

Singleton Church of England Primary School

Geography Overview

"Passion for LearningPassion for life"

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



Curriculum Overview

Intent

The aim of our curriculum is linked to our vision

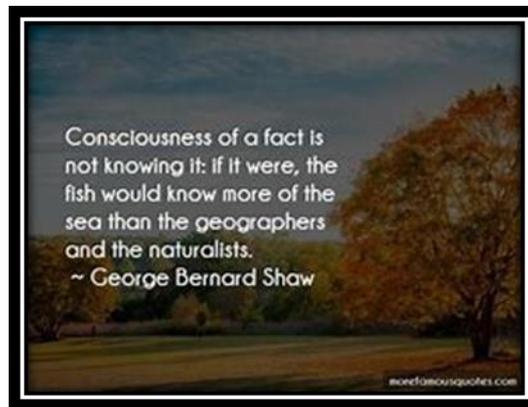
School Vision

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

The rationale behind this is...

At Singleton Church of England School, we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. The sky is the limit for our children. We seek to inspire each other and learn to value greatness, ambition and achievement of all kinds. To belong to Singleton School is an honour. Each of us aspires to reach a potential, which is not limited, but is given wings through the creative curriculum and our Christian Values, which will truly enable us to embrace living our lives without limits.

As such, there is high academic/ vocational / technical ambition for all pupils, and as a school, we do not offer disadvantaged pupils or pupils with SEND a reduced curriculum.



Singleton C of E Primary School is an exciting and innovative Church of England School committed to providing the highest standard of education for every pupil. We share, with parents, the responsibility for teaching our children and preparing them for the future. It is a place where children really matter and every individual's ability is recognised, developed and rewarded. We embrace every child's learning journey and encourage them to be the best they can be.

EYFS

Our children will leave the Foundation Stage at Singleton CE Primary School with an increased knowledge and sense of the physical world around them, their community and the wider world. They will respect the world around them and others, celebrating our similarities and differences, including our religious and cultural differences. Our pupils will have a greater sense of themselves and the changing environment.

Y 1- 6

To support with teacher workload / work life balance we use a scheme of work called Rising Stars Geography.

- Rising Stars Geography provides a geography curriculum that is ambitious and designed for all pupils.
- It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on geographical knowledge but also skills and

concepts. It has the same challenging academic ambitions for all pupils. They all work from a shared starting point to answer the same key questions.

- Rising Stars Geography is a complete curriculum programme for primary geography which provides 18 half-termly units of work to interest pupils and encourage curiosity about their own locality and the wider world. It offers complete coverage of the Programme of Study for Geography (2014) and the criteria of the new Ofsted Education Inspection Framework (2019).
- From starting points suitable for all, pupils develop to tackle appropriate challenges for KS1 and KS2 pupils of varying abilities. The units have key questions to encourage the use of geographical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout.
- Skills, knowledge and understanding in geography progress through Year 1 to Year 6, being taught, developed and applied throughout the schemes of work. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections.
- As a school we recognise that we have a depth of local Geography on our doorstep – with for example the coast landscape and beach at Blackpool and the local river just a few miles down the road. In light of this we as a school we will adapt and make necessary changes to the content prior to teaching.

Implementation

EYFS

In Foundation, children will learn about how family members lived in the past, as well as our local geographical area through our 'All About Me' topic. Children will have experience of using a range of equipment and sources (including maps) to enable them to find out and gather information which they then used to further their understanding and learning. Throughout the year, children will touch on a variety of world religions, allowing our children to further find out and understand about different celebrations within other cultures and religions. They will have had opportunities to explore, observe and find out about people, places, cultures, technology and the environment, and will take part in rich and meaningful first-hand experiences such as cooking, visiting places in the local community (e.g. church and library), as well as enjoying visitors and school trips that enhanced their learning. In Reception our R.E. allows children to learn about Christianity and Sikhism in particular. Our children will understand the natural changes that occur throughout the year. In Reception this is through our Forest Schools sessions and 'Nature Detectives' topic.

Y1-6

Rising Stars Geography is designed to be delivered by non-specialists, with core geographical knowledge identified and explained throughout.

- A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts.
- Appropriate discussion is recommended as a means of checking pupils' geographical learning systematically, identifying misconceptions and providing immediate feedback.
- Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate.
- Revisiting ideas and concepts in different, more challenging, contexts in later units, using varied assessments and the inclusion of quizzes are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework.
- Quality resources and materials are provided online to support the geography curriculum and are sequenced towards the accumulation of skills, knowledge and understanding for pupils' futures. There is emphasis on visual literacy in the use and questioning of these resources, as geography is essentially a visual subject.

Impact EYFS

Our children will leave the Foundation Stage with a firmer understanding and respect for people and communities and the world in which they live. Pupils understand the different roles people play within our society and will know that by calling 999 they can reach the emergency services. They will be observant, describing the changes they notice around them. They will be confident to talk about their families and friends. Pupils will care about their immediate environment and know that they can have an impact on the wider world.

Y1-6

Evidence of impact in Rising Stars Geography

- The impact of Rising Stars Geography is evidenced through the pupils' use and understanding of the identified geographical vocabulary and their association of it with relevant images or features.
- It is evidenced by the use and outcomes of the varied activities, assessments and quizzes provided.
- It is also demonstrated by the pupils' ability to show progress along the 'observe, use geographical vocabulary to describe, compare, give reasons and explain what they are learning about' sequence, and in their acquisition, application and transferability of geographical skills.
- In particular, it is evidenced by the pupils' ability, willingness and confidence in addressing and discussing each unit's key question, giving an ability-indicative response focusing on geographical vocabulary, skills and concepts.

