



Progression in Geography at St Michael's CE Primary School



GEOGRAPHY

National Curriculum Expectations

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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for history aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length



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Statutory and Non-Statutory Frameworks:

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Development Matters:</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Development Matters:</p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different from the one in which they live. 	<p>National Curriculum Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: 		<p>National Curriculum Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [Northumberland], a region in a European country [Bologna], and a region within North or South America [Brazil] <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 			



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		<ul style="list-style-type: none">○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	<ul style="list-style-type: none">• Geographical skills and fieldwork• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>BOLD indicates school choices from those given [brackets indicate school choices]</p>
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		<ul style="list-style-type: none">• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
<p>Statutory Framework for the early years foundation stage</p> <p>ELG: Understanding the World (People, Culture and Communities) Children at the expected level of development will:</p> <ul style="list-style-type: none">- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	



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Geography at St Michael's CE Primary School

Our geography provision aims to create excitement, inspire curiosity and promote deep thinking about the world pupils live in. Children learning to be responsible global citizens showing respect for the world we live in. They show perseverance in engaging in disciplinary thinking and taking on higher order challenges.



Big Ideas

Place:

Children describe and explain places in increasing depth such as population, climate, economy, land use and change, landforms, built environment, soils, vegetation, water resources and cultures.

Environment:

Children examine climate, extreme weather, phenomena such as volcanoes

Fieldwork:

Children find out about using maps, exploring data, making observations

'You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography... We'd all be lost without it.'

Michael Palin (Actor, writer, traveller and broadcaster)



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, measuring, direction, handling data

History – understanding of place and time

Languages – cultural understanding

Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks
- Field work

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.
- End of unit quizzes.

Support

For staff:

- National Curriculum
- Subject associations – [Geographical Association](#)
- Ordnance survey
- [Digi maps](#)
- [Oddizzi https://www.rgs.org/](https://www.rgs.org/)
- Knowledge organisers

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible



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- Children requiring support do not miss the same lesson every week

Long term plan over a 2-year cycle:

YEAR A: September 2020 and then September 2022

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	My home Understanding my world		Different places around the world Linked to wider stories and understanding		Living in Alnwick What can I see and how things change?	
KS1	Where do I live? Locating on a UK map using geographical vocabulary Mapping journey to school. (RE/Art/Computing)		Hot and Cold Places Locating places on a world map with different weather conditions.		Local Area Study: Alnwick Physical and human features of the town. Reasons people live or visit here.	
LKS2	A region of the UK: Northumberland Location of Northumberland, physical and human features.		Using maps: exploring physical and human features Use OS maps and grid references. Carry out field work. (Art)		Climate Zones How the globe is made. Longitude and latitude using accurate vocabulary.	
UKS2	South America: Brazil Understand geographical features of Brazil. Global impact of deforestation. (Computing-web searches)		Mountains Locate mountains at a variety of scales and understand their features. (DT)		The UK Changes over time. Using mapping skills to look at features of contrasting localities	



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YEAR B: September 2021 and then 2023

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	<p style="text-align: center;">My school Features of my own environment</p>		<p style="text-align: center;">Different places in my area: town, country, beach Similarities and differences</p>		<p style="text-align: center;">Looking after my area What can I do to look after my area?</p>	
KS1	<p style="text-align: center;">The United Kingdom Learn about the four countries and capitals. City features of London and Newcastle.</p>		<p style="text-align: center;">Continents and oceans: exploring the globe Naming each continent and ocean on a map</p>		<p style="text-align: center;">Contrasting locality: Australia Looking at a different location. Climate, habitats, physical and human geography.</p>	
LKS2	<p style="text-align: center;">Rivers and the water cycle Follow a river from source to mouth. How do rivers affect physical geography and land? Know world's significant rivers.</p>		<p style="text-align: center;">North America: USA Exploring physical and human features. (DT)</p>		<p style="text-align: center;">Volcanoes How volcanoes are formed. Positive and negative aspects of living near a volcano.</p>	
UKS2	<p style="text-align: center;">Earthquakes How earthquakes occur and their impact. Identify fault lines and why earthquakes are found in specific places. (Computing)</p>		<p style="text-align: center;">Antarctica: Shackleton's journey The unique environment of Antarctica. Changes over time and impact of human geography. Using area to monitor global warming. (Eng)</p>		<p style="text-align: center;">Europe: the Mediterranean Focus on Italy / Bologna Exploration of the regions around the Mediterranean. Compare holiday destinations and the positive and negative effects of tourism (Spanish)</p>	

