

Singleton Church of England Primary School

Mapping SMSC through **CARE** in the Curriculum – Geography

The children at Singleton benefit from a well-structured Geography curriculum that contributes to their Spiritual, Moral, Social, and Cultural well-being whilst also enhancing their relationships with others and the wider world. Spiritually, children can progress in Geography by reflecting on their actions and the actions and impact humans and cultures have had on the world and environment around them. In terms of moral education, children broaden their knowledge by making appropriate choices linked to their learning and asking relevant questions which they are allowed time to investigate. These questions help to form a key part of geographical issues that are present within the world today. Within human geography, children explore and enquire about how different societies function around a common problem, for example, climate change. This supports their understanding of their social and cultural values. Additionally, physical geography is explored through a variety of topics such as natural disasters, where children can identify the impact that these have on our environment and support their own making of choices to better our planet. At Singleton, our SMSC values are taught through **CARE** and this enables our children to deepen their understanding in geography but also supports understanding across the curriculum

C – Choices – Moral A – Aspiration – Cultural R – Reflection – Spiritual E – Engagement – Social

C – Choices – Moral

- Most geographical issues have a moral dimension. Environmental relationships provide a wealth of opportunities. For example: should the rainforest be exploited? Should HS2 be built?
- 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.
- By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?'
- Who benefits and who suffers? What should be our response to these? Who should look after our environment?
- By recognizing what is right and wrong and acting upon this in our everyday lives, e.g., in year 3 look at Ocean pollution and plastics.
- By learning about extreme environments and how animals, plants, and people survive in these parts of the world, e.g., Year 6

A – Aspiration – Cultural

- 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 our multicultural society. By celebrating the diversity in our school community and building positive links with the wider community
- Linking with other countries through school links and cultural theme days.
- By exploring links through the British Council and European Union. By exploring cultures that have had, and still have an impact on the local area.

R – Reflection – Spiritual

- 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. E.g., Year 1 Our Local area
- As such, there are many occasions when we can allow pupils to reflect on their values and beliefs, and those of others as well as to explore their feelings about the people, places, and environments they are learning about.
- By finding out about people in other parts of the world and the way they live, then finding similarities and differences between us.

E – Engagement – Social

- Activities in the geography classroom - pair work, group work, debating, roleplay, geographical games - foster good social behaviour and self-discipline.
- Pupils learn to gain an appreciation that fieldwork geography makes a distinctive contribution to social development.
- By finding out about people in other parts of the world and the way they live, then finding similarities and differences between us.
- By developing an interest in our local area and how it can be improved.
- Children consider the good and bad points of where they live and think about

<ul style="list-style-type: none"> • By developing an interest in our local area and how it can be improved. e.g., Year 5 Changes in Our Local Environment. • Children consider the good and bad points about where they live and think about. For example, the Year 1 Local area topic 	<ul style="list-style-type: none"> • By learning about how Britain has been shaped by different groups from other parts of Europe and beyond. e.g., Stone Age Year 3 and Romans Year 4 • By exploring sustainable living, in Year 5 (Protecting the environment) and how making the right choices in terms of the type and quantity of energy we use will have a knock-on effect on future generations
British Values <ul style="list-style-type: none"> • 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 geographical issues EG: Deforestation 	