Rising Stars Scheme;- specifics

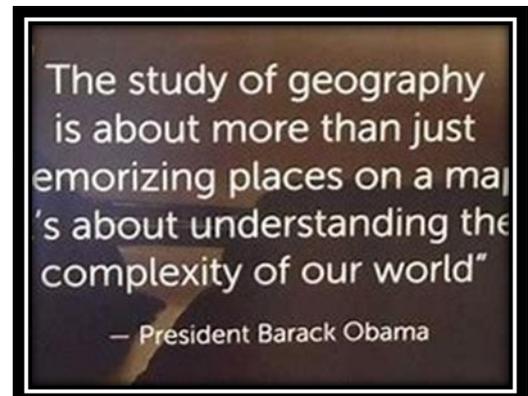
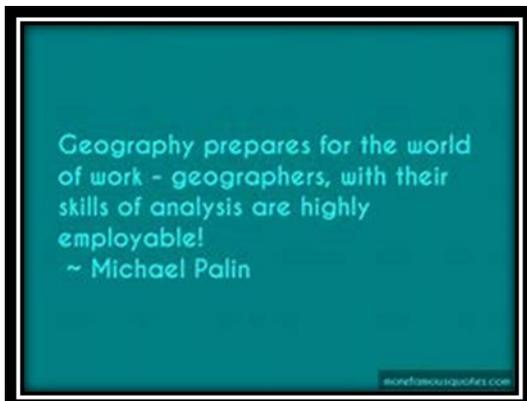
Intent

Y1-6

Why Rising Stars Geography?

It is a complete curriculum programme for primary Geography, which provides 18 half-termly units of work to ensure pupils gain a coherent knowledge and understanding of Britain's Geography, their locality and the Geography of the wider world. It offers complete coverage of the National Curriculum Programme of Study for Geography (2014)

From starting points suitable for all, the units develop to provide appropriate challenges for KS1 and KS2 pupils of varying abilities. The units have key questions to develop the use of geographical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout.



How the scheme is organised?

Structure of the Units

- Each year group includes the following:

Three units, each written to be taught within a half term.

- Rising Stars History offers three complementary units per year – although they are separate, subject specific courses, the two courses can be used effectively in tandem, and meaningful links between learning are possible. As a school we have purchased the History scheme of work as well and run this as far as possible within a two year rolling programme alongside the Geography curriculum ensuring that we make the learning experience as meaningful as possible. The two schemes also link to the Switched on Science resources, which we have also purchased.

What is included in each year?

- Introduction and topic list
- Curriculum map
- Progression framework
- Curriculum coverage and progression charts
- Three units

What is included in each unit?

- **Unit Overview:** Information on progression – how this unit builds on previous ones and is linked to subsequent units.
- **Knowledge, skills and concepts:** Key geographical knowledge and skills developed through the unit.
- **Background information:** The subject knowledge underpinning this unit that the teacher will need.
- **Cross-curricular links:** Suggestions on how this unit could be used in a crosscurricular way alongside work in other subject areas.
- **Big Finish:** Information on the final task and the end of the unit and how it showcases the pupils' learning.
- **Independent learning area:** Suggestions for displays and ideas on how to create a learning area related to the unit.
- **Map work:** Opportunities for any relevant map work related to the unit.
- **Fieldwork:** Opportunities for any relevant fieldwork related to the unit.
- **Assessment:** What pupils might be expected to achieve at the end of the unit, expressed as what 'all', 'most' and 'some' pupils can achieve

Curriculum Coverage, assessment and progression grids

In purchasing the scheme the first thing we did was check the curriculum coverage against the National Curriculum for each unit of work. We then produced curriculum coverage, assessment and progression grids for Key stage 1 and Key Stage 2. These show for each unit, the key programmes of study from the National Curriculum that are covered they also give the staff a progression statement – so indicate for staff what expected looks like for their mixed age class, they identify a key assessment opportunity and they also cross reference the unit with the KLIPS (Key Learning indicators of performance) that we use to support with assessment for learning.



KS1 - Curriculum Coverage, assessment



Lower KS2 - Curriculum Coverage



Upper KS2 - Curriculum Coverage

e.g.

Year 1 Unit 1 - Our Local Area

Key - Geography Programme of Study Statements covered

- Use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop.
- 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 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.

Key Assessment Opportunity example

- 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.

Progression Statement in Rising Stars Geography

End of Year 1, expected:

- Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).
- Can use appropriate vocabulary in relation to the human and physical features of local and distant locations.
- Describe the physical and human geography of a distant place.

End of Year 2, expected:

- Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.
- Can identify and name some of the wonders (of the world).
- Give reasons for choice of local wonders.
- Correctly use most of the key vocabulary given in the unit.

KLIPS Coverage

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
- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Investigate through observation and description.
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.

Curriculum Progression of skills and knowledge grids

Alongside the Curriculum Coverage, assessment and progression grids we also produced for the staff Curriculum Progression of skills and knowledge grids.



