

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

Aftershock ash cloud core crater crust disaster eruption fault line geothermal lava magma mantle plate plate boundary Richter Scale tectonic tremor tsunami vent epicentre

Knowledge	Skills
- The main features and causes of volcanoes and earthquakes - The names and locations of the world's principal volcanoes and earthquake-prone areas - How people respond to natural disasters such as earthquakes	- Use globes, atlases and maps to locate earthquakes and volcanoes - Use vocabulary when describing causes and effects of volcanoes and earthquakes - Interpret maps showing tectonic plates and boundaries Mapwork progression: - Label a map of the Earth's plates and explain plate boundaries - Locate famous earthquakes and volcanoes on world maps - Identify the Pacific Ring of Fire using maps and online resources

Learning Objectives/End Points

Children should be able to explain how volcanoes and earthquakes occur To understand the structure of the Earth and tectonic plates. Children can describe the layers of the Earth and explain how tectonic plates move and interact.	To understand the causes and effects of earthquakes. Children can explain how earthquakes occur, including the role of faults, plate boundaries, epicentres and tremors.	To locate earthquake-prone areas around the world. Children can use maps to identify patterns of earthquakes, including areas around tectonic plate boundaries and the Pacific Ring of Fire.	To understand the causes and features of volcanoes. Children can explain how volcanoes form and describe features including magma, lava, vents, craters and ash clouds.	Evaluate human responses to these natural disasters To investigate how people respond to earthquakes and volcanic eruptions. Children can explain the impacts of natural disasters and describe ways communities prepare for and respond to hazards.	To use geographical skills to investigate volcanoes and earthquakes. Children can interpret maps of tectonic plates, locate major volcanoes and earthquakes, and explain patterns using geographical vocabulary.
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