

Diversity Audit Tool

<p>Subject: Geography</p>	<p>Subject leader: Sarah Grady</p>
<p>Indicators of Good Practice</p>	<p>Evidence</p>
<p>The variety of human relationships with the physical environment are explored by looking at similarities and differences.</p>	<p>Reception – People, Culture and Communities. To explain some similarities and differences between life in this country and life in other countries. Year 1 – Seaside. Year 2 – Settlement and Cities. Comparison of London and Cape Town. To compare the human and physical features of London and Cape Town. Year 3 - Ancient Egyptians – The River Nile Today, the river continues to serve as a source of irrigation, as well as an important transportation and trade route Year 4 – Ghana – Cocoa Production – Ghana is prioritising environmental issues to secure the assurance of food and human development. Year 5 – Polar Regions and Oceans. Know the climate of the polar regions and different biomes (including deserts) within Polar Regions. Year 6 – Coastal Processes and Landforms. To compare contrasting coastal habitats. Comparing 3 contrasting regions.</p>
<p>Migration and settlement are explored as common human experiences.</p>	<p>Reception – People, Culture and Communities – How is it different from here to Africa? Year 1- Transition from rural settlement to mining village during the 19th Century. The UK. Seaside. Year 2 – Settlement and Cities. Understand settlement types – hamlet, village, town, city. Comparison of London and Cape Town. Year 3 – Focus study – Snowdonia. To identify land-use patterns. Focus study – River Nile – The land-use and impact on people. Year 4 – Focus study – Mount Vesuvius. Land-use, link to settlements – why people still live by volcanoes. Year 5 – Polar Regions & Oceans. Know why the polar regions differ in habitability. Amazon Basin and its rainforest – To know how people have adapted to living in the rainforest and how human settlement and land-use has developed.</p>
<p>Pupils' own experiences and those of their families and communities are drawn on to illustrate geographical subject matter.</p>	<p>Children of different cultures and religions attend the school. Focus studies allow children to contextualise new learning as well as develop locational geography – drawing on own evidence as well. Pupils given the opportunity to share experiences about places they or their families have visited. Staff members also draw on this. Regular fieldwork is carried out across the Geography curriculum and has been carefully planned out. Fieldwork utilises the school grounds, local area and wider environment as an essential part of quality geographical learning that children can draw upon their own experiences. Trips are planned e.g. fieldtrips – Year 1 (Standish, Blackpool), Year 3 (Visit a local farm – food to fork, rivers trip – River Bollin), Year 4 (Research project on Fairtrade products in our local shops), Year 6 (Visit Wigan town centre and area of Pier/canal).</p>

<p>The ways in which different communities use or used natural resources and the impact of this is explored.</p>	<p>Year 1 – Seaside. To understand key human and physical features of seaside towns.</p> <p>Year 2 – Settlement and Cities. To know some of the physical and human features of London. Comparison of London and Cape Town. To know some of the physical features of Cape Town in South Africa.</p> <p>Year 3 – Agriculture. Know how farming changes the landscape. Understand the link between food consumption patterns and farming; issues arising e.g. local sourcing. Rivers. Ancient Egyptians - The River Nile - focus study.</p> <p>Year 4 – Production of chocolate and impact on Ghana. To understand how land-use and settlement has changed/natural resources. To explain the threats towards growing and selling cocoa.</p> <p>Year 5 – Agriculture in the Amazon Basin. To understand how agriculture and farming in the amazon Basin is a key part of the global supply chain. Amazon Basin and its rainforest. To understand the significance of deforestation in the Amazon Basin and its impact on the world.</p>
<p>The way the local environment reflects the cultures of its inhabitants is explored.</p>	<p>Reception – People, culture and communities. Where do you live?</p> <p>Year 1 – Local area study – Standish – What is there to do and enjoy in Standish?</p> <p>Year 6 – Wigan – What would you find if you came to Wigan? How has Wigan developed?</p>
<p>A range of images of developing countries is used to balance the focus of negative representations in the media.</p>	<p>Reception – People, culture and communities. Which cultures are in our society and how are we different? To consider and discuss similarities and differences between different religious and cultural communities in this country. People, culture and communities. How is it different from here and Africa?</p> <p>Year 2 – Comparison of London and Cape Town. Where is South Africa in the world and how does it compare to London?</p> <p>Year 4 – Production of chocolate and impact on Ghana. What is the impact upon Ghana in the production of cocoa?</p>