History to alternate with Geography each half term



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Skills of a Geographer

Skills are progressive and children build upon these over the key stages:

EYFS and KS1

locate – describe – match – recognise – identify – plan – compare – find – communicate - discuss







KS2

Place – use maps – observe - measure – find – compare-understand – record – present - look for links – identify —
explain – evaluate – choose – question – research – use – observe – select



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KS1 Geography Progression across units						
	Where do I live?	Hot and Cold Places	Local Area Study: Alnwick	The United Kingdom	Continents and oceans: exploring the globe	Contrasting locality: Australia
Location	Northumberland, Alnwick	Ireland and British Isles	Alnwick	UK	World	Australia
Physical vocabulary		desert habitat iceberg rainforest savannah adapt		river sea	East, hemisphere , north, south, South Pole, west	Oceania, Australia, country, continent, Southern Hemisphere, island, landform, mountain range, coast, climate zones, weather,
Human vocabulary	town street road marketplace castle river		Building Map Office Route Street symbol	city country town village		Migration, city, commonwealth,
Location: Countries / areas	Northumberland	Antarctic Circle Arctic Circle The Equator North Pole South Pole		Europe: England, Scotland, Wales, Northern Ireland Ben Nevis English Channel Ireland Irish Sea North Sea	Australia, Brazil, China, Egypt, France, India, Spain, United States of America	States: New South Wales, Victoria, Queensland, Western Australia, Northern Territory, Tasmania, South Australia



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KS1 Geography Progression across units						
Location: Towns and Cities	Alnwick	Amazon Rainforest Atacama Desert Canada Norway Russia Sahara Desert	Northumberland Alnwick	London, Cardiff, Edinburgh, Belfast		Sydney, Melbourne, Canberra, Adelaide, Brisbane, Perth, Darwin
Skills and fieldwork	Map work		Local North, east, south, west	across northern	Atlas, continent, globe, human, ocean, physical	Similarities and differences to life in the UK



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	LKS2						UKS2					
KS2 Geography Progression of across units												
	Northumb erland	Using maps	Climate zones	Rivers	North America: USA	Volcanoes	South America: Brazil	Mountains	The UK	Earthquak es	Antarctica	Europe: Italy
Location	A region of the UK		Worldwide	Local and worldwide	North America	Worldwide / European	South America	UK and Worldwide	UK	Worldwide	Antarctica	Europe
Physical vocabulary	Cheviot Hills, coast AONB, National Park Rivers: Tweed, Till, Aln, Coquet, Wansbeck, Tyne	Mountain, river, sea, north, south, east, west, aerial, capital city, Ordnance Survey (OS)	Equator, latitude, map index, Northern Hemispher e, Southern Hemispher e, South Pole, biome, climate, climate zone: polar, arid, Mediterran ean, temperate, tropical	Confluence , floodplain, meander, mouth, source, tributary, altitude, estuary, lower course, middle course, upper course, drainage, erosion	Great Lakes, Mississippi, Rio Grande, Colorado Rockies, Appalachia n, prairies Landscape, location,	Crater, dormant, eruption, magma, lava, volcano, fire mountain, vent, plate boundary, epicentre	Amazon, Amazon River, natural resources	Dome mountain, fault-block mountain, fold mountain, avalanche, landform, slope, summit, valley, peak	Thames, Pennines, Grampians Great Britain, UK	Crust, aftershock, fault line, mantle, plate, tremor, tsunami, cluster earthquake , tectonic plate	Polar regions, Antarctic, Antarctica, South Pole, longitude, latitude, six-figure grid referencing	Europe, Mediterran ean, Italy, Emilia Romangna, Bologna, Continent,
Human vocabulary	Land use patterns, farming, settlement, changes over time, mining, trade, transport,	Cities and their location, direction, political boundaries , Greenwich Meridian		Flood managem ent, irrigation	States, rural, urban,	disaster	Settlement , land use, economic activity, deforestati on, favela	Alpine	UK (cities, Counties and regions), coastline, developme nt, economy, energy,	Effect on people: disaster / relief	Antarctic exploration , Endurance, Shackleton	



