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| **How are our curriculum drivers embedded in all subjects?**Subject: Geography |
| Reading  | Vocabulary  | Community  | Aspiration  | Inclusion  |
| * ***The importance of reading non-fiction texts is embedded into our geography lessons as we use atlases and encyclopaedias to learn more about the world around us.***
 | * ***The pupils are taught the correct terminology when talking about geographical places or events.***
 | * ***The children learn about their community as they are taught about their local area and the people who live and work within it.***

   | * ***We nurture the children’s aspiration to learn more about the wonders of the world around us.***

   | * ***All geography lessons are differentiated to allow all children to access the activities presented to them.***

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| * ***We are taught to identify the places we learn about in the different books we read within our whole-school reading spine. (The Firework –Makers Daughter is set in Indonesia)***
 | * ***The children use vocabulary taught in their geography lessons to support their understanding of what they read in other texts.***
 | * ***The children learn about the similarities and differences between their local area and other communities within the UK.***
 | * ***We encourage children to have the desire to explore new places and events in their local area and in the wider world.***
 | * ***Geography lessons allow ample opportunity for group work, allowing children to support each other as they learn more about the world.***
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| * ***Pupils read a variety of non-fiction text to conduct research about geographical places or events.***
 | * ***Children are given sentence stems to support the correct vocabulary when saying or writing a description of a geographical place or event.***
 | * ***The children learn about the similarities and differences between their local area and other communities beyond the UK.***
 | * ***The children are given the tools and vocabulary to present their geographical findings with confidence.***
 | * ***Children learn about the effects of climate change and how they can work together to slow it down.***
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| * ***The children read and present their own work to their peers.***
 |    | * ***The children are taught how settlements and communities develop over time.***
 | * ***The climate change debate gives the children an opportunity to voice their opinions on real world problems.***
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