

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

Everest Kilimanjaro Ben Nevis alpine avalanche cliff face dome mountains dormant fault-block mountains fire mountains (volcanoes) fold mountains hill landform landslide massif peak ridge scree slope summit vegetation belt

Knowledge	Skills
- The names and locations of the world's principal mountains - The main features and types of mountains - How some people have adapted to life in mountainous areas	- Use globes, atlases and online maps to locate the 'Seven Summits' and the UK's highest mountains - Use scale bars and online mapping tools to measure distances - Apply geographical vocabulary to describe mountains Mapwork progression: - Locate and identify the Seven Summits on a world map - Locate the UK's highest mountains and use scale bars to measure distances - Use online maps and atlas indexes for investigation - Fieldwork opportunity: link mountain studies to outdoor field investigations

Learning Objectives/End Points					
To understand the key features and formation of mountains. Children can identify and describe the main features of mountains, including peaks, ridges, slopes, cliffs, valleys and summits. Children should be able to locate major mountains globally and in the UK	To explore different types of mountains and how they are formed. Children can explain the differences between fold mountains, fault-block mountains, volcanic mountains and dome mountains. Describe mountain types and features	To locate and investigate the world's principal mountains. Children can locate the Seven Summits, including Everest and Kilimanjaro, using globes, atlases and digital mapping tools.	To investigate the location and features of UK mountains. Children can locate the UK's highest mountains, use scale bars to measure distances and compare mountain landscapes.	Explain how people adapt to life in mountainous regions To understand how people adapt to living in mountainous areas. Children can explain how climate, landscape and altitude affect human activity, settlements, farming and tourism in mountain regions.	To use geographical skills to investigate mountain environments. Children can apply geographical vocabulary, maps and fieldwork skills to describe mountain landscapes and present their findings.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: - Mountain guide - Mountain rescue worker - Geologist - Volcanologist - Environmental scientist - Conservationist - Outdoor education instructor - Ski instructor - Farmer - Forestry worker - Park ranger - Surveyor - Civil engineer - Structural engineer - Tourism worker - Travel guide - Photographer - Documentary filmmaker - Wildlife researcher - Search and rescue worker 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 Data interpretation, Adaptability	Learning from Career and Labour Market Information - Children will explore careers linked to mountains, including mountain guides, geologists, environmental scientists, farmers, conservationists, outdoor instructors, tourism workers and engineers. - They will consider why different jobs are important in different locations. Addressing the Needs of Each Pupil - Children will be encouraged to think about their interests, strengths and ambitions. A wide range of careers will be explored so that children can identify jobs that might suit their own skills and interests. Linking Curriculum Learning to Careers Children will make direct links between their geographical learning and careers involving mountains, landscapes, weather, tourism, science, engineering and environmental protection. Encounters with Employers and Employees - Where possible, children can meet or learn about people who work in mountain environments through visitors, videos, interviews and real-life case studies. Experiences of Workplaces - Children will explore different mountain workplaces, including mountain rescue centres, farms, national parks, ski resorts, research stations and tourist attractions.