Geography
Progression of Skills



Whole school
overview.docx



Year 1.docx



Year 2.docx



Year 3.docx



Year 4.docx



Year 5.docx



Singleton Church of England Primary School Progression of knowledge Geography - Y1			
	Year 1 – Unit 1 Our Local Area	Year 1 – Unit 2 People and their Communities	Year 1 – Unit 3 Animals and their Habitats
SUBSTANTIVE CONCEPTS Substantive concepts are concepts that children will come across repeatedly throughout their education @ Education @ . Highlighted concepts are covered in the unit.	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources
KEY VOCABULARY	Address, location, map, key, direction, train, navigate, journey	Countries and capital cities of the UK	Continent, ocean, habitat, climate, equator
GEOGRAPHICAL SKILLS	Mapping, fieldwork, enquiry and investigation, communication, use of ICT/technology	Mapping, fieldwork, enquiry and investigation, communication, use of ICT/technology	Mapping, fieldwork, enquiry and investigation, communication, use of ICT/technology
SUBSTANTIVE KNOWLEDGE Substantive knowledge refers to the 'real' knowledge that children should take away from their unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narratives, significant events or people, period features, chronology and substantive concepts. In this progression, we will find a concise summary of the substantive knowledge for each unit.	<ul style="list-style-type: none"> Knows how to use compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map Knows which direction is North on an OS map. Knows that symbols mean something on maps Knows how to use basic geographical vocabulary to refer to key physical and human features of my locality for example: beach, cliff, coast, Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Knows about the local area and can name and locate some key landmarks and describe them Knows that people do jobs and that where they live (e.g. coastline) might affect this. 	<ul style="list-style-type: none"> Knows how to use compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map Knows how to use basic geographical vocabulary to refer to key physical and human features for example: beach, cliff, coast, Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Knows the UK is an island Knows the names and can locate the world's seven continents and five oceans. Knows how to locate some major cities, oceans and continents on a UK and world map. Knows about the local area and can name and locate some key landmarks and describe them Knows what a wonder of the world is and can name at least one 	<ul style="list-style-type: none"> Knows how to use basic geographical vocabulary to refer to key physical and human features for example: beach, cliff, coast, Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Knows the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. and have some awareness of weather patterns in the UK and understand geographical similarities and differences through studying the human and physical geography of small areas of contrasting non-European countries. Knows the names and can locate the world's seven continents and five oceans. Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Knows the UK is an island Knows how to locate some major cities, oceans and continents on a UK and world maps/ globes and have a basic knowledge of what animals eat and the dangers (human or physical) animals might encounter
MAKING CONNECTIONS Key knowledge	EYFS (For Year 1 Pupils) <ul style="list-style-type: none"> Know the name of my school. Know the town/city where I live. Know basic relative positional language. Cycle A/B (for Y2 pupils) <ul style="list-style-type: none"> Knows how to talk with confidence about human and physical of my local environment, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary Can name my local area, and that they live in the UK. Knows how to use a compass and give directions using locational and directional language can explain what a number of symbols mean on a map Knows how to describe key landmarks in my locality Knows how to identify seasonal and daily weather patterns and can talk about how they impact my locality – for example – when the farmers plant crops / harvest 	EYFS (For Year 1 Pupils) <ul style="list-style-type: none"> Know that England is their home country. Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities Cycle A/B (for Y2 pupils) <ul style="list-style-type: none"> Knows how to use a compass and give directions using locational and directional language Knows how to talk with confidence about human and physical environment, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary Knows the name, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Knows the UK is an island and know that weather can be different in different parts of the UK. Knows the names and can locate the world's seven continents and five oceans. 	EYFS (For Year 1 Pupils) <ul style="list-style-type: none"> Know that England is their home country. Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities Cycle A/B (for Y2 pupils) <ul style="list-style-type: none"> Knows how to talk with confidence about human and physical environment, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary and can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Knows the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Knows the names of multiple major cities, the key oceans and the continents and can also locate them on a UK and world map.

These support the staff with planning for a mixed class. They give clarity as to the expectation at each stage, they identify the specifics from the National Curriculum that are addressed by the skills and knowledge and they give expectations for working towards, meeting expectations and exceeding. These in turn support with planning differentiated tasks and also with assessment for learning as they give the specific guidance to the staff upon which judgements can be made.

Progression Framework: Breaks down the Geography National Curriculum into individual statements with 'what to look for' guidance for working towards, meeting, and exceeding expectations to help teachers identify gaps in pupils' knowledge and understanding.

e.g.

1. Geographical Knowledge

- a. The UK and local area
- b. The world and continents
- c. Physical themes
- d. Human themes
- e. Understanding Places and connections
- f. Maps and Atlas work
- g. Field work and investigation

For example: - The UK and local area – KS1

Progression Statement

Develop knowledge of the human and physical geography of a small area of the United Kingdom.

**What to look for guidance
(Working towards expectations)**

- Know about the local area and name key landmarks, such as the nearest local green space. From a vocabulary list of features of the local area, identify which are human or physical and describe these features.

What to look for guidance

(Meeting expectations)

- Know about the local area, and name and locate key landmarks. Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings.

What to look for guidance

(Exceeding expectations)

- Know the local area and its physical and human geography (e.g. investigate how other people view the local area, such as through tourism websites), and create a vocabulary list of the human and physical features of the local area and how people can use and change these, and describe these features and locate them on a map using images or drawings.

Curriculum Implementation

EYFS

In Foundation, children will learn about how family members lived in the past, as well as our local geographical area through our 'All About Me' topic. Children will have experience of using a range of equipment and sources (including maps) to enable them to find out and gather information which they then used to further their understanding and learning. Throughout the year, children will touch on a variety of world religions, allowing our children to further find out and understand about different celebrations within other cultures and religions. They will have had opportunities to explore, observe and find out about people, places, cultures, technology and the environment, and will take part in rich and meaningful first-hand experiences such as cooking, visiting places in the local community (e.g. church and library), as well as enjoying visitors and school trips that enhanced their learning. In Reception our R.E. allows children to learn about Christianity and Sikhism in particular. Our children will understand the natural changes that occur throughout the year. In Reception this is through our Forest Schools sessions and 'Nature Detectives' topic.

Y1 – Y6

Our Geography curriculum is taught and implemented successfully, with the following strengths:

- Subject knowledge (***including content and pedagogy***) of teachers is strong – this is supported by an effective scheme of work which includes additional supportive materials for teachers to read around prior to teaching

Teaching

Units: - Each unit employs the same structure and includes:

Unit Overview: An at-glance overview of what will happen in the half termly unit. It offers practical advice regarding the resourcing and teaching the unit of work.

