







British Values in Geography


























Our Geography curriculum provides a vehicle for furthering understanding of the fundamental British values





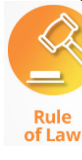












|  Rule of Law |  Democracy |  Individual Liberty |  Respect & Tolerance | |
|--|---|---|--|--|
| | | | Mutual Respect | Tolerance of those of different faiths and beliefs |
| <ul style="list-style-type: none">In geography we explore different materials which link and support knowledge such as atlas's and globes. Children are taught how to correctly read and use them.In geography we create a safe space for children to have a voice which enables them to express their own opinions surrounding the world around us and to be respectfully heard and listened to. | <ul style="list-style-type: none">In geography, we have respect for our fellow pupils and encourage everyone to have the confidence to express their ideas and opinions regarding geographical issues such as pollution, environmental issues, water and globalisation. | <ul style="list-style-type: none">In geography, when comparing and contrasting locations children will also explore the people living in these environments and their own individual liberties.Children will have the freedom of making their own choices and decisions about the world, the children also know that there are boundaries and which must be respected. | <ul style="list-style-type: none">Mutual respect is taught and given when children are expressing their opinions and beliefs about different geographical parts of the world and societies within in them.Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on with the expectation that these must be listened to. | <ul style="list-style-type: none">In geography, children will consider questions regarding how different cultures live and work throughout the world.Children have the opportunity to explore how areas have changed and how the diverse needs in society has changed them. |

Additional Opportunities:

Children have the opportunity to go on local walks throughout the school year. Children visit and have the chance to see many different things in their local area.

When children get into UKS2 there is the opportunity for children to visit London.

| | <u>Cycle A</u> <u>Term 1</u> | <u>Cycle A</u> <u>Term 2</u> | <u>Cycle A</u> <u>Term 3</u> | <u>Cycle B</u> <u>Term 1</u> | <u>Cycle B</u> <u>Term 2</u> | <u>Cycle B</u> <u>Term 3</u> |
|-------------|--|---|--|--|---|--|
| EYFS | <p><u>Autumn term:</u> <u>Topic:</u> Autumn <u>Question:</u> What is a season? What do you know about Autumn time? <u>Focus:</u> Understanding seasonal changes, looking for similarities and differences, recognizing signs of autumn.</p> <div>   </div> <p><u>Autumn term:</u> <u>Topic:</u> Local area <u>Question:</u> Where do we live? <u>Focus:</u> Library walk, local area visits</p> <div>   </div> | | <p><u>Spring term:</u> <u>Topic:</u> Winter <u>Question:</u> How does Winter compare to autumn? What signs can you see? <u>Focus:</u> Understanding seasonal changes, looking for similarities and differences, recognizing signs of winter.</p> <div>   </div> <p><u>Spring term:</u> <u>Topic:</u> Antarctica <u>Question:</u> What do we know about the wider world? <u>Focus:</u> penguins, polar bears, south pole</p> <div>    </div> | | <p><u>Summer term:</u> <u>Topic:</u> Spring <u>Question:</u> What happens in spring? What can you be happening? Why is this happening? <u>Focus:</u> Understanding seasonal changes, looking for similarities and differences, recognizing signs of spring.</p> <div>    </div> | |
| Key Stage 1 | <p>Topic: 'Explorers' Question: Can we explore the world with Captain Cook?</p> <div>  </div> | <p>Topic: London's burning' Question: What do we know about our capital city?</p> <div>   </div> | <p>Topic: 'Paddington's Travels' Question: How is life different for Paddington?</p> <div>    </div> | <p>Topic: 'Traditional Tales' Question: What seasonal changes are happening outside?</p> <div>  </div> | <p>Topic: 'Wonderful World' Question: What seasonal changes are happening outside?</p> <div>   </div> | <p>Topic: 'How does your garden grow' Question: What seasonal changes are happening outside? What does our area look like from above?</p> <div>   </div> |

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|-------------------|--|---|--|--|---|--|
| Lower Key Stage 2 | <p>Topic: Stone Age to Iron Age' Question: Where is Stonehenge?</p>  | <p>Topic: Greeks' Question: What is great about Greece?</p>  | <p>Topic: Local Area Question: What are the different counties that make up the UK?</p> <p>What are the human and physical features of Wakefield?</p>   | <p>Topic: Romans Question: Why did Rome develop as a major city?</p>   | <p>Topic: Window on the World Question: How is our local area changing?</p>   | <p>Topic: Anglo Saxons Question: Where did they come from and where did they settle?</p>   |
| Upper Key Stage 2 | <p>Topic: Poppies Peace and Power Question: Why is there a shortage of food?</p>    | <p>Topic: Natural Disasters Question: Why do we have natural disasters?</p>   | <p>Topic: Space Question: What time is it around the world?</p>   | <p>Topic: Viking Question: Where did the Viking come from?</p>   | <p>Topic: Egyptians Question: Why is the Nile precious?</p>   | <p>Topic: Rainforest Question: What is life like in Brazil? What are the physical aspect of South America compared to Britain?</p>   |