



Diversity in Geography

Key Area	Evidence and Next steps
1. The variety of human relationships with the physical environment are explored by looking at commonalities and differences. .	Units on: Australia (year 2), North America (Year 5) South America (Year 6)
2. The global interdependence of people at different levels is a developing theme.	Continents and oceans (Year 1) Transportation (Year 3) International Trade (Year 4)
3. The way the local environment reflects the cultures of its inhabitants is explored.	Australia (year 2), North America (Year 5) South America (Year 6) Biomes and climate zones (year 5&6)
4. The ways in which different communities use natural resources and the impact of this is explored.	Australia (year 2), North America (Year 5) South America (Year 6) Ensure commonality as well as diversity is explored.
5. The traditions and activities of families and communities from diverse racial backgrounds are explored.	Next steps Teachers consider how to incorporate diversity within their classroom into units.
6. A range of images of developing countries is used to offset the preponderance of negative representations in the media.	When teaching units teachers ensure images are representative and challenge stereotypes for example looking at a range of Cities from developing countries in Transportation (Year 3). International Trade (Year 4) Tourism used to challenge stereotypes and show commonality.
7. Migration and settlement are explored as common human experiences.	Australia (Year 2) Transportation (Year 3) International Trade (Year 4) teachers explore commonality of migration, link to experiences of class.
8. Pupil's own experience and those of their families and communities are drawn on to illustrate geographical subject matter.	Next Steps Teachers adjust planning each year to incorporate the experiences fo the children in their class within units where appropriate.
9. The social, moral and political dimensions of the development of resources, land use, planning, etc are explored.	Most units allow children to explore and evaluate development, land use and the impact of humans on the environment. ie. Oceans and currents (year 6) explore the impact of the polar ice caps melting and plastics pollution in oceans.