It starts with the unit title and key enquiry question for the unit and includes these features:

Each unit employs the same structure and includes:

Unit Overview: An at-a-glance overview of what will happen in the half-termly unit. It offers practical advice regarding the resourcing and teaching the unit of work. It starts with the unit title and key enquiry question for the unit and includes these features:

YEAR 4 UNIT 1 – THE AMERICAS:
Can you come on a Great American Road Trip?

Unit overview

In this unit, the children, inspired by Johnny Cash singing 'I've been everywhere', travel the North and South American continents, and distinguish between the terms 'continent', 'region', 'country', 'state' and 'city' along the journey. Finding and using images and maps on the internet and in atlases, children will make notes on cities and record their countries and/or states. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents. For the Big Finish, children use the song 'Route 66' as the stimulus for creating an illustrated, labelled and annotated map of the historic route.

Knowledge, skills and concepts

In this unit, the children will:

- enhance their locational and place knowledge;
- focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and some major cities;
- understand geographical similarities and differences through looking at regions in North and South America;
- begin to associate weather/climate with landscape and environment;
- use maps, atlases, globes and digital/computer mapping;
- learn to use the eight points of a compass.

Background information

The accolade of being the geographic centre of the United States of America (excluding Alaska and Hawaii) belongs to Lebanon, Kansas. However, this unit takes the not-too-distant Denver, Colorado, as the starting point. This provides an opportunity to focus straight in on the spectacular scenery of the world-famous region of the Colorado River, with its Colorado Canyon, as well as the Grand Canyon in Arizona. The geographic centre of the continent of North America is Rugby, North Dakota, USA. Similarly, the geographic centre of South America is Curitiba, Brazil. These provide good starting points for reinforcing the eight points of the compass, N, NE, E, SE, S, SW, W, NW. (The distance between Lebanon, Kansas and Denver, Colorado is 228 miles – not far by American standards!)

Cross-curricular links

- English:** making notes, annotating and communicating findings.
- Art & design:** learning about photos and paintings of dramatic landscapes, searching for paintings, the Prater/the Rockies and more. You might like to look at the work of Hunderwasser, especially '175 An Almost Circle', comparing it with American city and local street patterns. The children can create their own work of art in the style of Hunderwasser by over-painting a black and white print-out from Google™ Earth of a street pattern, perhaps of the streets around their school, or of an American city (see The Everyday Guide to Primary Geography Art, Mockett & Kent, GA, ISBN 978-1-84377-366-5).
- Computing:** using Google Earth maps and satellite images, using search engines to research American cities.
- Music:** singing 'I've been everywhere' (Johnny Cash) and 'Route 66'; opportunity to create a geographical song or map about North and/or South American cities, with sound effects to accompany it, basing their song on 'I've been everywhere' or 'Route 66'.
- History:** exploring the history and changes along Historic Route 66, from Chicago, Illinois to Santa Monica, California.

Knowledge, skills and concepts: Key Geography knowledge and skills developed through the unit.

Cross-curricular links: Suggestions on how this unit could be used in a cross curricular way alongside work in other subject areas.

Background information: The subject knowledge underpinning this unit that the teacher will need.

Cross-curricular links: Suggestions on how this unit could be used in a cross curricular way alongside work in other subject areas.

Big Finish: Information on the final task and the end of the unit and how it showcases the pupils' learning.

Independent learning area: Suggestions for displays and ideas on how to create a learning area related to the unit.

Map work: Opportunities for any relevant map work related to the unit.

Fieldwork: Opportunities for any relevant fieldwork related to the unit.

Assessment: What pupils might be expected to achieve at the end of the unit, expressed as what 'all', 'most' and 'some' pupils can achieve

Subject knowledge and teaching guidance: The subject knowledge underpinning the unit for the teacher to know prior to teaching.

Session plans:

Each unit has six sessions (based on roughly two hours for each), which move from a shared starting point to a Big Finish, where learning is showcased. The planning is entirely editable and flexible

Week 1: Can we observe the weather?

Learning objective	To describe different types of weather, make observations and understand changes around us.
Key question	Can we observe the weather?
Success criteria	<ul style="list-style-type: none"> I understand that the weather changes. I can observe different kinds of weather. I know that people predict the weather.
Key vocabulary	Sun, cloud, weather, weather symbol, satellite, above, sky, umbrella, predict
Activities	<p><i>Before or to start the lesson: Read and discuss a simple story about the weather such as the Shirley Hughes' story Alfie Weather or a non-fiction book such as Clouds by Anne F Rockwell.</i></p> <p>1 Sing or play the video of the song 'The sun has got his hat on' to the children (see link in Resources below). Try adding different verses such as: 'The sun's behind a cloud today', 'Will he come out to shine?' or 'We cannot find the sun today?', 'Where has he gone to hide?'. Ask: Do you think that the weather is the same in all parts of the country? Show or draw a bolt of lightning, a cloud and a hurricane (spiral shape) on the board (also shown on teaching slides 6–8). Ask: What kind of weather are these? Show the three photographs on teaching slides 9–11 and ask the children to match each of the symbols from the board/PowerPoint with these photographs. As they match, encourage the children to talk about why they think each symbol matches the chosen photo.</p> <p>Explain the difference between the satellite images and the symbols (The photographs are taken from the air/sky, whereas the symbols are drawn images, and are how we see them from the ground.)</p>

Rising Stars 2019 © Hodder & Stoughton Limited

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Learning objective: States the main objective of the session.

Key question: The pupils should be able to answer this on completion of the unit.

Success criteria: Expressed as 'I can' statements.

Key vocabulary: The pupils should acquire, understand and be able to use this appropriately.

Activities: Engaging activities, often using focussed questions that introduce subject-specific skills and knowledge.

