Broadway Junior School

Subject: Geography | Topic: Europe - Local Study | Year: 6 | 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
Europe European Union Germany Italy Mediterranean Poland Spain temperate Countries civilisation leisure resort Mediterranean Sea service industry tourism border European Union Greece agricultural coastal industrial Mediterranean mountain residential rural urban

Knowledge	Skills
• Locate Europe's countries, their environmental regions, key physical and human characteristics, countries, and major cities. • 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. • 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. • Use symbols and key to build their knowledge of the United Kingdom and the wider world. Mapping progression • interpret a range of maps of the UK and the local region and apply this information to their understanding of it; • use maps and supporting information to route-plan a tourist trip around the capital cities of the UK; • use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.

Learning Objectives/End Points					
Locate Europe on a world map and identify some of its characteristics.	Locate some of Europe's countries and capitals, and find out more about them.	Explore different European cuisine.	Use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean.	Compare and contrast news stories about the Mediterranean.	Compare life in Athens with my life and my local area.

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Linking Curriculum Learning to Careers
Discuss how the skills developed in this unit are used in a range of careers, including:

Travel agent
Tour guide
Tourism manager
Hotel manager
Chef
Restaurant manager
Food producer
Farmer
Agricultural scientist
Flight attendant
Pilot
Airport worker
Port and shipping worker
Translator or interpreter
International business worker
Diplomat
Journalist
Photographer
Travel writer

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, Respect and Confidence
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Learning from Career and Labour Market Information

Children will explore the range of careers across Europe, including tourism, hospitality, farming, manufacturing, transport, business, food and environmental work.
They will consider how different countries and regions create different employment opportunities.

Addressing the Needs of Each Pupil

Children will explore a broad range of careers and consider their own interests, strengths and aspirations. Activities will help children recognise that there are many different pathways into work.

Linking Curriculum Learning to Careers
Children will make direct links between Geography and careers involving travel, tourism, food, international business, languages, transport, environmental work and media.
Encounters with Employers and Employees

Where possible, children can hear from people working in tourism, travel, hospitality, food, business or environmental careers through visitors, interviews, videos and case studies.

Experiences of Workplaces

Children will explore different workplaces across Europe, including hotels, restaurants, farms, factories, tourist attractions, airports, ports, shops and offices.

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