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	LKS2						UKS2					
	National Park								industry, landmark, sustainable development			
Location: Countries	UK,			Longest Rivers: Africa (Nile), South America (Amazon), North America (Mississippi), Asia (Yangtze), Europe (Volga), UK (Severn)	Canada, USA, Mexico, Guatemala, Cuba, Belize, Haiti, Dominican Republic, Honduras, Nicaragua, El Salvador, Costa Rica, Panama, Jamaica	Volcanoes: Vesuvius (Italy), Etna (Italy), Eyjafjallajökull (Iceland)	Venezuela, Colombia, Ecuador, Bolivia, Peru, Chile, Brazil, Paraguay, Argentina, Uruguay, Guyana, Suriname, French Guiana	Mountains: Seven summits: Everest (Asia), Aconcagua (South America), Denali (North America), Kilimanjaro (Africa), Elbrus (Europe), Vinson Massif (Antarctica), Carstensz (Oceania), Ben Nevis (UK)	UK, Great Britain, England, Scotland, Northern Ireland, Wales	San Andreas fault (USA)	Antarctica	Italy
Location: Towns and Cities	Towns: Ashington, Blyth, Cramlington, Berwick, Alnwick, Morpeth, Hexham				Ottawa, Mexico City Washington DC, New York, Chicago, Los Angeles, Houston,	Pompeii (history link)	Brasilia, Rio De Janeiro, Sao Paulo, Salvador, Fortaleza		London, Edinburgh, Cardiff, Belfast,			Rome, Bologna



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	LKS2						UKS2					
					Phoenix, Philadelphia,							
Skills and fieldwork	Map work, ordnance survey,	Grid reference, compass 8 points, time zones, 4 figure grid referencing	Atlas work, Axis, meteorologist, orbit, precipitation, temperature, weather station	Atlas work, River study: Aln	Atlas work, Digital fieldwork – google maps, street view	Atlas work, Data analysis, digital fieldwork: Oregon state	8 points of the compass, digital fieldwork: RGS	scale bar, height above sea level, map index, map reference,	Onshore, offshore National fieldwork 8 points of the compass, 6 figure grid references	Richter scale	Digital fieldwork	Compass points, maps, atlases comparisons, location



Progression in Geography at St Michael's CE Primary School



Skills Progression	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Fieldwork / Enquiry	<p>Gather information</p> <ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world Find out about their environment and talk about features they like and dislike Examine change over time Pose carefully framed open-ended questions such as 'How can we...?' Or 'What would happen if..?' <p>Audio/Visual</p> <ul style="list-style-type: none"> Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to record what is seen. 	<p>Geographical enquiry</p> <ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. <p>Children encouraged to ask simple geographical questions: Where is it? What's it like?</p> <ul style="list-style-type: none"> Use books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places. 	<p>Geographical enquiry</p> <ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations. Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between 	<p>Geographical enquiry</p> <ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places



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Skills Progression	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
			locations photos/pictures/ maps	<ul style="list-style-type: none"> Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Map skills	<p>Using maps / Map knowledge</p> <ul style="list-style-type: none"> Begin to understand the concepts of maps in real world and fictional contexts (e.g. treasure maps) Understand that we can use a map to find out where we are. <p>Making maps</p> <ul style="list-style-type: none"> Work with an adult to produce a simple map, real or imagined With book, drawings and photographs, explore maps and incorporate into play 	<p>Drawing maps Draw picture maps of imaginary places and from stories. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Representation Use own symbols on imaginary map. Begin to understand the need for a key. Use class agreed symbols to make a simple key. Using Maps Use a simple picture map to move around the school; Recognise that it is about a place.</p> <ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use a junior atlas to locate places. 	<p>Drawing maps</p> <ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. <p>Representation</p> <ul style="list-style-type: none"> Know why a key is needed. Begin to use standard symbols on an OS map. <p>Using Maps Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Scale/Distance Begin to match boundaries (E.g. find same boundary of a</p>	<p>Drawing maps Begin to draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.</p> <p>Representation</p> <ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map symbols. <p>Use atlas symbols</p> <p>Using maps Compare maps with aerial photographs.</p> <ul style="list-style-type: none"> Select a map for a specific purpose. (E.g. pick atlas to find Taiwan, OS map to find local