Subject knowledge: Geographical knowledge the teacher needs prior to the lesson.

Resources needed: Lists additional resources that are provided as separate files, as well as any additional resources required.

Teaching slides: Walk through the unit and can be used entirely flexibly by the teacher, however they see fit. They provide all the photographs, images and resources needed to teach the unit.



North America

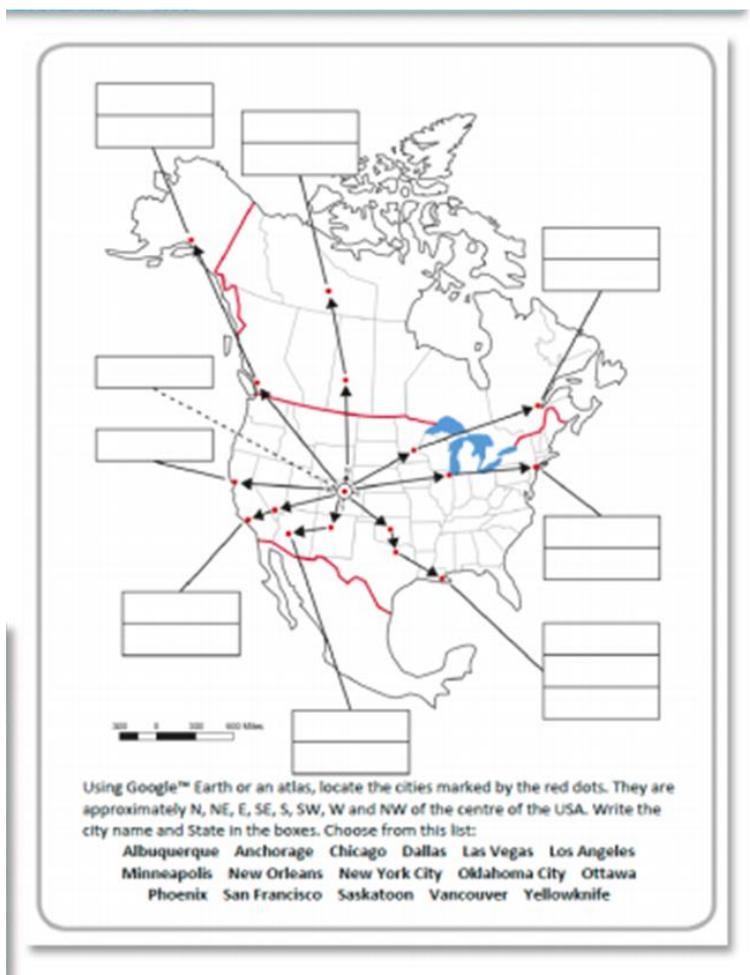
Using a globe, atlas or Google Earth, can you identify any countries in the North American continent?

Using a globe, atlas or Google Earth, can you find the equator and the Tropic of Cancer?

© Anton Shahrui



Pupil resources: Include all maps, images, scaffolds and pupil-facing materials, and many are editable for flexibility.



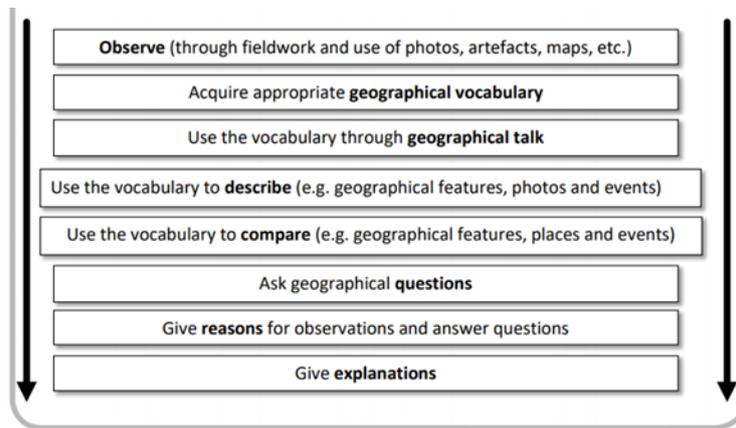
End-of-unit quizzes: these can be completed independently or as a class. They allow summative assessment of key vocabulary and knowledge acquired in the unit.

Approach of the Units

From Year 1 to Year 6 the scope of each unit increases, expanding from the pupils' own environment to the wider world. Place studies start local and increase in scale to regional, national and global, allowing for revisiting, developing and challenging ideas and concepts. Similarly, consideration of the weather and seasons progresses to more in depth study of the importance of climate and finally addresses protecting environments from global warming and combating climate change. Some units are essentially human geography, other physical geography, but most are holistic geography, considering human and physical geography together – the real, undifferentiated world of the pupil.

Progression

As the three Curriculum Coverage and Progression Charts show, skills and knowledge are introduced then revisited in different units and in different contexts. This enables progression to be identified, planned for, developed and monitored. Skills are not taught in isolation for their own sake, but in interesting and appropriate contexts. By providing a starting point accessible to all pupils, they can each make their own progress along a geographical journey, some getting further than others. The progression sequence below helps facilitate this as it extends geographical knowledge, understanding and thinking.



Some pupils will be able to progress through the whole sequence at the relevant level, achieving 'greater depth' or 'exceeding expectations'. Although others will get less far, making a start and achieving 'working towards', the next step for them is identified. It's important to remember that this is not a KS1 -> KS2 progression. KS1 pupils can certainly give explanations appropriate to them, but a KS1 explanation will differ from an Upper KS2 explanation.

