

Introduction and Curriculum Coverage

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.

Rising Stars Geography offers complete coverage of the National Curriculum Programme of Study for the Geography (2014). See the Topic List at the end of this document for the titles of the units, the enquiry questions, the curriculum foci, and the Big Finishes.

More detail is given in the KS1, Lower KS2 and Upper KS2 Curriculum Coverage and Progression Charts (available online). These list the KS1 and KS2 Geography Programme of Study statements and show in which units these are addressed. Some encounters are comprehensive and address the statement fully, but others provide an opportunity to introduce or develop some aspects, for further development in later units. Also, within these documents are expected standards for each statement at each year group, enabling teachers to track the course of progression through the scheme from start to finish.

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 (the Curriculum Map also shows how the topics link to the Rising Stars product *Switched on Science*, if your school uses this).

Curriculum Coverage and Progression chart: Shows coverage of the Primary Geography National Curriculum Programme of Study and how it is taught and applied in *Rising Stars Geography*. It also gives an expected statement of progression for each year group.

KS1 Curriculum Coverage and Progression Chart		
Primary Geography Programme of Study Statement	Coverage of Statement in <i>Rising Stars Geography</i>	Progression of Statement in <i>Rising Stars Geography</i>
Locational Knowledge		
Name and locate the world's seven continents and five oceans.	Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 2 Unit 3: Our Wonderful World	End of Year 1, expected: Can locate some major cities, oceans and continents on a UK and world map. Can use a world map, atlas or globe to name and locate the seven continents and five oceans.
		End of Year 2, expected: Can identify and name the relevant continents.
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food	End of Year 1, expected: Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.
		End of Year 2, expected: Can name the capitals of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK.

Curriculum Map: Shows the entire curriculum map for *Rising Stars Geography* and how you might use it alongside *Rising Stars History* and *Switched on Science*.


		Curriculum Overview						SWITCHED ON Science Second Edition
		Term						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Key Stage 1	Year 1	Geography: Our Local Area What's it like where we live?	History: My Family History What was life like when our grandparents were children?	Geography: People and their Communities Where in the world do these people live?	History: The Greatest Explorers Who were the greatest explorers?	Geography: Animals and their Habitats Where do our favourite animals live?	History: Great Inventions – Transport How did the first flight change the world/why were the Rainhill trials?	Year 1
		Science: Plants and Animals Where We Live	Science: Who am I?	Science: Celebrations	Science: Polar Places	Science: On Safari	Science: Holiday	
Key Stage 1	Year 2	Geography: Seasons What are seasons?	History: Bonfire Night and the Great Fire of London Should we still celebrate Bonfire Night/Did the Great Fire make London?	Geography: Journeys – Food Where does our food come from?	History: Holidays How have holidays changed over time?	Geography: Our Wonderful World What are the seven wonders of our world?	History: Our Local Heroes Who are our local heroes?	Year 2
		Science: Our Local Environment	Science: Materials Monster	Science: Healthy Me	Science: Little Masterchefs	Science: Young Gardeners	Science: Squash, Bend, Twist and Stretch	

Rising Stars 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.

Rising Stars Geography		Rising Stars Geography Progression Framework			Numbering system: Subject.Key Stage.Strand
Strand	Key Stage 1				
	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)	
Geographical Knowledge					
1. The UK and local area	G.1.1.1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	G.1.1.3.a. Can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom (e.g. using information about food from different countries of the UK, locate them on a UK map. Prepare a 'Great British Picnic' using these foods).	G.1.1.4.a. Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map (e.g. using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a 'Great British Picnic' using these foods).	G.1.1.5.a. Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps (e.g. research food that originates from different parts of the UK and create a map showing where regional foods come from, design a menu for a 'Great British Picnic' using these foods).	
	G.1.1.2. Develop knowledge of the human and physical geography of a small area of the United Kingdom.	G.1.1.3.b. 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.	G.1.1.4.b. 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.	G.1.1.5.b. 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). 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.	

