Broadway Junior School

Subject: Geography | Topic: North America | Year: 3 | Term: Spring 2

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
Central America Great Lakes Louisiana Mississippi River New York Niagara Falls Rocky Mountains bay glacier grassland human feature ice-field industry landscape location manufacturing meteorologist mineral mountain range physical feature recreation region retail service industry skyline state wilderness map index

Knowledge	Skills
• The location and main human and physical features of North America • The countries and states within North America, including major cities • How human and physical features vary across North America	• Use globes, atlases and maps to locate countries and states in North America • Interpret maps and aerial footage of North America, asking questions about main features • Use vocabulary for describing climate zones, locations, and human processes Mapwork progression: • Locate North America and key features on a world map • Investigate longitude and latitude, and use map references • Identify countries and states in North America using maps and aerial footage • Compare New York with their local area through maps and aerial images

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Learning Objectives/End Points					
To locate North America and identify its countries and key physical features. Children can locate North America on a world map and identify its countries, oceans and major physical features.	To identify the countries and capital cities of North America. Children can name and locate the countries of North America and identify their capital cities using maps and atlases.	To investigate the human and physical geography of the United States of America. Children can describe the key human and physical features of the USA, including major cities, landmarks and landscapes.	To explore the different climates and environments of North America. Children can explain how climate varies across North America and describe a range of physical environments, including mountains, deserts, forests and grasslands.	To compare the human and physical geography of North America with our local area. Children can identify similarities and differences between North America and their local area using maps, photographs and geographical vocabulary.	To use geographical skills to investigate North America. Children can confidently use maps, atlases, globes and digital mapping to locate places, describe geographical features and present their findings about North America.

Careers

Linking Curriculum Learning to Careers

Discuss how the skills developed in this unit are used in a range of careers, including:

- Geographer
- Cartographer
- Meteorologist
- Environmental scientist
- Geologist
- Conservationist
- Urban planner
- Architect
- Civil engineer
- Surveyor
- Pilot
- Manufacturing engineer
- Factory manager
- Retail worker or manager
- Tourism worker
- Park ranger
- Photographer
- Journalist
- Transport and logistics worker
- Miner or mineral surveyor

Transferable skills such as Curiosity and enquiry, Observation and attention to detail, Questioning and investigative thinking, Critical thinking and reasoning from evidence, Problem-solving, Communication and discussion, Teamwork and collaboration

Learning from Career and Labour Market Information

- Children will explore the different industries found across North America, including manufacturing, retail, service industries, tourism, agriculture and the extraction of natural resources.
- They will begin to recognise that employment opportunities can vary depending on location and available resources.

Addressing the Needs of Each Pupil

- Children will be encouraged to consider their own interests, strengths and aspirations. A diverse range of careers and role models will be explored to challenge stereotypes and broaden children's understanding of future possibilities.

Linking Curriculum Learning to Careers

Children will explore how geographical knowledge and skills are used by professionals including geographers, cartographers, meteorologists, environmental scientists, architects, engineers and urban planners.

Encounters with Employers and Employees

- Where possible, children can encounter people working in geography-related careers through visitors, videos, case studies and virtual encounters.

Experiences of Workplaces

- Children will explore different workplaces across North America, including offices, factories, farms, shops, tourist attractions, weather stations and environmental research locations.