 EMA subject review – Geography at KS1 & KS2

Building an inclusive curriculum

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| Key stage 1 Aims | Implications for BAME and EAL learners |
| 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. | **Pupils have the requisite language skills:**   * The aims of the Geography POS present significant language expectations for KS1 learners for whom English is not their first language:   “use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather” and “key human features, including: city, town, village, factory, farm, house, office, port, harbour…”  **Learning is accessible and engaging for BAME and EAL learners:**   * The locations/events they study reflect the heritage and diversity of pupils * First language/dual language learning and consolidation is encouraged * Diversity is reflected in the teaching of Geography and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning |
| Key stage 1 Subject content | Implications for BAME and EAL learners |
| Pupils should be taught to: Locational knowledge  * 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  Place knowledge  * 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  Human and physical geography  1. 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 2. use basic geographical vocabulary to refer to: 3. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 4. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  Geographical skills and fieldwork  * 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… * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map… * use simple fieldwork and observational skills to study the geography of their school and its grounds and … surrounding environment. | * Diversity is reflected in the teaching and resourcing of Geography and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning. * Evidence is available to show how the curriculum reflects the diversity and language needs of BAME learners. * First language/dual language learning and consolidation is encouraged |
| Key stage 2 Aims | Implications for BAME |
| 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. | * The perception of identity is thoughtfully addressed through the curriculum, particularly relating to the notion of “*British*”. * Pupils from culturally diverse backgrounds feel included throughout the learning |
| Key stage 2 Subject content | Implications for BAME |
| Pupils should be taught to: Locational knowledge  * locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America… * 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 have changed over time * identify the position and significance of latitude… the Prime/Greenwich Meridian and time zones (including day and night)  Place knowledge  * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  Human and physical geography  * describe and understand key aspects of: * 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…  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 to build their knowledge of the United Kingdom and the wider world * use fieldwork to observe, measure, record… | * Pupils learn a great deal of new vocabulary in KS2 Geography which may present sifting challenges for EAL learners trying to discriminate between technical and common language: important vocabulary is identified and consolidated. (e.g., water cycle/table) * The language of comparison- “similarities and differences” - may be unfamiliar to EAL learners. Modelling and re-visiting is embedded into teaching. * Diversity is reflected in the selection of topics, teaching, resourcing and the exemplification of ideas and events. * First language/dual language learning and consolidation is encouraged   Pupils may know a lot already or have appropriate parallel vocabulary, but be slowed down by the process of translation |

Questions to support self-evaluation of inclusion in the Geography curriculum:

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| **How inclusive is the Geography curriculum?** |
| Is the curriculum giving pupils the essential knowledge and skills they need?  (next stage/destinations)   * Do EAL learners have the language tools and vocabulary to access the curriculum? * Do BAME pupils understand that there are no limits to their aspirations? |
| Do pupils know and remember more?   * How does knowledge and recollection compare to non-EAL peers? * Does the knowledge demonstrated by pupils indicate a view that embraces diversity? |
| Is the curriculum cumulative?  (step by step in learning more knowledge)   * Are there any gaps in learning for EAL/BAME pupils? * Are connections made reflecting the diverse communities in the school? |
| How well does the subject curriculum fit in with other subjects?   * Are links made to BAME Geographers, mathematicians, scientists, sportsman, artists and musicians? * Are there opportunities for pupils to study in their first/other language? |

Examples of resources

Translated and exemplifies key words are available on-line from numerous sources.

Access and engagement in geography. Teaching pupils for whom English is an additional language. Ref: DfES 0657/2002 (KS3 but relevant to KS2)

[Lyfta and immersive human stories](https://www.youtube.com/watch?v=J5OZRgN8SQk) (Need to scroll through to reach Lyfta presentation)

General BAME Resources:

BLACK HISTORY – [https://blackHistorystudies.com/](https://blackhistorystudies.com/) [https://m.facebook.com/blackHistorystudiesltd/?locale2=en\_GB](https://m.facebook.com/blackhistorystudiesltd/?locale2=en_GB) <https://www.bbc.co.uk/news/newsbeat-52939694> [https://clpe.org.uk/library-and-resources/booklists/black-History-booklist](https://clpe.org.uk/library-and-resources/booklists/black-history-booklist) [https://www.blackHistorymonth.org.uk/](https://www.blackhistorymonth.org.uk/)

[**The Institute of Race Relations**](http://www.irr.org.uk/resources/materials-on-racism-for-teachers/) has produced a series of booklets about the History of race in Britain.

[**Our Migration Story**](https://www.ourmigrationstory.org.uk/about.html) tells the untold History of migration to the UK since AD43, celebrating the lives and the contribution of migrants to the development of our society. The resources are in a range of formats and include lesson plans.

[**Black and British – A Forgotten History**](https://www.bbc.co.uk/programmes/p0499smp) (BBC, 2016): Historian David Olusoga explores overlooked Black figures from British History. The website supporting the series offers additional resources. Also, his book: Black and British. A Short Essential History.

BAME education <https://libguides.ioe.ac.uk/BAMEresources>

National Archive – BAME histories <https://www.nationalarchives.gov.uk/education/resources/black-asian-and-minority-ethnic-histories/>

History Association – Migration posters (Subscription required) [https://www.History.org.uk/publications/resource/9829/primary-History-pull-out-posters-85](https://www.history.org.uk/publications/resource/9829/primary-history-pull-out-posters-85)

History Association – Migration to Britain scheme (Subscription required) [https://www.History.org.uk/publications/resource/9818/migration-to-britain-through-time](https://www.history.org.uk/publications/resource/9818/migration-to-britain-through-time)

DIVERSITY TEXTS: <https://www.letterboxlibrary.com/> - diversity texts with clpe <https://clpe.org.uk/> CLPE reflecting realities research: <https://clpe.org.uk/RR>

<https://www.theguardian.com/childrens-books-site/2014/oct/13/50-best-culturally-diverse-childrens-books>

Refugees and refugee week: [www.Southbankcentre.co.uk](http://www.Southbankcentre.co.uk) - “Imagine the future you want to see”.

Windrush: <https://www.bl.uk/windrush/further-reading>

Black Lives Matter (BBC): <https://www.bbc.co.uk/sounds/play/p08gyw71>

Anti-racism: <https://youtu.be/OLGrD9cGrWO>

Links to EMA Network Diversity and Inclusion seminar – July 2021:

\* Hannah Wilson – [Vision and values: embedding diversity, equity and inclusion in your school](https://www.youtube.com/watch?v=6iMXQ_zVSTI)

\* Bennie Kara –[Diversifying your curriculum](https://www.youtube.com/watch?v=mg5MquP6-PA)

\* Pauline Lyseight-jones and Liz Agbettoh - [Honest conversations on race and the importance of language](https://www.youtube.com/watch?v=vWv3xwpB-MU)

\* Shammi Rahman - [Addressing difficult conversations](https://www.youtube.com/watch?v=J5OZRgN8SQk)

\* Serdar Ferit – [Lyfta and immersive human stories](https://www.youtube.com/watch?v=J5OZRgN8SQk) (Need to scroll through to reach Lyfta presentation)

Above with Urls:

Hannah Wilson <https://www.youtube.com/watch?v=6iMXQ_zVSTI>

Bennie Kara <https://www.youtube.com/watch?v=mg5MquP6-PA>

Pauline Lyseight-jones <https://www.youtube.com/watch?v=vWv3xwpB-MU>

Shammi Rahman – Difficult converations – first part, Lyfta – Moving Stories – second part: <https://www.youtube.com/watch?v=vWv3xwpB-MU> (Also includes EMA Network resources and MAKE presentation)