

MVFS Places and People Curriculum

Intent

As part of Understanding the World, the MVFS Places and People Curriculum is essentially about enabling our children to develop a greater knowledge and understanding of the world, and their place in it. It helps to provoke and answer questions about physical and human aspects of the world; and promotes social and cultural development by helping our children to have a greater awareness of their rights and their responsibilities to other people and to the environment.

We teach our children broad geographical knowledge, effective enquiry skills, the ability to use a range of maps, and the skills to collect and analyse data and identify patterns. We also enable and encourage our children to express well-balanced opinions about current environmental issues; and to develop the ability to communicate information in a variety of ways.

Our Key Aims: At MVFS, we strive to...

- promote a curiosity and fascination about both the local environment and the wider world.
- stimulate excitement for exploration and an open mind about different countries and cultures.
- develop locational knowledge and an understanding of contrasting places and people; and instil respect and an appreciation for the diversity and interconnectivity of our world and its citizens.
- develop an understanding of how the Earth's features and processes (both physical and human) are interconnected and change over time.
- empower our children to understand the role they can play in protecting the health of our planet; informing them of their rights and responsibilities, and encouraging and promoting sustainability.
- provide our children with opportunities to investigate and enquire about the UK; so that they can develop of real sense of who they are, their heritage and what makes our nation unique.
- use the local area and community to develop fieldwork skills and knowledge.
- develop our children's ability to apply their knowledge and skills; and communicate their findings and understanding in a variety of ways; using appropriate terminology and geographical vocabulary.



Implementation

At MVFS we have devised a bespoke curriculum which is carefully sequenced and interconnected; and which enables our children to develop their knowledge and understanding of the world as they move through our school. Our Places and People Curriculum is organised in a two year cycle, with topics of study being reviewed collaboratively by our teaching team at the end of each cycle.

As with all areas of our curriculum, it is important to remember that all of our children have significant gaps in their learning due to the experiences that have brought them to MVFS – indeed, all of our children have not been able to access the full curriculum for at least a year before joining us. As explained in our Curriculum Policy, this means that many of our children are working at a level below their chronological age whilst we support them to re-engage with education and enjoy high levels of interest and success, which help them to rebuild their self-esteem and start to value their own social and academic achievements.

Stage One:

- In Stage One our children start to learn about the world by exploring topics which they can directly relate to; i.e. our school grounds and the local area. They develop basic map-reading skills, and begin to use fieldwork skills to collect and interpret simple data about their surroundings. They find out about continents and oceans; as well as developing their understanding of the physical and human features of the United Kingdom and a contrasting location – Kenya. At this stage, the children also start to explore their rights to a safe and healthy environment; and (through actions such as recycling and litter picking) they begin to understand their responsibilities and how they can sustain and improve their surroundings.

Stage Two:

- In Stage Two our children extend their fieldwork skills by identifying and focusing on different types of settlements and their features; whilst deepening their understanding of Ordnance Survey Maps, looking at symbols and reading four-figure and six-figure grid references. They also continue to broaden their knowledge, by looking beyond our own shores to learn about South America and Italy. The children also begin to develop their knowledge and understanding of rivers and the water cycle and climate zones. In exploring these different aspects of our world, they learn about the fragile state and interconnectivity of our planet; and the positive steps they can take to help it.

Stage Three:

- Stage Three builds securely on the previous stages. The children learn about the formation of mountains, and about the significance of time zones. As we encourage our children to see themselves as global citizens with rights and responsibilities, we encourage them to ask their own questions about the world, and provide opportunities for them to develop and apply their geographical knowledge and investigative skills to answer them. They carry out a fieldwork enquiry into food and climate, and begin to learn about the natural distribution of resources.

Places and People – Cycle A

	Stage 1	Stage 2	Stage 3
Block 1		Fieldwork Enquiry – Settlements	
Block 2	Around Our Locality		Fieldwork Enquiry – Food & Climate
Block 3		Climate Zones – S. America	
Block 4	Contrasting Places – Kenya		Latitude, Longitude & Time Zones

Places and People – Cycle B

	Stage 1	Stage 2	Stage 3
Block 1			Mountains
Block 2	Continents & Oceans	Rivers & the Water Cycle	
Block 3			Distribution of Natural Resources
Block 4	The United Kingdom	European Comparison – Italy	

In addition to lessons in class, our unique setting means that our relationship with the environment always has a high profile at MVFS, and is considered and reflected in much of our learning and experiences across the year. Furthermore, as part of our commitment to empowering our children as custodians of our planet, we also dedicate time and resources to studying topical environmental issues as they occur – be that sudden localised flooding or extreme weather or geographical events taking place around the world.

Impact

Through our bespoke approach and quality first teaching, we will see the impact of this subject in different ways. Our children will be engaged in lessons about places and people and will want to find out more. They will be able to talk about and demonstrate the knowledge, skills and vocabulary that they have acquired; and show increasing levels of understanding and analysis when exploring and discussing physical and human geography and environmental issues.

Evidence collected will show that a range of topics are being covered, and that our approach to learning is enabling our children to develop a meaningful sense of the places, people and processes studied. Ultimately, our children will develop a sense of the world and their place in it; and understand how they can make a positive commitment to the environment and the future of our planet.