

## SMSC within Geography at William Reynolds Primary School and Nursery

Pupils' spiritual development is shown by their

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Foundation Stage	Throughout the children's first years at William Reynolds they get the opportunity to take part in seasonal walks. They greatly enjoy these walks and are often very fascinated by the local environment. Map making takes place linked to their over-riding theme - 'Once Upon a Time' where they look at a variety of traditional stories. They use the story 'The Jolly Postman' as a stimulus to create a large map of where they live in Woodside. Often they use story puppets to develop their creativity and imagination for characters in their local area.
Year 1	During the autumn term in Year 1, children study the different locations around the world in which bears live. They are inspired by a trip to Dudley Zoo to further investigate the continents in which the bears live and the contrasting environments for each species. A sense of enjoyment and fascination is further developed in the Summer term when exploring different holiday locations in the UK and the contrasting environments. Discussions are developed to gain perspective about the weather patterns throughout the year and explain the different seasons.
Year 3	Interest develops in Year 3 where the children study weather around the world. Using compasses they become fascinated by where local places are in relation to cardinal points.
Year 4	Children in Year 4 gain respect for different people's faiths, feelings and values when studying the Mayan Civilisation. They gain an understanding of how the Mayans developed a sophisticated culture of city states with fine monumental buildings and characteristic stepped pyramids. Also they look at Rainforests as a topic where they consider the world around them and the importance of them for where we are living now.
Year 5	In year 5 the children carry out a local river study of the River Severn. This encourages the children to be aware of how the river has been used over the years and the importance it was to industry. It enables them to reflect on their experiences of a visit to see the meanders and tributaries as well as develop understanding of how to find these on 4 figure grid references. Children continue their fascination of learning through studying coastlines close to Shropshire and further afield. During this topic they will also study the water cycle and how the shape of the land help this. Children get the opportunity to attend Arthog outreach during the summer term where they are willing to take part in many activities and are able to reflect on their feelings.
Year 6	This year group get the opportunity to compare and contrasts the amazing mountain environments throughout the world. During the spring term, children are offered the opportunity to attend Arthog, Wales for five days where they develop sense of enjoyment and fascination of learning about themselves, others and life in a different part of the UK.

### Whole School

Throughout the year, children are given the opportunities to understand more about the world we live in and how we can look after it. Music for assemblies, especially in the summer term, is chosen to show our wonderful world and songs from other cultures linking to our global school theme. Music linked to songs from other countries also plays a part in children understanding the differences and similarities between different cultures. Forest School insures the children are able to become creative in their local environment.

Pupils' moral development is shown by their

- Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Foundation Stage	In Foundation Stage, children have the opportunity to recognise the difference between right and wrong when learning about Stranger danger and are able to apply these skills in their own lives to ensure they are safe. Understanding the consequence of their behaviour and actions when playing outdoors which is important to help develop an understanding of road safety. They gain respect for the civil and criminal law of England when learning about emergency services and how they work. Also they enjoy visits to the farm where they have to behave appropriately.
Year 4	Year 4 are able to understand the consequences of the decisions made by the Saxons to leave their own country and set sail to England. Using a range of sources children investigate and offer reasoned views about how the Saxons settled in to a way of life in their new country. They develop these reasoning skills through persuasive writing with a literacy link. Throughout the unit children gain an understanding of settlements and eventually build their own. When they do this they need to consider their moral and ethical views about where to and not build and why!
Year 6	During the unit 'The Mountain Environment' children debate on moral and ethical views of tourism. After considering views 'for' and 'against' tourists being allowed to stay near the mountain ranges they take part in discussions and write their own viewpoint. They consider what is right or wrong for that environment and appreciate the viewpoints of others.

