

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

Local, Locality, approximate distances, North, South, East or West, ordnance survey map, grid reference

Knowledge	Skills
- Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - To understand local, regional, national and international links to the local area - To identify key human needs and processes. - To identify the principal features of a region within the UK	- To locate key sites on a regional map - To use scale on a map to measure approximate distances - To use distance and compass points to identify the approximate location of a place Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use symbols and key to build their knowledge of the United Kingdom and the wider world. - To use an aerial image to describe the key physical and human features of the region and local area.

Learning Objectives/End Points

To locate the region and local area in relation to other places To use an aerial image to describe the key physical and human features of the region and local area To understand local, regional, national and international links to the local area	To identify the principal features of a region within the UK To locate key sites on a regional map To use scale on a map to measure approximate distances To use distance and compass points to identify the approximate location of a place	To consider how a region can meet the needs of its population To identify key human needs and processes	To gather evidence through urban fieldwork of how a region is meeting people's needs	To annotate an Ordnance Survey map to accurately locate specific sites To create symbols and a key for a simple land use map To create accurate six-figure grid references for specific site.	Communicate geographical information about the region, using maps and writing at length
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