

SMSC in Geography at Great Moor Junior School 2024/25

	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>	<u>British Values</u>
Key Stage Two	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, to explore their own feelings about the people, places and environments they are learning about.	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.	Activities in the geography classroom (paired and 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 extent, on all involved being sensitive to the needs of others, taking	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	<i>To show respect for and tolerance of other cultures and their values</i> by learning about people and their cultures in Britain, Europe and the Americas. <i>To show respect for each other</i> by listening attentively to others' presentations and to plan and work collaboratively on group projects, <i>To understand the importance of democracy</i> when preparing for, and debating the racetrack in Flash.

			their fair share of responsibility and maintaining a high level of self-discipline.	our own multicultural society.	
Year 3	<p>Visit to St Saviour's 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- St Saviour's 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	Understanding the sense of identity and belonging within the European Union, especially in the light of Brexit.	Discussion about the impact of tourism on mountainous regions.	<p>Working in TPs to create games such as Top Trumps.</p> <p>Debating about the European Union and the Brexit vote.</p> <p>Spending a night away from home- residential trip.</p>	Cultural understanding of how people adapt the landscape and how they use the natural environment with a focus on Europe.	

Year 5	<p>Understanding the sense of identity and belonging within North American and local communities.</p> <p>Respecting and understanding how communities in North America may be very different from our own.</p>	Effects of humans on the natural environment e.g tourism, farming.	Group and paired work activities	<p>Cultural understanding of how people adapt the landscape and how they use the natural environment.</p> <p>Comparing and contrasting their own environment of Great Moor in Stockport with that of North America.</p>	
Year 6	<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>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>Discussing controversial issues e.g. Selling off land to develop a motor cross track.</p> <p>Flash Debate - should a motor cross track be developed at Axe Edge Farm?</p>	<p>Working as a team collecting data and carrying out fieldwork.</p> <p>How the natural environment shapes the economic profile of an area.</p> <p>Spending a night away from home- residential trip.</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 South America.</p>	

