

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

acid rain agriculture canal channel condensation confluence dam drainage drinking water embankment environment erosion evaporation fertile flooding flood management flood plain flood prevention freshwater groundwater humidity hydro-electric power irrigation meander mouth pollution river bank river basin source transportation tributary valley vegetation water cycle watershed altitude equatorial estuary International Date Line lower course middle course upper course Prime Meridian

Knowledge	Skills
- The key elements and features of a river - The key elements of the water cycle - The names of – and key information on – the world's main rivers. - Basic ideas about flood management	- Interpret and explain key information on rivers - Evaluate a range of possible flood prevention measures - Use globes, atlases and maps to locate the world's principal rivers Mapwork progression: - Locate and identify the world's principal rivers on a world map - Use aerial images to identify stages and features of a river (e.g., River Thames) - Use resources, including online maps, to identify the characteristics of long rivers - Fieldwork opportunity: observe and record features of a local river or waterway

Learning Objectives/End Points

Children should be able to identify, describe and explain river features and processes To understand the key features and stages of a river. Children can identify and describe the source, tributary, channel, meander, confluence, floodplain, estuary and mouth of a river.	Use maps and aerial images to locate rivers To understand the processes of the water cycle. Children can explain the stages of the water cycle, including evaporation, condensation, precipitation and collection, and describe how these processes support rivers.	To locate and investigate the world's major rivers. Children can locate the world's principal rivers on maps and globes and describe their key characteristics and importance.	To understand how rivers are used by people. Children can explain how rivers support transport, farming, drinking water, hydro-electric power, recreation and settlements.	To investigate why rivers flood and how flooding can be managed. Children can explain the causes of flooding and evaluate different flood prevention and flood management strategies.	To use geographical skills to investigate rivers. Children can use maps, aerial photographs and fieldwork observations to identify river features and present geographical findings using appropriate vocabulary.
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