



<u>Year group</u>	<u>Safeguarding elements taught</u>
EYFS	<p>Exploring the surrounding area- road safety</p> <p>Weather - keeping warm in cold weathers and protecting from sun when it is hot</p> <p>Exploring the immediate environment - keeping items found away from eyes and mouths, handwashing plus safety around the pond if visiting.</p> <p>General- knowing which grown-ups help keep us safe.</p>
Year 1	<p>Exploring the immediate environment- safety around the pond, importance of washing hands when coming in from outside.</p> <p>Weather - keeping warm in cold weathers and protecting from sun when it is hot Capital cities of the UK- road safety and safety on public transport</p> <p>Seasides - safety at the beach- e.g. staying where they can always be seen by their grown up, not going into the ocean alone, what to do if they get separated from their grown up etc.</p>
Year 2	<p>London - road safety and safety on public transport, safety around water and staying with their grown up at all times, what to do if they get separated from their grown up etc.</p> <p>Stevenage - road safety, safety in the woods (e.g. keep things away from eyes and mouths), farms-safety around the animals and hand washing.</p> <p>Hot areas in the world - sun protection</p>
Year 3	<p>Types of settlement/ urban areas - road safety, safety on public transport, what to do if they get separated from their grown up, pollution awareness etc.</p> <p>Types of settlement/ rural areas - farms- safety around animals and hand washing</p> <p>European countries and their capital cities/ Italy- road safety, safety on public transport, pollution awareness, safety around water and keeping safe at the seaside.</p>
Year 4	<p>Rivers - safety around water</p> <p>Mountains - what to do if they get lost (general strategies they can use at any location)</p> <p>Aspects of physical geography that can cause hazards/ Hazard-prone areas- awareness of potential dangers for people and any safety measures that can be put in place, e.g. to protect from flooding.</p>

Year 5	<p>Climate zones - keeping safe in different types of weather. E.g. sun protection, protecting against changing temperatures etc.</p> <p>Countries and their capital cities in North and South America- road safety, public transport safety, safety around water, what to do if they get lost (general strategies to use in any location).</p> <p>Urban areas- road safety, public transport safety, pollution awareness</p>
Year 6	<p>Mexico/ UK- road safety, public transport safety, how people protect themselves in other countries when there is a hurricane</p> <p>Biomes - safety in and near oceans, keeping safe in forests/ woodlands, weather protection in different climates, ways we can protect our environment to look after ourselves and others etc.</p>

<u>Year group</u>	<u>Equality and Diversity elements taught</u>
EYFS	<p>All children to have access to set up learning stations and activities both inside and outside during child initiated learning time that reinforce aspects taught, such as weather investigations.</p> <p>Opportunities to share own backgrounds and experiences e.g. of places visited, family members abroad etc and then use photographs to support other children who haven't had these same experiences.</p> <p>Opportunities for fieldwork in the immediate environment provided for all children.</p>
Year 1	<p>All children to have access to planned interactive activities both inside and outside during their child initiated learning time that reinforce current learning in geography.</p> <p><u>Seasides</u> Using photographs, video clips, artefacts, sand and water to enrich the teaching and learning, so that children who have never been to the seaside can get more of a sense of what it is like.</p> <p>Opportunities for fieldwork in the immediate environment provided for all children.</p>
Year 2	<p>London- wide diversity of nationalities and cultures. Four countries of the UK- making comparisons between key features, population, traditions etc.</p> <p><u>Africa</u> Understanding that Africa is a continent made up of lots of very different countries, and that there are similarities and differences between areas within the countries (focusing on Kenya). Emphasis will be placed on NOT making stereo-type generalisations, such as assuming everyone is poor.</p> <p>Opportunities for fieldwork in the local area provided for all children.</p>
Year 3	<p><u>Types of settlement/ features of urban and rural areas</u> Knowing that there are positive and negative aspects to living in different types of areas and what impact these have. E.g. it can be more peaceful and less polluted living</p>

	<p>in a rural area, but there are likely to be less entertainment and job opportunities and public transport isn't as readily available. Urban areas are likely to have more diversity of nationalities due to work opportunities.</p> <p><u>Countries and their capital cities in Europe</u> Explore different cultures, traditions, celebrations.</p> <p>Opportunities for fieldwork in the local and surrounding areas provided for all children.</p>
Year 4	<p><u>Investigating rainfall</u> and how it compares in different locations understand the impact lack of rainfall or difficulty in accessing water has. Also consider the impact of too much water. E.g. for people living near flood plains.</p> <p>Hazard-prone areas- Knowing the advantages and disadvantages of living in hazard-prone areas and how these can impact on the lives of residents.</p> <p>Opportunities for fieldwork in the immediate environment/ local area provided for all children.</p>
Year 5	<p><u>Climate zones</u> Looking at the impact on daily life of living in different climate zones, thinking about how people have had to adapt.</p> <p><u>Countries and their capital cities in North and South America</u>- Look at the diversity in cultures, traditions, trade and industry, celebrations etc.</p> <p><u>Urban areas</u>- exploring how the population in areas of the UK has changed over time and why this is the case-link to trade and job opportunities.</p> <p>Opportunities for fieldwork in an urban area provided for all children.</p>
Year 6	<p><u>Mexico</u> Making comparisons with the UK, looking at different cultures, traditions, celebrations, trade and industry opportunities etc.</p> <p><u>Food production</u> - understanding how food production is influenced by climate and how food is imported as well a locally produced- understanding that not everyone has the same access to food and food choices.</p> <p>Opportunities for fieldwork in the immediate environment/ local area provided for all children.</p>