

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.

Fieldwork overview

Year 3	What does my new school look like? What is the weather like today?
Year 4	Who lives where? Exploring habitats and The Hancock Can we find habitats in our school grounds?
Year 5	What can I learn about the river? (Harehope) How has Roker changed over time? (Roker map work) What local wildlife can I find at the beach? (Roker visit – Rock pooling)
Year 6	What are the physical features of the lake district? (Derwent Hill) How has Springwell Road changed over time? (Map work and interviews outside of school grounds)

Year 3		
Key Vocabulary		
Map, sketch map, bird's-eye view, key / legend, symbol, direction, North, South, East, West, near, next to, behind, in front of, human feature, physical feature		
Geographical Skills and Fieldwork	Locational Knowledge	Human and Physical Geography
- Children observe features during the walk. - They record findings using tick charts and sketch maps. - They present their understanding visually through maps and in discussion. - Use a range of methods, including sketch maps, plans and graphs, and digital technologies: - Use of symbols and keys supports early cartographic skills. - Use simple compass directions (North, South, East, West) and locational/directional language: - learn and apply directional language in describing locations (e.g. "next to the playground" or "behind the hall") - Develop skills in data collection and interpretation - Measuring temperature, rainfall, and wind speed. - Recording and analysing weather patterns over time (e.g. through a weather journal). - Interpreting weather's impact on the environment and activities.	- Understanding position and direction in a familiar, real-world setting. - Building spatial awareness that connects later to wider locational knowledge (e.g. cities, countries, continents).	- Pupils distinguish between human features (buildings, fences, bike racks) and physical features (trees, gardens, bushes). - They begin to understand how natural and built environments differ and interact. - Describe and understand key aspects of physical geography, including: - Weather and climate, particularly: - Temperature - Wind (direction and speed) - Cloud types - Rainfall
Learning Objectives/End Points		
- Observe and identify key human and physical features in their school environment. - Use directional and locational language to describe the position of features. - Create a simple sketch map from a bird's-eye view, including a key and compass directions. - Reflect on their new environment and express personal preferences or ideas for improvement. - Identify and describe different types of weather and how they can be observed. - Measure and record weather data, including temperature, wind direction and speed, and cloud types. - Use appropriate weather vocabulary to describe current conditions. - Begin to recognise patterns in weather and how it may affect daily life. - Make simple weather predictions based on observations.		

Year 4		
Key Vocabulary		
Habitat, environment, rainforest, desert, arctic / polar, ocean, woodland, tundra, savannah, climate, micro-habitat, minibeast, observation, compare, insect, species, environment, vegetation, shady, damp, explorer		
Geographical Skills and Fieldwork	Locational Knowledge	Human and Physical Geography
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including: Sketch maps, plans and graphs, digital technologies - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) <i>Rainforest in Our Backyard</i>: Pupils conduct direct observation, record data, and compare habitats using fieldwork methods. <i>World Explorers at the Hancock Museum</i>: Pupils use world maps to locate habitats and link physical features to environmental conditions.	- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics, Arctic and Antarctic - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America or another non-European country	- Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Human geography, including types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water - Pupils explore biomes (e.g. rainforest, polar), physical features (e.g. climate, vegetation, biodiversity), and human impact/conservation.
Learning Objectives/End Points		
- Identify and name a variety of world environments, including rainforest, desert, polar, ocean, and woodland habitats. - Locate global environments on a world map, recognising the continents and climate zones they belong to. - Describe how animals are adapted to live in different habitats and why adaptation is important. - Observe and compare features of contrasting environments (e.g. temperature, terrain, plant life). - Ask and answer geographical questions based on real-life exhibits (e.g. "Why is this animal found here?"). - Begin to understand how humans use and affect the environment, including ideas of conservation and protection. - Identify and describe the four layers of the rainforest and understand their key features. - Observe and record living things and microhabitats in the local environment using fieldwork skills. - Make simple comparisons between the school grounds and rainforest habitats (climate, vegetation, biodiversity). - Understand that rainforests have rich biodiversity and are important to protect. - Use geographical and scientific enquiry skills to ask questions, collect data, and interpret findings.		