Topic list: Gives an overview of all the topics in *Rising Stars Geography*, the key enquiry question, the main curriculum focus and the Big Finish activity (also at the end of this document).

Glossary: Defines all the key geographical vocabulary needed.

Glossary


- **Active volcano:** a volcano that has had an eruption in the last 10,000 years, and possibly may erupt in the future
- **Altitude:** the height of something above sea level
- **Amazon Basin:** the area drained by the River Amazon and all of its tributaries
- **Amazon River:** the longest river in South America. It flows through Peru, Bolivia, Venezuela, Colombia, Ecuador and Brazil
- **Ancient:** something that belongs to the past, and is often no longer in existence
- **Antarctic:** the polar region around the South Pole
- **Antarctic circle:** imaginary line/circle about 66.5° south of the equator
- **Arctic:** the polar region around the North Pole
- **Arctic circle:** imaginary line/circle about 66.5° north of the equator

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?		RISING STARS Geography
<p>Unit overview</p> <p>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.</p>	<p>Cross-curricular links</p> <ul style="list-style-type: none"> • English: making notes, annotating and communicating findings. • Art & design: learning about photos and paintings of dramatic landscapes, searching for 'paintings, the Prairies/the Rockies' and more. <p>You might like to look at the work of Hundertwasser, 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 Hundertwasser 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 <i>The Everyday Guide to Primary Geography: Art, Mackintosh & Kent, GA, ISBN 978-1-84377-366-5</i>).</p> <ul style="list-style-type: none"> • Computing: using Google Earth maps and satellite images; using search engine(s) to research American cities. • Music: singing 'I've been everywhere' (Johnny Cash) and 'Route 66'; opportunity to create a geographical song or rap 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. 	
<p>Knowledge, skills and concepts</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • 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. 	<p>Background information</p> <p>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 Cuiabá, 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!)</p>	

- **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 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.

Key assessment opportunity: Outlines what pupils working towards, meeting and exceeding expectations should achieve in the end of unit task.

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.

Autumn
Year 4

The Americas




Can you come on a Great American Road Trip? – Week 1

Learning objective	To use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America, and to discover something about (some of) these cities and their states.
Key question	What are North American cities like?
Success criteria	<ul style="list-style-type: none"> I can locate the city of Denver in the state of Colorado, in the country of the USA, on the continent of North America, using a map, an atlas index or Google Earth. I can find the names of cities that are located approximately N, NE, E, SE, S, SW, W and NW of Denver. I can record (on a worksheet) the names of the cities, and the country and state each is in.
Key vocabulary	City, state, country, continent, North America, South America, northern hemisphere, compass points (8)
Activities	<p><i>Explain to the children that, in this unit/geography topic, they are going to be finding out about places in North and South America. They will be using a globe, an atlas and/or the internet to identify countries, states and cities in the two continents. Use this lesson to model as a whole class activity what the children are going to do themselves in groups in subsequent lesson(s). How to use the index in an atlas, and/or the search function in Google Earth, are important. When using an atlas or Google Earth point out the position of the Tropic of Cancer.</i></p> <p>1 Display teaching slide 6. Locate the North and South American continents on a political and/or physical globe. Play the video of Johnny Cash singing about countries and places in North America (all the countries from Mexico to Panama are in the continent of North America): 'I've been everywhere' (see link in Resources). Display the lyrics to the song as well. You might like to ask the children if they can recognise the names of any countries and highlight them (use this in the next lesson).</p>

- 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.

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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?

