

Geography	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By finding out about people in other parts of the world and the way they live, then finding similarities and differences between us. By studying the lives or impact of actions of significant figures, e.g. Kate Sessions and her work in San Diego in year 2, Margaret Lowman in year 3, David Attenborough and other environmental activists in Year 5, and Amy Johnson and her flight to Australia in year 6. By developing an interest in our local area and the world beyond and how it can be improved, e.g. year 5 are encouraged to apply for a green Blue Peter badge as part of becoming a climate hero. Children in Year 1 consider the good and bad points about where they live and think about their place in our community. In year 4, the children make a manifesto for improving the local area as a response to their guided reading.	By considering how people treat the environment; posing questions such as, how are we changing our surroundings - are some things for the better and others for the worse? Who benefits and who suffers? What should be our personal response to these? Who should look after our environment? By recognizing what is right and wrong and acting upon this in our everyday lives, e.g., year 5 find out about climate change and how humans have contributed to this and are reacting to it. By learning about extreme environments and how animals, plants and people survive in these parts of the world, e.g., Year 2 study hot and cold places and consider whether they would rather be a meerkat or a penguin.	By learning about how Britain has been shaped by different groups from other parts of Europe and beyond, e.g. Year 2 study castles and consider how physical features influence human decisions and how evidence of changes made by humans in the past can still be seen today By making links with social change, e.g., how the industrial changes in Ipswich impacted public health and social care. By exploring natural resources and sustainable energy, in Year 6, and how making the right choices in terms of the type and quantity of energy we use will have a knock on effect for future generations. Through field trips children develop an understanding of community and citizenship, e.g., local area visits By working collaboratively on projects By identifying individual responsibility, e.g., the impact that social behaviour can have, such as littering and energy saving.	By celebrating the diversity in our school community, with many families joining us from overseas and building positive links. By exploring cultures and communities that have had, and still have a positive impact on the local area. By learning about culture in other countries e.g., Year 4 study Italy and find out about cultural differences between Italians and British people; year 2 compare life in Jamaica and life in Britain. By challenging stereotypical views and drawing on any expertise from our diverse school community, e.g., in our study of other countries. By making links with the History curriculum. e.g., Year 6 study the terrain and climate differences of Amy Johnson's flight to Australia; year 3 study Ancient Greece and how it has shaped modern Greece (e.g., culture and tourism). Through the study of significant environmentalists from modern times and the past and considering their legacy or impact. E.g., Rachel Carson, Margaret Lowman, David Attenborough, Jane Goodall, Kate Sessions and Greta Thunberg.