

## Example Statement Table

<p><b>4. How does Geography support the <u>personal development</u> and well-being of learners?</b></p>	
<p>4 (a) The department includes students' 'personal geographies' as part of the curriculum. Teachers take account of students' views, experiences and feelings about places and geographical issues.</p>	<p>Students in y8 conduct a study on the local area. When possible we adapt lessons to use examples that the pupils know about, or have visited, for example flooding in Catcliffe. Students can understand the effects of topical geographical processes on their lives, and how humans interact and affect these. We also encourage students to include their emotional responses to issues studied, in order to see how issues fit into their lives, morals and experiences</p>
<p>4 (b) The department stimulates an interest in and a sense of wonder about places at a variety of scales and in a variety of locations around the world. The curriculum explicitly develops students learning about community and diversity at a variety of scales.</p>	<p>The curriculum studies topical events to ensure that the pupils consolidate their sense of the world. Students have brought in postcards, souvenirs and pictures of their holidays and visits to show teachers, suggesting that their learning in the classroom is being used and developed in a variety of locations and ways. Pupils have participated in a range of whole school projects, such as the Gift box appeal and Oxfam Unwrapped, which has stimulated their desire to learn about the areas involved.</p>
<p>4 (c) Students understand that environments (physical and human) are always changing, often threatened and sometimes improved, by a wide range of interrelated human and physical processes.</p>	<p>Students understand and participate in issues such as global warming and the 'Ice Edge' campaign, which allows them to actively engage in changes of the physical and human environments. Pupils are involved in class decision-making activities, such as managing transport networks in Rotherham that allow them to appreciate and understand a range of views.</p>
<p>4 (d) Students are encouraged to be confident in expressing their own views about places, events and issues using geographical concepts and begin to appreciate the significance of diverse views of others.</p>	<p>Role-play activities such as tourism in Ibiza exploring the view of holidaymakers, bar owners, local police, accident and emergency staff allow students to express their own opinions and views both orally and in a written format. Pupils are also openly supported to risk take in order to develop their confidence in expressing their views, creating a culture of support in the classroom.</p>
<p>4 (e) Fieldwork and other forms of extracurricular enrichment are an essential and integrated part of the curriculum experience.</p>	<p>Y8 students conduct a piece of local fieldwork that is followed up in lessons and linked back into learning on a national and global scale. Students are encouraged to take part in a range of extra-curricular activities that enrich their learning, such as Food Aids 24 hour famine.</p>

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### Reflection

- **Why did we do it like this?**
- **How do we know it is successful?**
- **What is the impact on teaching and learning?**

Using the local area allows them to develop their own ideas and opinions in relation to issues on a range of scales, incorporating a humanistic approach to topics. Studying topical events have allowed students to understand the interdependence of countries and people and how geographical patterns can be changed and improved. This essentially allows pupils to form their own well evidenced and thought through ideas and opinions in addition to understanding the ephemeral nature of the world in which they live. Local fieldwork allows students to understand how their actions locally have a national and global impact. By presenting information to pupils in a variety of ways and viewpoints, they can appreciate diverse and different thinking. Students show interest and often enthusiasm with more active engagement and generally positive (informal) feedback from students.

### Areas for development

Further development of student voice (see section 2) to enable students to be more involved in shared curriculum development