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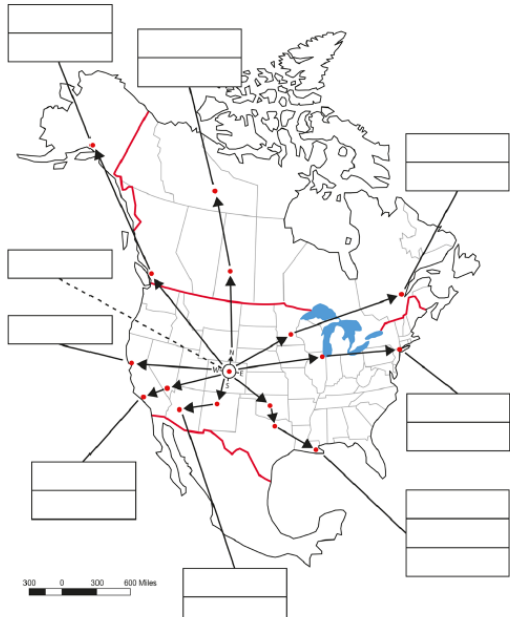
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Pupil resources (right): Include all maps, images, scaffolds and pupil-facing materials, and many are editable for flexibility.

Can you come on a Great American...

Which of these are **two countries** in North America? You need to choose two answers.

- 1) Canada
- 2) Denver
- 3) USA
- 4) Los Angeles



Using Google™ Earth or an atlas, locate the cities marked by the red dots. They are approximately N, NE, E, SE, S, SW, W and NW of the centre of the USA. Write the city name and State in the boxes. Choose from this list:

Albuquerque Anchorage Chicago Dallas Las Vegas Los Angeles
 Minneapolis New Orleans New York City Oklahoma City Ottawa
 Phoenix San Francisco Saskatoon Vancouver Yellowknife

End-of-unit quizzes (above): these can be completed independently or as a class. They allow summative assessment of key vocabulary and knowledge acquired in the unit. They should not be used as the only form of assessment in *Rising Stars Geography*. Many of the quizzes may offer opportunities for additional research activities.

Rationale for Sequencing and Selection of 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.

Observe (through fieldwork and use of photos, artefacts, maps, etc.)

Acquire appropriate **geographical vocabulary**

Use the vocabulary through **geographical talk**

Use the vocabulary to **describe** (e.g. geographical features, photos and events)

Use the vocabulary to **compare** (e.g. geographical features, places and events)

Ask geographical **questions**

Give **reasons** for observations and answer questions

Give **explanations**

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 feel free to add your own and pupils' photographs if appropriate.

Differentiation

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.

Observe: Use first-hand, pictures, videos and maps, using and developing visual literacy skills to acquire geographical vocabulary that is relevant and necessary.

Describe: Demonstrate that the vocabulary has been acquired, using talk (then possibly annotating, labelling and writing).

Compare: Identify similarities and differences.

Reason: Give/suggest reasons for similarities/differences identified.

Explain: Explain at a higher level or in more depth than 'give/suggest reasons'.

Answer key questions: To what level can the pupil answer the key questions? In their answer are they describing, comparing, giving reasons, explaining, or posing more questions?

Geography is dynamic, and work should be active and visual, not dependent on reading and writing. Visual literacy is 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) that features too little in the primary curriculum.

Pupils working above expectations are expected 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.

Joe was a low-achieving seven-year-old with SEND. In class he projected and traced an enlarged map centered on his school and was adding detail from home. In the evenings he went around the streets near his home, drawing street signs, copying street and shop names, noting types of housing and more. In school he located them on his map.

When asked if he was enjoying it, he replied, "Oh yes, I can **do** pictures!"

He was actually doing superb geography – with the focus was on graphicacy, not literacy.

Assessment

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 geographical 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. By their nature, these usually test retention of what has been taught, rather than geographical knowledge and understanding, although they could be used by the pupils as research exercises and challenges beyond the direct scope of the unit. They can also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing.

Application to the Ofsted Education Inspection Framework

It is important that the school reviews the *Rising Stars Geography* curriculum prior to commencing teaching the units, and that the subject leader and all teachers are able to explain the key principles behind what is included and why it is sequenced in a certain way. They will need to be able to provide specific examples from the units to demonstrate their advocacy of this approach. They also need to be able to demonstrate that they have carefully considered how it has been adapted to meet the priorities of the school and its pupils.

Intent of *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.

Before embarking on implementing the *Rising Stars Geography* Curriculum it is important for the teacher to take some time to consider carefully if these principles are consistent with the broader school curriculum and apply to their pupils. They can then adapt and make any necessary changes to the content prior to teaching.