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Skills Progression	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
		<p>Scale/Distance Use relative vocabulary (e.g. bigger/smaller, like/dislike) Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Perspective Draw around objects to make a plan. Look down on objects to make a plan view map</p> <p>Map Knowledge Learn names of some places within/around the UK. E.g. Alnwick, cities, countries e.g. Wales, France. Style of Map Picture maps and globes. Locate and name on UK map major features e.g. London, River Thames, North Sea.</p> <p>Style of Map</p> <ul style="list-style-type: none"> • Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use a junior atlas 	<p>country on different scale maps.)</p> <p>Perspective Begin to draw a sketch map from a high view point. Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>Map Knowledge Begin to identify points and environments on a range of maps</p> <p>Style of Map</p> <ul style="list-style-type: none"> • Use large and medium scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. 	<p>village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Scale/Distance</p> <ul style="list-style-type: none"> • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. Amazon River.) <p>Use a scale to measure distances.</p> <ul style="list-style-type: none"> • Draw/use maps and plans at a range of scales. <p>Perspective Draw a plan view map accurately</p> <p>Map Knowledge Identify significant places and environments</p> <p>Style of Map</p> <ul style="list-style-type: none"> • Use index and contents page within atlases.



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Skills Progression	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
				<ul style="list-style-type: none"> • Use medium scale land ranger OS maps Recognise world map as a flattened globe.
Locational and place knowledge	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like / dislike. • Use appropriate words e.g. 'town, village, road, path, house, flat, temple.' To help children to make distinctions and observations. • Encourage children to express opinions on natural and build environments and hear different points of view. • Observe and identify features in the place they live and the natural world • Talk about features. • Find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage the use of words that help children to express opinions e.g. busy, quiet and pollution. 	<p>Direction/Location Follow directions (Up, down, left/right, forwards/backwards)</p>	<p>Direction/Location</p> <ul style="list-style-type: none"> • Use 4 compass points well: • Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. 	<p>Direction/Location</p> <ul style="list-style-type: none"> • Use 8 compass points confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps



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Promoting SMSC and British Values in History

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> Opportunity to learn about how different countries might have different religions and this would influence the culture in these countries. Learning about volcanoes, earthquakes and extreme landscapes promotes awe and wonder about the world around us. A chance to reflect on world events such as natural disasters. Children are able to imagine being in these situations 	<ul style="list-style-type: none"> Discussions about the moral implications of how we treat the environment and the impacts of climate change. Conservation of the local area, recycling, saving energy and protecting the environment. Children learn about the responsible use of natural resources. Opportunities for learning about fair trade and why this is important 	<ul style="list-style-type: none"> Increasing social awareness by taking part in charity fundraising activities to help people from home and different countries in need. Reflecting on world events. Developing an understanding that people come from different socioeconomic and ethnic backgrounds and how this varies greatly around the world. Addressing misconceptions and stereotypes. 	<ul style="list-style-type: none"> Develop a deeper understanding of different cultures, celebrating differences and learning about diversity.

Democracy	The Rule of Law	Individual Liberty	Respect	Tolerance of those with different faiths
<ul style="list-style-type: none"> Discussion about climate change and how policy is influenced by those elected into power. Looking at how different countries are governed differently and the benefits that come from living in a democracy 	<ul style="list-style-type: none"> As with democracy, we have discussions on how different countries are governed differently and this can have an impact on the rules that are enforced and the consequences of this. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Children learn to respect different countries and their cultures. Respect for the environment is discussed and encouraged. Consideration of the similarities in different places encourages respect. 	<ul style="list-style-type: none"> Children learn about how different countries might have different religions and this would influence the culture in these countries. Discussions about different countries come from learning about these religions in RE lessons too.