

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

Border currency international migrant refugee retail service industry height above sea level map reference

Knowledge	Skills
- The location and features of Greece, Athens and the Mediterranean region - How tourism, migration and other processes operate in the Mediterranean - How location and physical geography affect and are affected by human activity - How Greece compares and contrasts with other studied regions	- Interpret maps and aerial views of Athens, Greece and the Mediterranean - Use evidence from maps to explore issues such as tourism - Use appropriate geographical vocabulary when describing features of the Mediterranean and Greece Mapwork progression: - Locate Europe and identify some of its characteristics on a world map - Use maps, atlases, globes and aerial views to locate European countries and capitals - Use maps and sources to persuade someone to holiday in the Mediterranean - Compare life in modern and historical Athens with their home area using maps and aerial views

Learning Objectives/End Points					
Children should be able to locate and describe Greece and the Mediterranean To locate Europe, Greece and the Mediterranean region. Children can locate Europe and Greece using maps, atlases and globes and identify key features including countries, borders and seas.	To investigate the human and physical geography of Greece and Athens. Children can describe the key features of Greece and Athens, including landscapes, settlements, climate and important landmarks.	To understand how physical geography influences life in the Mediterranean region. Children can explain how climate, landscape and location affect human activity, including farming, settlements and lifestyles.	To investigate the impact of tourism on Greece and the Mediterranean. Children can explain why people visit the Mediterranean and evaluate the positive and negative impacts of tourism on places and communities	To understand how migration affects communities in the Mediterranean. Children can explain reasons why people migrate and describe how migration has influenced places such as Greece and the wider Mediterranean region.	To compare the geography of Greece and the Mediterranean with our local area. Children can use maps, aerial views and geographical evidence to identify similarities and differences between Greece, Athens and their own locality.