Year 5		
Key Vocabulary		
Coast, erosion, deposition, tide, wave, rock pool, pebble, beach, sea, marine habitat, seaweed, adaptation, tide line, shoreline, coastal feature, weathering, conservation, species, habitat, invertebrate, cliff, bay, river, stream, channel, source, mouth, riverbed, riverbank, current, velocity, erosion, sediment, deposition, transportation, width, depth, gradient, pebble, boulder, meander, floodplain, water cycle, flow, silt, slope, rounded / angular (rock shapes)		
Geographical Skills and Fieldwork	Locational Knowledge	Human and Physical Geography
- Use simple data collection techniques, such as: - Collect, observe, measure and record data during practical investigations: river velocity using float method; width of streams and rivers; size, shape and material of rocks; coastal features and species in rock pools - Record data using: tables and charts, field sketches, annotated diagrams, written reflections and conclusions - Use compass directions, measuring equipment, and basic map skills to conduct and record fieldwork - Use aerial photographs, Ordnance Survey maps, and site plans to locate features and guide investigations - Ask and answer geographical questions based on observations - Reflect on how geographical processes affect people and places - Work collaboratively during investigations and present findings to peers	- Identify and locate local fieldwork sites (e.g., Roker Beach, Harehope Quarry) within the UK Use maps and other tools to: - Understand the location of rivers and coasts in the UK - Recognize local geographical features and relate them to wider regional or national geography - Build a mental map of the local northeast England landscape (rivers, coastlines, quarries)	- Understand and describe rivers, their features, and how they change along their course (source, channel, bed, velocity, width) - Identify, understand and describe coastal processes including erosion, deposition, and the formation of features like rock pools and cliffs - Recognise weathering and rock types (e.g., rounded vs angular rocks, types of riverbed rock) - Habitats and adaptations in different physical environments (e.g. rock pool organisms) - Explore how human activities (e.g., coastal defences, pollution, water use) influence rivers and coasts - Consider the interaction between human and natural processes in shaping environments (e.g., tourism at beaches, land use near rivers)
Learning Objectives/End Points		
- Identify and describe key coastal features observed at Roker Beach and explain how they were formed. - Accurately measure and compare the width and velocity of a stream and river at Harehope Quarry. - Recognise how rock shape, size, and type vary due to physical processes like erosion and transportation. - Use primary fieldwork data (e.g. measurements and observations) to compare environments. - Record and present findings using labelled sketches, data tables, and maps. - Understand how people interact with, impact, and help conserve river and coastal environments. - Reflect on what fieldwork reveals about physical geography in the real world and how data supports geographical conclusions.		

Year 6		
Key Vocabulary		
Lake, mountain, fell, valley, river, slope, erosion, landscape, waterfall, terrain, natural features, topography, urban development, land use, settlement, population growth, infrastructure, tourism, agriculture, industry, transport, human impact, development, change over time, environment, conservation, sustainability, impact, natural resources		
Geographical Skills and Fieldwork	Locational Knowledge	Human and Physical Geography
• Use fieldwork and observational skills to study the geography of their local area and the wider UK (both activities) • Use maps, aerial photographs, plans, and digital mapping (Google Earth) to investigate changes and physical features (both activities) • Use compass directions and locational language (Lake District activity) • Collect, record, and analyse geographical data from fieldwork and observations (both activities) • Draw and interpret sketch maps, plans, and diagrams (Lake District sketches and Springwell Road map comparisons) • Compare historical and modern maps and photographs to understand change over time (Springwell Road activity) • Communicate findings through discussion, presentation, and written work (both activities)	• Locate and name geographical regions and features of the UK, including identifying places on maps (Lake District and Sunderland maps) • Use maps to identify key physical and human features	• Understand the impact of human activity on the environment (both activities) Describe and understand key aspects of: • Physical geography including rivers, mountains, and landforms (Lake District activity) • Human geography including land use, urban development, population changes, and tourism (Springwell Road & Lake District) •
Learning Objectives/End Points		
• Understand how places change over time due to human and physical factors. • Identify and describe different types of land use in an urban setting. Use fieldwork techniques to observe and record geographical features. • Compare historical and modern maps and photographs to explore changes. • Explain the impact of human activities on the local environment. • Identify and describe key physical features of the Lake District landscape. • Understand the relationship between physical geography and human activity. • Use map reading and compass skills to locate and describe geographical features. • Develop observational and sketching skills to document the environment. • Reflect on the impact of tourism and farming on the natural landscape.		