

SMSC in Geography at Great Moor Junior School

	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>	<u>British Values</u>
Key Stage Two	<p>There are many ways in which geography can contribute towards spiritual development. The study of real people in real places, and of our relationship with the environment, is at the heart of the geography curriculum. As such, there are many occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others as well as to explore their own feelings about the people, places and environments they are learning about.</p>	<p>Most geographical issues have a moral dimension. Environmental relationships, in particular, provide a wealth of opportunities. For example, should the rain forest be exploited?, should motor cross be allowed in an area of the Peak District Park? Discussion, debate, role-play and decision making exercises enable pupils to explore such issues. In doing so they will learn about the views held by society and by various groups within it.</p>	<p>Activities in the geography classroom - pair work, group work, debating, role-play, geographical games - foster good social behaviour and self-discipline. However, through fieldwork geography makes a distinctive contribution to social development. Outside of the classroom pupils need a greater degree of self-discipline and a successful trip almost invariably relies on each member of the group making his or her full contribution. This is particularly true for residential visits where the success of a trip depends, to a large</p>	<p>Through its study of real people in real places, geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there. For example, at KS2 pupils might explore different attitudes towards the environment. Geography is a natural vehicle for exploring</p>	<p>To show respect for and tolerance of other cultures and their values by learning about people and their cultures in Britain, Europe and the Americas. To show respect for each other by listening attentively to others' presentations and to plan and work collaboratively on group projects, To understand the importance of democracy when preparing for, and debating the racetrack in Flash.</p>

			extent, on all involved being sensitive to the needs of others, taking their fair share of responsibility and maintaining a high level of self-discipline.	our own multicultural society.	
Year 3	<p>Visit to St Saviours Church in Great Moor.</p> <p>Developing a sense of identity and belonging within the local community.</p>	Understanding the role for themselves and others within a community.	<p>Working as a team during fieldwork.</p> <p>Visits around the area of Great Moor.</p> <p>Extending and promoting links with the local community- Great Moor Library, St Saviours Church and Stockport Grammar School.</p>	<p>Understanding of the heritage of the local area.</p> <p>Exploring the diversity of the area of Great Moor- culturally, ethnically and economically.</p>	
Year 4	Awe and wonder of the physical features of important European mountain ranges (including glaciers).	Understand the dilemmas regarding pollution of a European river and destruction of the environment.	<p>Working as a team during fieldwork- trip to Longendale (Crowden Brook).</p> <p>European countries linked by certain rivers.</p>	Cultural understanding of how people adapt the landscape and how they use the natural environment.	

<p>Year 5</p>	<p>Understanding the sense of identity and belonging within the Rainforest local communities.</p> <p>Respecting and understanding how Rainforest communities may be very different from our own.</p>	<p>Exploring how systems of morality and justice may be different in the Amazonian Rainforests and debate over the sustainability of the Rainforest versus economic development and progress.</p>	<p>How the natural environment shapes the economic profile of an area.</p> <p>Role play, group activities and debate over the sustainability of the Rainforest.</p>	<p>Cultural understanding of how people adapt the landscape and how they use the natural environment.</p> <p>Comparing and contrasting their own urban environment of Great Moor in Stockport with that of a lesser developed region in South America.</p>	
<p>Year 6</p>	<p>Comparing beliefs held by a farming, rural community with those in Great Moor, Stockport.</p> <p>Church Visit to St Pauls, Flash.</p> <p>Understanding the conflict of interests in the Peak District National Park and how to manage these.</p>	<p>Effects of humans on the natural environment e.g. tourism, farming.</p> <p>Discussing controversial issues e.g. Selling off land to develop a motor cross track.</p> <p>Flash Debate - should a motor cross track be</p>	<p>Working as a team collecting data and carrying out fieldwork.</p> <p>Visit to Flash in Derbyshire - how land is used over time and sustainability of the natural environment.</p> <p>How the natural environment shapes the economic profile of an area.</p>	<p>Cultural understanding of how people adapt the landscape and how they use the natural environment.</p> <p>Comparing and contrasting their own urban environment of Great Moor in Stockport with that of a rural location, Flash in Derbyshire.</p>	

	<p>History of religion and persecution at Lud's Church, Derbyshire.</p> <p>Developing a sense of identity and belonging within the local community.</p>	<p>developed at Axe Edge Farm?</p>	<p>Spending a night away from home- residential trip.</p> <p>Flash Debate - should a motor cross track be developed at Axe Edge Farm?</p>		
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