

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

Amazon Basin Congo River logging ecosystem river basin rainforests (Key vocabulary from the previous unit should be included in this topic)

Knowledge	Skills
- The location and principal features of the Amazon - How the Amazon is situated within the globe and South America - How rivers, the water cycle, and rainforests apply to the Amazon - How some humans have adapted to life in the rainforest and the Amazon	- Interpret a range of maps and aerial views of the Amazon - Apply map information to their understanding of the Amazon - Use vocabulary when describing the Amazon, rainforest biomes, rivers and features Mapwork progression: - Locate the Amazon River on a map of South America - Identify the main characteristics of the Amazon Basin using maps and aerial views - Draw the Amazon River's location on a South America map

Learning Objectives/End Points

Children should be able to describe the location and features of the Amazon To locate the Amazon River and understand its position within South America. Children can locate the Amazon River, Amazon Basin and surrounding countries using maps, atlases and globes.	To explore the key physical features of the Amazon Basin. Children can describe the main features of the Amazon Basin, including rivers, rainforest, climate and landscape using geographical vocabulary. Compare the Amazon with other studied regions	To understand how rivers, the water cycle and rainforests are connected. Children can explain the relationship between the Amazon River, rainforest ecosystem and the water cycle.	To investigate how people and animals adapt to life in the Amazon. Children can describe how indigenous communities, plants and animals have adapted to the rainforest environment.	To investigate how human activity affects the Amazon rainforest. Children can explain the impact of activities such as logging, farming and deforestation on the Amazon ecosystem.	To use geographical skills to investigate and present information about the Amazon. Children can interpret maps and aerial images, locate key features and present their understanding of the Amazon River and rainforest using appropriate geographical vocabulary.
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