

Implementation At St James, children will study Geography through units from Rising Stars. 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.	St. James  C. of E. PRIMARY SCHOOL Curriculum intent We provide 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.	Key Skills developed By learning Geography, all pupils will develop their ability to observe through fieldwork, acquire appropriate vocabulary to be able to talk and describe geographical features, photos and events. They will be able to ask geographical questions regarding their surroundings and give reasons for their findings. Through studying Geography, all pupils will develop their ability to develop: • Gather locational knowledge • Place knowledge • Develop an understanding of Human and Physical Geography • Acquire Geographical vocabulary • Develop Geographical skills using maps, atlases and globes • Use fieldwork for enquiry
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Early Years	Understanding the World, one of the seven key areas of learning within EYFS, encompasses a range of early geographical skills and knowledge. Children will use all their senses in hands-on exploration of natural materials and will begin to understand the need to respect and care for the natural environment and all living things. Children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		
Reception	In Reception Understanding the World will engage the children in drawing information from a simple map, recognise some similarities and differences between life in this country and life in other countries. Children will explore the natural world around them and recognise some environments that are different to the one in which they live.		
ELG	People, Culture and Communities: Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps, explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World: Children will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They will understand some important processes and changes in the natural world around them, including the seasons.		
	Autumn Term	Spring Term	Summer Term
Year 1	<u>Our Local Area</u> What is it like where we live? In this unit, the children will: • identify the significant features (landmarks) of their local area and consider viewpoints in relation to this • compare journeys and landscapes and understand near/far, often/rarely • learn about maps, map-making and symbols.	<u>People and Their Communities</u> Where in the world do these people live? In this unit, the children will: • name and locate the world's seven continents • learn about the human and physical geography of a small area in several non-European countries • read images, maps, atlases and globes • ask and answer questions • use basic geographical vocabulary.	<u>Animals and Their Habitats</u> Where do our favourite animals live? In this unit, the children will: • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify countries, continents and oceans • use simple fieldwork and observational skills.
Year 2	<u>Weather and Seasons</u> What are seasons? In this unit, the children will: • develop locational and place knowledge about their locality, and the UK as a whole • understand basic subject-specific vocabulary relating to physical geography	<u>Journeys – Food</u> Where does our food come from? In this unit, the children will: • understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production	<u>Our Wonderful World</u> What are the seven wonders of the world? In this unit, the children will: • name, locate and identify characteristics of the seven continents and oceans • use world maps, atlases and globes • understand geographical similarities and differences when studying both human and physical geography

	• begin to use geographical skills, including first-hand observation, to enhance their locational awareness • identify seasonal and daily weather patterns in the UK • use simple fieldwork and observational skills in their school, its grounds and surroundings • use and construct basic symbols in a key.	• use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents	• identify the locations of hot and cold areas around the world • use basic vocabulary to refer to physical and human features • develop knowledge about the world.
Year 3	<u>Climate and Weather</u> Why is climate important? In this unit, the children will: • locate some of the world's climate zones on a globe or map, name examples and have some understanding of them • extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations • describe and give examples of the variety of biomes and vegetation belts • use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts • identify the world's hottest, coldest, wettest and driest locations.	<u>Our World</u> Where on Earth are we? In this unit, the children will: • improve their locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world.	<u>Coasts</u> Do we like to be beside the seaside? In this unit, the children will: • extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.
Year 4	<u>Rivers and the Water Cycle</u> How does the water go round and round? In this unit, the children will:	<u>The Americas</u> Can you come on a great American Road Trip? In this unit, the children will:	<u>Earthquakes and Volcanoes</u> How does the Earth shake, rattle and roll? In this unit, the children will:

	• name and locate some of the UK's and the world's most significant rivers and mountain environments • learn about the features of a named river (the River Thames) in the UK, from source to mouth • learn how rivers and mountains are formed • identify some of the processes associated with rivers • understand where rivers and mountains fit into the water cycle.	• 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.	• describe and understand the key aspects of volcanoes and earthquakes • understand that the distribution of earthquakes and volcanoes follows a pattern • be introduced to plate tectonics. • learn about the 'Pacific Ring of Fire'.
Year 5	<u>A Study of the Alpine Region</u> Where should we go on holiday? In this unit, the children will: • use maps to focus on countries, cities and regions in Europe • be taught to understand a region of another European country • be taught to understand some of the physical and human processes that shape a region • extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features.	<u>Journeys: Trade</u> Where does all our stuff come from? In this unit, the children will: • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<u>Changes in Our Local Environment</u> How is our country changing? In this unit, the children will: • name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the UK • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the eight points of a compass, four- and six-figure grid references, symbols and key

			(including the use of OS maps) to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
Year 6	<u>South America: The Amazon</u> What is life like in the Amazon? In this unit, the children will: • extend their knowledge and understanding beyond their local area to include South America • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and understand key aspects of physical and human geography • Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied.	<u>Protecting the Environment</u> Are we damaging our world? In this unit, the children will: • describe and understand key aspects of the distribution of natural resources including energy, minerals and water • use maps, atlases and globes to locate countries and describe features studied • use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<u>Our World in the Future</u> How will our world look in the future? In this unit, the children will: • describe and understand key aspects of: – physical geography – human geography • learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK • use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.