Broadway Junior School

Subject: Geography | Topic: The United Kingdom | Year: 6 | Term: Autumn 2

| NC Purpose of Study |
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| 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 |
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| 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.<br><br>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 |
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| Countries, physical, human, landmark, region, city capital, city, county, physical features, mountain range, coastline, river, human features, landscape, industry, retail, farming, manufacturing, tourism, finance, energy, renewable, wind energy, solar farm, nuclear power |

| Knowledge | Skills |
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| • Locate Europe's countries, their environmental regions, key physical and human characteristics, countries, and major cities.<br>• 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.<br>• Describe and understand key aspects of: physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>• Use symbols and key to build their knowledge of the United Kingdom and the wider world.<br>• Mapping progression<br>• interpret a range of maps of the UK and the local region and apply this information to their understanding of it;<br>• use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;<br>• Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region. |

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| Learning Objectives/End Points | | | | | |
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| To locate the countries, capital cities and regions of the United Kingdom. Children can locate England, Scotland, Wales and Northern Ireland and identify their capital cities, counties and key geographical features. | To explore the physical features and landscapes of To investigate how people use and shape the UK's landscapes. Children can explain how settlements, land use, cities and human features have developed across the UK. Children can describe the UK's physical geography, including mountains, rivers, coastlines, climate zones and landscapes. | Explore different European cuisine. | To understand the economic activities and industries of the United Kingdom. Children can describe how industries such as farming, manufacturing, retail, tourism and finance contribute to the UK economy. | To investigate how the UK uses and produces energy. Children can explain the importance of natural resources and compare renewable and non-renewable energy sources, including wind, solar and nuclear power. | To use maps and geographical skills to investigate the UK. Children can interpret a range of maps, including Ordnance Survey maps, use symbols and grid references, and apply geographical knowledge to plan routes and explore change in the UK. |

## Careers

**Linking Curriculum Learning to Careers**

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

- Geographer
- Cartographer
- Surveyor
- Architect
- Civil engineer
- Structural engineer
- Transport planner
- Farmer
- Agricultural scientist
- Manufacturing engineer
- Retail manager
- Tourism manager
- Travel agent
- Tour guide
- Hotel manager
- Renewable energy engineer
- Wind turbine technician
- Solar energy specialist
- Nuclear engineer

Transferable skills such as Digital Skills, 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, Leadership and independence

**Learning from Career and Labour Market Information**

- Children will explore the wide range of industries and careers found across the UK, including farming, manufacturing, finance, tourism, retail, engineering, energy and environmental work.

**Addressing the Needs of Each Pupil**

- Children will explore a broad range of careers and reflect on their own interests, strengths and aspirations. Activities will encourage children to recognise that different skills can lead to different career pathways.

**Linking Curriculum Learning to Careers**

Children will make direct links between Geography and careers involving mapping, cities, transport, farming, energy, tourism, construction, engineering, environmental protection and business.

**Encounters with Employers and Employees**

- Where possible, children can hear from people working in local and national industries through visitors, interviews, videos and real-life case studies.

**Experiences of Workplaces**

- Children will explore different UK workplaces, including farms, factories, shops, offices, tourist attractions, construction sites, ports and renewable energy sites.