



## St Joseph's Catholic Primary School Curriculum Map - Geography links with SMSC

Year Group	<u>Spiritual</u> The spiritual development of pupils is shown by their: <ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning willingness to reflect on their experiences.</li> </ul>	<u>Moral</u> The moral development of pupils is shown by their: <ul style="list-style-type: none"> <li>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>understanding of the consequences of their behaviour and actions</li> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<u>Social</u> The social development of pupils is shown by their: <ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<u>Cultural</u> The cultural development of pupils is shown by their: <ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>ability to recognise, and value, the things we share in common across</li> <li>cultural, religious, ethnic and socio-economic communities</li> <li>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>
EYFS	Learning about how to look after their local environment. Seasonal Changes /weather. <b>Curiosity</b>	Caring for their classroom environment ( <b>Respect</b> )	Learning about where we come from Countries our families are from <b>Respect, working together</b>	Learning about other cultures around the world, Chinese New Year, Diwala, <b>Curiosity/respect</b> Traditions/foods/dress/stories of different cultures and countries
Year 1	How the seasons are different and what they do during each season. <b>Curiosity</b> Why does it matter where our food comes from?	Discussions about climate change and looking after our environments <b>Co-operation</b> Why don't penguins need to fly?	Learning about how to look after their local environment. <b>Respect</b> What is the Geography of where I live?	Learning about the British Isles. <b>Curiosity</b> Learning about the Saints for each country in the British Isles. <b>Curiosity</b> Knowing flags, anthems, national food dishes. <b>Curiosity/respect</b> What is the Geography of where I live?



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Year 2	Finding out about a country very different to their own (Kampong Ayer). <b>Curiosity/reasoning/good thinking</b> How does the weather affect our lives? Curiosity	Comparing local area with Kampong Ayer. <b>Reasoning/good thinker</b>	Finding out about a country very different to their own (Kampong Ayer). <b>Curiosity/reasoning/good thinking</b>	Recognising similarities and differences between the British Isles and Kampong Ayer <b>Curiosity/reasoning/good thinking</b> Why do we love being beside the seaside so much? Comparing local area with seasie How does the geography of Kampong Ayer compare with where I live? Understanding where the United Kingdom fits into the world. <b>Curiosity</b>
Year 3	Finding out where their food comes from. <b>Curiosity</b> Learning about the megacities in which they live. How and why is my local environment changing? Why do the biggest earthquakes not always cause the most damage? <b>Curiosity/ gratitude/self-esteem</b>	Why do the biggest earthquakes not always cause the most damage? Why are mountains so important?  <b>Gratitude/respect</b>	Discussions about the aftermath of earth quakes. <b>Why do the biggest earthquakes not always cause the most damage?</b> <b>Empathy</b> <b>Reasoning</b> Why are mountains so important?	Investigating the main human and physical features of megacities <b>Curiosity/good thinking</b>
Year 4	Expressing their opinions about different environmental issues. Sustainability  <b>Listening/respect/reasoning/honesty</b>	Discussing the human impact of and causes of climate change. <b>Honesty/gratitude/reasoning/respect</b> How is climate change affecting the world?	Recognising the social impact of different climates around the world. <b>Reasoning/curiosity/empathy</b> How is climate change affecting the world?	Finding out about climates and cultures within differing climates around the world. <b>Beyond the Magic Kingdom: What is the Sunshine state really like?</b> <b>Curiosity/respect/ empathy</b>
Year 5	Finding out about contrasting parts of the UK. <b>Curiosity</b> <b>Britain's National Parks</b>	Considering the impact of living near a volcano <b>Respect/empathy</b>	Comparing their lives with those living near volcanoes <b>Respect/empathy/curiosity</b>	Comparing their lives with those living near volcanoes



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	<p>Learning the names of the different National Parks within the U.K. <b>Curiosity</b>  <b>Why are mountains so important?</b></p> <p>Investigating different mountain ranges. <b>Curiosity, Awe and wonder</b></p>		<p>Working in teams to investigate and present information about European rivers. <b>Co-operation/friendship/Listening/self-management</b></p>	<p>How do volcanoes affect the lives of people living near them? <b>Empathy</b>  <b>Reasoning</b></p>
Year 6	<p><b>What is a river?</b>          Recognising what makes their lives similar to people living in a different country.  <b>Reasoning</b>          Visiting a local river. <b>Self-management/listening/respect</b></p>	<p>Knowing what fair trade is and how this affects those who grow our food.  <b>Gratitude/respect Why is Fair Trade Fair?</b>          Discussing the human impact of and causes of climate change.  <b>Honesty/gratitude/reasoning/respect</b></p>	<p><b>How is climate change affecting the world?</b> Recognising the social impact of different climates around the world.  <b>Empathy</b></p>	<p>Wales Trip          Understanding their individual locality and comparing it to Llandudno. <b>Self-esteem/respect</b>          Recognising the reasons for similarities and differences between contrasting locations: Llandudno and South Oxhey. <b>Reasoning</b></p>