Much of geography is visual (e.g. features of landscapes and urban-scapes) and pictorial (such as photographs, films and maps). It is vital that pupils develop their visual literacy skills and acquire a range of geographical images to accompany their expanding geographical vocabulary. One stereotypical image is insufficient. Rising Stars Geography offers many images to use within the slides but staff and pupils are free to add their own and build upon the photographs if appropriate

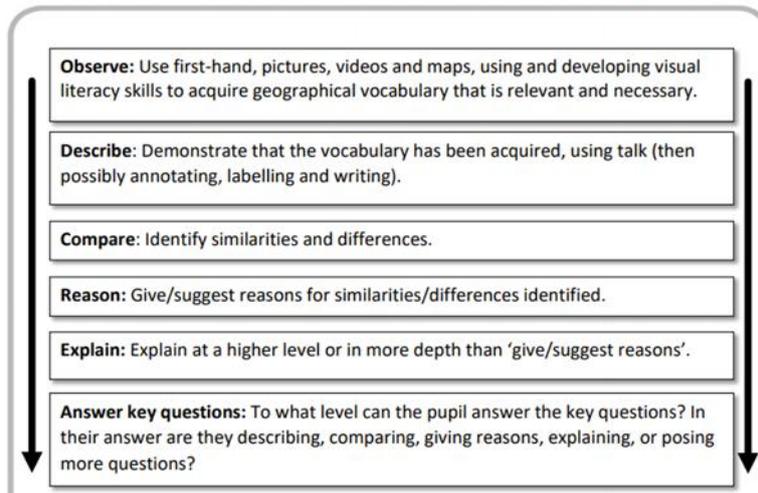
In KS2 – in years 3/4 there is greater emphasis is on the skills of Mapping and Geographical knowledge, as the children move into the support juniors the emphasis shifts linked to developing enquiry and investigation as well as communication. So it becomes more about using and applying the skills and knowledge that is embedded and revisited constantly in the lower juniors and infants.

Differentiation / Adaptive Teaching

Rising Stars Geography is designed so that all pupils can and should receive their entitlement to geography within a broad and balanced curriculum. Those working towards expectations will work on the same tasks but may need greater support and may not complete all levels of an activity. They may choose to demonstrate their knowledge and understanding orally or visually to avoid limited literacy skills hindering their achievements within the subject.

Where possible, pupils will be supported through paired and group work. Questions posed within lessons provide opportunities for all pupils to be able to contribute. From a common starting point for each activity, pupils are led through the unit, progressing as far as they can with each structured task.

This provides informal differentiation, as some will be able to get further than others. For those pupils who require a little more support, you could use the progression chart and support pupils using the following sequence. Even the youngest pupils can progress along it, thinking geographically and demonstrating their ability, using language and ideas in contexts appropriate to them.



Geography is dynamic, and work should be active and visual, not dependent wholly on reading and writing. In our school we try to get a balance as we recognise that 'Visual literacy' is also important;

- It has been referred to as 'graphicacy', the fourth 'ace' in the pack, along with literacy, oracy and numeracy.
- Graphicacy is the pictorial communication of spatial information. It is a life skill needed to understand maps, diagrams (such as flat-pack furniture assembly, car maintenance, electrical wiring and plumbing) and photographs (such as choosing a holiday destination or clothing from a catalogue)
- Geography supported by the Rising Stars scheme provides opportunities for our children to develop the visual literacy aspects that we deem important
- We see a great value in the development of graphicacy for our pupils with SEND as they can often participate in superb geography within mapping – expressing pictorial representations with depth of understanding where perhaps this would not be identified if the activities were purely dependent on written literacy
- Pupils that are working above expectations are expected within our school to undertake activities with greater independence and to be provided with some opportunities to make choices on how they learn and can communicate their knowledge.

Assessment

1. Teachers monitor and track using the KLIPs (Key Learning Indicators of Progression) these are a set of skills / knowledge that have been devised through breaking down the national curriculum into progressive steps
 - Each lesson has been cross referenced with the KLIPs as well as the National Curriculum. Teachers highlighted the KLIPs coverage and understanding as they teach. The KLIP grids form a continuous record of progress.
2. Alongside the KLIPs tracking we have used the assessment tasks within the scheme to develop **KEY ASSESSMENT OPPORTUNITIES**.
 - These tasks are linked directly to the National Curriculum.
 - These are identified as the Key assessment opportunity. The Key assessment opportunities have been developed to ensure that all aspects of the National Curriculum are assessed throughout the child's historical learning journey at primary school
 - Example of a Key Assessment Opportunity
3. Key Assessment guidance and support has been developed by the for each unit.
 - This identifies for staff the NC that is being assessed.
 - This identifies the skills, knowledge and concepts
 - This identifies Key vocabulary to be assessed

- It also gives an assessment overview – which includes an outline of the task, what to look for in the responses from the children and gives clarity as to what working towards, meeting and working in greater depth specifically looks like for that unit.
- The guidance also provides prompts for Key questions and areas to make notes – see examples



Year 4 Unit 3-
Assessment - Geogr:



Year 1 Unit 2 -
Assessment - Geogr:



Year 6 Unit 3 -
Assessment - Geogr:

4. The Rising Stars scheme also provides in-depth overviews of each assessment task
- The assessment opportunities included in Rising Stars Geography are planned to have maximum impact on pupils while adding the minimum burden to teacher workload. Each unit has a Key Assessment Opportunity which links with the Rising Stars Geography progression framework that is cross-referenced to the National Curriculum. It also links to the information contained in the Curriculum Coverage and Progression Charts. These assessment opportunities will enable the teacher to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context. The subject leader can also utilise the information to inform and further develop curriculum design, teaching approaches and resourcing. It can provide opportunities for moderation across classes and enable pupils to know how they are performing in the subject and what they need to do to achieve the next stage in their learning journey.
 - Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that historical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation.
 - Much of the evidence of pupil progress in Geography can be collected without adding extra workload or adapting teaching approaches. The use of a Geography big book or achievement folder, including images with annotations of the broad range of practical work covered, could provide a valuable source of evidence of impact.
 - Finally, an online end-of-unit quiz is also included in each unit. These are designed to enable pupils to assess their own progress in acquiring knowledge and to support retention of the information. They can also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing.
 - The use of a geography floor book or achievement folder, including images with annotations of the broad range of practical work covered, provides a valuable source of evidence of impact.

