep climb. Finally, she comes down the mountain and walks a short distance to her clearing (home).

* which will be below the tree line and snow line
* I understand the map and what it's showing me.
* I understand the terrain of the mountain range by using the contour lines.

Tuesday 16th November 2021



Do Mountains have animals?

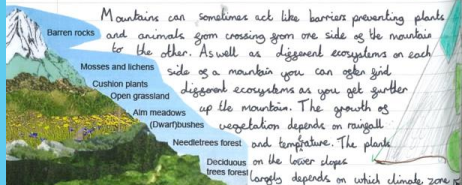
What's special about mountains?

Life on mountains for animals can be very harsh. Food is scarce and the climate is very cold. Many animals have adapted to survive the bitter cold and have thick woolly fur. Animal life on mountains varies from continent to continent. The animals in the mountains of North America (Canada USA) include the big horn sheep, mountain goats, brown bear, black bear, grizzly bear, mountain lions and antelope.



Mountains

Do mountains have vegetation?



Mountains can sometimes act like barriers preventing plants and animals from crossing from one side of the mountain to the other. As well as different ecosystems on each side of a mountain you can often find different ecosystems as you get further up the mountain. The growth of vegetation depends on rainfall and temperature. The plants on the lower slopes largely depends on which climate zone

How are mountains formed?

Mountains are made when Earth's crust is pushed up in big folds or forced up or down in blocks. Mountains form over the course of millions of years... there are fold, block, dome and volcanic mountains. Or in a more scientific way...

Most mountains formed from Earth's tectonic plates smashing together. Below the ground, Earth's crust is made of multiple tectonic plates. They've been moving around since the beginning of time. And they still move today as a result of geologic activity below the surface. The Mexican plateau is composed largely of uplifted and folded strata of the Mesozoic era (about 250-65 million years ago). The westward moving land atop the North American tectonic plate is slowed and crumpled where it meets the Cocos plate, creating the mountain ranges of Southern Mexico.



The mountain is in. The foothills may be covered in broadleaved forests. These change to needleleaf trees (coniferous trees) like spruce and pine at the upper slopes (higher altitudes). The higher up the mountain you go it gets colder and colder and these eventually thin out and disappear - this is called a timberline. The highest parts of the mountain support only sparse grasses and low growing alpine flowers, which can withstand the harsh conditions. If the mountain is high enough even these plants disappear and the peak is bare rock and perhaps covered in snow and ice.