Whole School

Geography subject leader led an assembly highlighting possible future careers in Geography as a result of them working hard in this subject at school. Other assemblies which have taken on a moral / ethical theme are recycling, Remembrance Day and our Wonderful World assemblies as part of the Global theme. The school's Secrets of Success are integral in promoting respectful behaviour within the area we live in and around school. At different times of the year children take part in fundraising activities such as Children In Need and Comic Relief. This encourages children to consider other people's lives and give their viewpoints.

<p>Pupils' social development is shown by their</p> <ul style="list-style-type: none"> <li>• Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</li> <li>• Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>	
Foundation Stage	Children in Foundation Stage develop a range of social skills when considering different religions, ethnic and socio-economic backgrounds around Woodside. They develop map reading skills when looking at the environment they live in. Within Foundation Stage children cooperate well with others and are able to resolve conflicts whilst having the opportunity to partake in Forest Schools.
Year 1	During the UK holiday destinations unit, children consider different communities, features and social settings in comparison to Woodside and each other. They have the opportunity for a Nature Day out at Weston Park where they use a range of social skills away from school and in a different environment. Children will get the opportunity to explore the area in which they live.
Year 2	When considering human and physical geography in Year 2, they compare hot and cold areas of our world and the differences in the socio economic backgrounds. When studying the 4 Countries and Capital Cities of the United Kingdom children have access to a London themed role play area. They develop skills and knowledge about what life has to offer in modern Britain. They are able to make comparisons to life in modern Britain with Brazil and the Amazon rainforest.
Year 4	Through the unit about Anglo-Saxons and Scots, the children are able to describe how the land has changed after the settlers arrived showing an understanding of social settings during that period of time. They use these skills to build their own settlements from knowledge gained considering the law of their land, democracy and being sensitive to the needs of others.
Year 6	In Year 6 the children develop a knowledge of different Mountain Environments and consider settlement areas and how they differ from Telford. They research the different backgrounds for the settlers and the economic activity. With a literacy link, the children are able to debate using fundamental British values when considering viewpoints on this.
<p>Whole School</p> <p>Throughout the year the School Council meet to discuss a variety of issues. They are very democratic when discussing the school environment and local area. Often votes will be taken as to how to improve the playground area, sustainability, eco garden and planting trees. William Reynolds believe it is important to offer children the opportunity to visit Zoos, Farms, mountain ranges, The Wrekin, rivers, English Heritage Sites and coast land in order to develop their knowledge of how Britain is today and participate in a variety of different communities and settings. Geography lessons taught ensure the children have the opportunity to work collaboratively to develop their social skills through pair work, group work, role play and geographical games to foster good social behaviour and self-discipline.</p>	

Pupils' cultural development is shown by their

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Foundation Stage	Foundation Stage children develop an interest for where they live in Woodside or the local area. They understand and show positive attitudes towards people with different religions, ethnic and socio-economic groups in Telford and globally.
Year 2	Year 2 learn that there are 4 Countries and capital cities in the United Kingdom and are aware that there is a parliamentary system for each Country. They develop an understanding of the cultural influences which have shaped their own heritage and that of others in England, Scotland, Wales and Northern Ireland. When looking further afield the children in Key Stage 1 have the opportunity to learn about continents and oceans and the variety of different faiths and cultures in comparison to Britain.
Year 4	Year 4 consider how the Anglo Saxons and Scots shaped our heritage and that of others when settling in England. They make comparisons to what a settlement was like in that period of time in comparison to life in modern Britain. The history of the settlement is also explored through the distribution of place names.
Year 6	When studying the Mountain Environment, the Year 6's look at the importance of leisure and tourism and how shifts in culture have impacted on tourism. Children make comparisons of the mountain environment in Britain and globally.

Whole School

Throughout the summer term, the whole school embraces the global theme - My Wonderful World. During this time they look at how different cultures have shaped their own heritage, different faiths and cultural diversity as well as local, national and global communities. Other opportunities such as 'Arts Week' will encourage the children to develop an awareness of their local environment - Woodside. They will consider the culture they live in and how it has been developed over time.