The Big Finish

Each unit ends with 'The Big Finish' which is designed to consolidate, share and celebrate the learning that has taken place. Many have a strong cross-curricular link and provide opportunities for creative learning, for example:-

Year 2 Unit 1 – Weather and seasons

The children will create a 'weather wonderland' as a final assembly or presentation, which contains ideas that they have worked on throughout the unit. The presentation/assembly could be filmed and used for assessment purposes. The children's wonderland could consist of group freeze frames and linked music poems for each of the four seasons. Alternatively, they might write a collaborative weather story with story sticks and symbols.

Where possible, there is an element of choice and flexibility so pupil and teacher interests can be pursued. These may also be adapted to reflect the resources available in school and many provide opportunities for pupils to engage with other classes in school, parents and the wider community.

Local Geography units

The local Geography units are introduced in KS1 and then developed in KS2.

Visits – Cultural Capital Opportunities

In order to develop a broad, rich and deep geographical education we believe children learn through experience. It is therefore considered essential to provide the children with hands on experiences, through educational visits. We aim to address this with suggestions on the two-year cycle with Educational visits, trips, explorations of the locality and real experience.

There are a range of opportunities for enrichment experiences including learning outside the classroom. On each unit overview there is a fieldwork information box that outlines ideas for local area fieldwork e.g. Year 6 Unit 1 – South America: The Amazon

- The Amazon is a little too distant for fieldwork; however, this unit does lend itself to opportunities for local area fieldwork. Children can investigate their local area, considering its change in their locality, as well as studying any protected areas using the same enquiry process as their study of the Amazon region. This could include a field visit to a local forest or wood, preferably deciduous

We are blessed with the locality on our doorstep and as we embed the new scheme we will further develop opportunities based on our locality and the resources it has to offer.

Rationale for Sequencing and Selection of Units

The Geography curriculum at Singleton School is designed (using a best endeavours approach within a two year rolling programme) to enable pupils to acquire a rich web of knowledge as the sequence and selection of topics builds on previous units and feeds forward to future learning.

The units revisit skills, knowledge and concepts throughout the Key stages which means we can constantly build upon prior learning

IMPACT

- The impact of Rising Stars Geography is evidenced through the pupils' use and understanding of the knowledge, skills, concepts and specialist vocabulary.
- It is evidenced by the use and outcomes of the varied activities, assessments and quizzes provided.
- The broad range of approaches for pupils to communicate their knowledge ensures that everyone can demonstrate progression and impact. In particular, it is evidenced by the pupils' ability, willingness and confidence in addressing and discussing each unit's key question, giving a response focusing on geographical vocabulary, skills and concepts.
- Pupils understand and can clarify to others what Geography is and the importance and value of studying the subject. They can explain to others how they are progressing and what they can do to get better in the subject.

Subject knowledge for teachers

The Rising Stars Geography Scheme focuses on the subject as an individual discipline and it sets high expectations for the quality of teaching within the subject. However, the structure and levels of support within the scheme take into account that most primary teachers and many Geography subject leads are not subject specialists.

The core geographical knowledge needed by each teacher is identified in the unit overview and in greater depth in the session plans. Sample responses are provided to questions posed to guide non-specialist teachers on expectations. A resource list with useful quality websites and resources is included to support further teacher research.

We believe that this vital to support with workload and also quality teaching and learning experiences

'Real' Geography

The focus throughout is on contextualized geography, using real, named, localities and environments which can be located on appropriate maps, and avoiding stereotypes. Illustration of the variation in features (not all cliffs are white like those at Dover!) is given wherever possible to overcome this.

Throughout the units, knowledge, skills and concepts are brought together holistically, underpinned by the development of a strong and evolving subject vocabulary with which to talk about and discuss the geography being learned.

An enquiry approach is used as a shared experience, with key and supplementary questions, to encourage curiosity, geographical thinking, exploration and research, and to combine relevant knowledge with skills. This hopefully mitigates against a didactic approach and encourages teaching and learning to become a joint pupil / teacher 'adventure' or 'journey'. Pupils will often discover that some of the questions have more than one answer, some of which are 'better' than others. This is particularly true when environmental issues are discussed, and experts propose different solutions. Pupils can explore how 'real world' decisions are made!

- As well as the prompt questions included, it is hoped that the pupils will develop skills in posing their own questions.
- Through this approach, pupils will acquire a model of learning whereby they are able to transfer knowledge and understanding from one unit studied to another.
- Following this process, pupils (and teachers) will acquire greater confidence to take on the challenges of learning about a new topic.
- The Curriculum Coverage and Progression Chart and the key assessment opportunities will support teachers in identifying those pupils working at greater depth and ensuring sufficient challenge and pace.

Adapting to schools' individual settings, needs and priorities

We have found the Rising Stars Geography scheme to be inherently flexible.

- All resources are editable so, once teachers are confident with the material, they can edit them to suit a cohort, a setting, the school environment, a teacher's own experiences, topical events and local or global issues.
- They can also build up their own resource of local materials, especially photographs, aerial photographs, plans and maps.
- Our staff are encouraged to consider how Geography can link meaningfully within other areas of learning within the school curriculum prior to embarking on the scheme.