Implementation of *Rising Stars Geography*

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.

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.

During a study of the rivers Humber and Trent, ten-year-old Kathleen was on a field trip to Keadby Bridge, the lowest crossing point of the River Trent.

She stood in the middle of the bridge and exclaimed, "There's water on both sides!" 'Bridge' was in her vocabulary, but she did not have a 'mind picture' of the concept.

Support of Teacher Development

Subject knowledge for teachers

The core geographical knowledge needed by teachers is identified in each session and explained as necessary.

'Real' geography teaching and learning

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!

Eavesdropping on two Year 5 boys’ geographical conversation, a teacher overheard:

“Shall I ask the teacher what built the Himalayas?”

“No, don’t ask her, she’ll only ask you another question!”

Taking that as a compliment to her teaching, the teacher asked the boys the question immediately. This prompted a fascinating and informative three-way geographical conversation leading to a discussion of plate tectonics, a theory which the boys worked out for themselves with guidance and a globe.

Adapting to schools’ individual settings, needs and priorities

Rising Stars Geography is 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.

All unit links with other subjects have been identified, but it is possible to adapt the materials to accommodate further cross-curricular teaching, if this is preferred.

Authors and the Geographical Association

The material has been written by three very experienced primary geography teachers and trainers. They are all members of the Geographical Association's Early Years and Primary Phase Committee. It has also been reviewed and endorsed by the Geographical Association.



Anthony Barlow

Anthony Barlow is Principal Lecturer and Programme Convenor for the BA Primary Education QTS programme at the University of Roehampton, London. He worked in primary schools for twelve years in Hillingdon and Bolton before entering teacher education. Anthony has been Co-Chair of the Early Years and Primary Committee of The Geographical Association (GA) for four years. He is a GA consultant and has led teacher development sessions for teachers around the country as a Primary Geography Champion. Anthony has been involved in various projects such as Making Geography Happen (DfES/ Geography Action Plan) and Young Geographers (TDA), worked with the BBC Class Clips (now Bitesize) and with Channel 4 on Grid Club Geography. He has written for Primary Geography journal and contributed to the award-winning books. His research interests are pupils' understanding and perception of their immediate school surroundings, pupils' ability to undertake exploratory enquiries and the links that can be made between the humanities subjects. He tweets [@totalgeography](https://twitter.com/totalgeography).

Dr. Margaret Mackintosh

Margaret Mackintosh went to teach at the University of Nigeria, Nsukka, with a PhD in geology and a two-month-old daughter. During the civil war it became the University of Biafra, and all ex-pats were evacuated out. Margaret then taught at primary schools in Humberside for 19 years (starting with seven years in Reception) followed by 21 years in teacher education in Devon where she introduced study visits to The Gambia for pupils. These were initially devised to support teaching geography in the national curriculum, and are still running 26 years later! Active in the Geographical Association, Margaret edited their journal 'Primary Geography' for ten years, has written many articles and chapters about primary geography, has run workshops at GA Conferences and has delivered CPD. Before Margaret's marriage here initials were (perhaps prophetically) MAPS, and she has always been particularly interested in the art and skill of the cartographer

to communicate spatial information. In her primary teaching she used art to access most of the curriculum, especially geography, history and science.

Margaret has had a life-long 'love affair' with the Scottish Highlands and Islands and needs an annual 'fix' of them, especially the Outer Hebrides!

Gemma Anidi

Gemma Anidi is an experienced primary school teacher, having worked in both state and independent schools in London. She is currently deputy headteacher of a large primary school in East London. Gemma is also co-chair of the Geographical Association's Early Years and Primary Phase committee.

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'
		Climate and Weather	Why is climate important?	Identify seasonal/daily weather patterns in the UK	Produce a 'Big Finish' climate report
	YEAR 3	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
		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
LOWER KEY STAGE 2	YEAR 4	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
		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
UPPER KEY STAGE 2	YEAR 5	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
		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
	YEAR 6	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 countries 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