

NC Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Intent	Implementation	Impact
At Broadway, we aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.	In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Broadway we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to follow maps, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2.	The impact and measure of this is to ensure that children at Broadway are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Key Vocabulary

Arid axis biome climate climate change equatorial orbit polar precipitation season sphere temperature tilt trade tropical weather station Eastern Hemisphere latitude Longitude North Pole Northern Hemisphere Southern Hemisphere time zone Tropic of Cancer Tropic of Capricorn Western Hemisphere northeast northwest southeast southwest

Knowledge	Skills
By the end of Year 3, children should know - Where the world's main climate zones are - The location and main human and physical features of North and South America. - The location and features of Rio de Janeiro and South-East Brazil, comparing with places previously studied. - How climate zones affect everyday life in different regions. - About settlement, trade, tourism, and culture in South-East Brazil and Rio.	By the end of Year 3, children should be able to - Use globes and atlases to identify climate zones and consider their impact. - Use maps to locate the main human and physical features of the Americas. - Interpret maps and aerial views of Brazil and North America. - Use appropriate vocabulary when describing locations and features. Mapwork progression - Label a world map with the Equator, tropics, and poles. - Locate hemispheres and climate zones. - Use maps to compare weather/seasons in different climate zones (e.g., Cairo, London, Manaus, Nuuk, Seville). - Locate countries and states within North America. - Compare New York with their home area using maps and aerial footage. - Locate South America's countries and capital cities, and investigate time zones. - Compare Rio de Janeiro's landscape with their home area.

Learning Objectives/End Points					
Children should be able to identify climate zones To understand what climate zones are and where they are located around the world. Children can identify the world's main climate zones and explain the difference between climate and weather.	Locate key features of the Americas and Brazil To investigate how the Earth's position affects climate. Children can locate the Equator, Tropics, Poles and hemispheres and explain how latitude influences climate.	Interpret maps at different scales To compare climates in different parts of the world. Children can compare the climate, seasons and weather of places in different climate zones using maps and climate data.	Use precise geographical vocabulary to describe and compare places To explore how climate affects environments and people in North America. Children can identify the main climate zones of North America and explain how climate influences landscapes, wildlife and human activity.	To investigate the climate of Brazil and South America. Children can describe the climate of South America, including the tropical climate of the Amazon and the impact of climate on settlements, trade and tourism.	To understand how climates are changing and apply geographical knowledge. Children can explain the difference between weather and climate, describe how climate change affects different regions and use maps, atlases and globes confidently to investigate climate zones around the world.