Rising Stars Geography Topic List

KEY STAGE	YEAR	TOPIC NAME	ENQUIRY QUESTION	MAIN CURRICULUM FOCUS	BIG FINISH
KEY STAGE 1	YEAR 1	Our Local Area	What's it like where we live?	Use maps to identify the UK and its countries	Make 3D models of your local area
		People and their Communities	Where in the world do these people live?	Understand geographical features by contrasting the UK with a non-European country	Make a passport ready for take-off!
		Animals and their Habitats	Where do our favourite animals live?	Use compass directions to describe features and routes on a map	Create a 'home in a box'
	YEAR 2	Seasons	What are seasons?	Identify seasonal and daily weather patterns in the UK	Create drawings and paintings inspired by seasonal changes
		Journeys: Food	Where does our food come from?	Describe and understand key aspects of human geography, including trade links	Go on a Great British Picnic
		Our Wonderful World	What are the seven wonders of our world?	Devise a map and use basic symbols in a key	Choose your own seven 'wonders of the world'
LOWER KEY STAGE 2	YEAR 3	Climate and Weather	Why is climate important?	Identify seasonal/daily weather patterns in the UK	Produce a 'Big Finish' climate report
		Our World	Where on Earth are we?	Locate the world's countries using maps	Invent a locational map game, quiz or puzzle
		Coasts	Do we like to be beside the seaside?	Name geographical regions and their identifying characteristics in the UK	Create a television advert or presentation to promote a coastal area
	YEAR 4	The Americas	Can you come on a Great American Road Trip?	Locate the world's countries using maps, including North and South America	Create a song or rap about America
		Rivers and the Water Cycle	How does the water go round and round?	Describe and understand key aspects of physical geography, including the water cycle	Design and make a model river
		Earthquakes and Volcanoes	How does the Earth shake, rattle and roll?	Describe and understand key aspects of physical geography, including volcanoes	Make a real-life 'erupting' volcano
UPPER KEY STAGE 2	YEAR 5	Changes in our Local Environment	How is our country changing?	Identify geographical characteristics of the UK, and understand how some have changed over time	Create pieces of art that represent your local area
		Europe: A Study of the Alpine Region	Where should we go on holiday?	Locate the world's countries, using maps	Create your very own mobile app about the Alpine region
		Journeys: Trade	Where does all our stuff come from?	Use maps, atlases and digital mapping to locate countries and describe features	Write an adventure story about the journey of your chosen product
	YEAR 6	South America: The Amazon	What is life like in the Amazon?	Understand similarities and differences of a region of the UK, and a region within South America	Produce an exciting stop-motion animation
		Protecting the Environment	Are we damaging our world?	Describe and understand aspects of human geography, including settlement and land use	Develop a campaign to help protect the planet
		Our World in the Future	How will our world look in the future?	Name and locate counties and cities of the UK, and understand how some aspects have changed over time	Create your own plan for the future of your local area

Cycle A- History and Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 / 2 History / Geography RISING STARS	Geography (Y1) Our Local Area	History (Y1) My Family History SUBSTANTIVE CONCEPTS Childhood	Geography (Y2) Journeys - Food	History (Y2) Holidays SUBSTANTIVE CONCEPTS Childhood, Equality	Geography (Y1) Animals and their Habitats	History (Y1) Great Inventions – Transport SUBSTANTIVE CONCEPTS Leadership
Year 3/4 History / Geography RISING STARS	History (Y3) The Stone Age SUBSTANTIVE CONCEPTS Agriculture, Migration, Civilisations, Society,	Geography (Y3) Climate and Weather	Geography (Y4) Rivers and the Water Cycle	History (Y4) Roman Britain SUBSTANTIVE CONCEPTS Leadership, Migration, Civilisations, Society,	History (Y3) Local History SUBSTANTIVE CONCEPTS Childhood, Society,	Geography (Y3) Coasts
Year 5/6 History / Geography RISING STARS	History (Y5) The Anglo-Saxons SUBSTANTIVE CONCEPTS Leadership, Migration, Civilisations, Worship, Society,	Geography (Y5) Journeys - Trade	History (Y6) The Ancient Greeks SUBSTANTIVE CONCEPTS Leadership, Civilisations, Worship, Society,	Geography (Y6) Protecting the Environment	History (Y5) Journeys SUBSTANTIVE CONCEPTS Migration, Civilisations, Society, Equality	Geography (Y5) Changes in the local environment

Cycle B- History and Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 /2 History / Geography RISING STARS	Geography (Y2) Seasons	History (Y2) Bonfire Night and the Great Fire of London SUBSTANTIVE CONCEPTS Leadership, Civilisations,	Geography (Y1) People and their Communities)	History (Y1) The Greatest Explorers SUBSTANTIVE CONCEPTS Leadership, Civilisations,	Geography (Y2) Animals and their habitats	History (Y2) Our Local Heroes SUBSTANTIVE CONCEPTS Childhood, Leadership
Year 3/4 History / Geography RISING STARS	Geography (Y4) The Americas	History (Y4) The Ancient Egyptians SUBSTANTIVE CONCEPTS Leadership, Civilisations, Worship, Society,	History (Y3) The Bronze Age and the Iron Age SUBSTANTIVE CONCEPTS Agriculture, Civilisations, Society,	Geography (Y3) Our World	Geography (Y4) Earthquakes and Volcanoes	History (Y4) Crime and Punishment SUBSTANTIVE CONCEPTS Society, Equality
Year 5/6 History / Geography RISING STARS	Geography South America – The Amazon (Y6)	History The Maya Civilisation (Y6) SUBSTANTIVE CONCEPTS Agriculture, Civilisations, Worship, Society	History The Vikings (Y5) SUBSTANTIVE CONCEPTS Leadership, Migration, Civilisations,	Geography Europe – A Study of the Alpine Region (Y5)	Geography Our World in the Future (Y6)	History The Impact of War (Y6) SUBSTANTIVE CONCEPTS Leadership, Civilisations, Society

