



## Glen Hills Primary School S.M.S.C. Curriculum Map - Geography with Route to Resilience links

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	Discussions about what they like and dislike about their local area. <b>Reasoning</b> Reflecting on the homes and lives of people in the Arctic, rainforest and grasslands and comparing them to their own. <b>Curiosity/Good thinking</b>	Learning about their local environment (and how to look after it). <b>Respect</b> Learning the importance of Road Safety. <b>Respect</b> Learning about the homes and lives of people in the Arctic, rainforest and grasslands and comparing them to their own.	Learning about the people who help them in their local area. <b>Curiosity/Respect</b> Visit from a Policar Officer. <b>Respect/Listening/Self-management</b> Using social skills during activities such as role playing road safety rules. <b>Respect/Co-</b>	Learning about their local area and the different people/groups who live there and use it. <b>Curiosity/Listening</b> Visiting the local area - library and park. <b>Curiosity/Respect</b> Learning about the homes and lives of people in the Arctic, rainforest and grasslands. <b>Curiosity</b>

Please note that there are likely to be additional Route to Resilience links in all of the activities listed above. However, the ones identified have been considered to be the most likely links.



## Glen Hills Primary School S.M.S.C. Curriculum Map - Geography with Route to Resilience links

		<b>Curiosity</b>	<b>operation/Friendship</b>	
Year 1	How the seasons are different and what they do during each season. <b>Curiosity</b>	Discussions about graffiti, litter and other harmful activities in the locality. <b>Co-operation</b>	Learning about how to look after their local environment. <b>Respect</b>	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>
Year 2	Finding out about a country very different to their own (St Lucia). <b>Curiosity/ Reasoning/Good thinking</b>	Considering what rules they might need on their fantasy island. <b>Reasoning/Good thinking</b>	Finding out about a country very different to their own (St Lucia). <b>Curiosity/Reasoning/Good thinking</b>	Recognising similarities and differences between the British Isles and St Lucia. <b>Curiosity/Reasoning/Good thinking</b> 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 city in which they live. <b>Curiosity/ Gratitude/Self-esteem</b>	Knowing what fair trade is and how this affects those who grow our food. <b>Gratitude/Respect</b>	Discussions about fair trade. <b>Empathy</b> Thinking about the different reasons why people may choose to live - or not live - in Leicester. <b>Reasoning</b>	Investigating the main human and physical features of Leicester and Leicestershire. <b>Curiosity/Good thinking</b>
Year 4	Expressing their opinions about different environmental issues. <b>Listening/Respect/Reasoning/Honesty</b>	Discussing the human impact of and causes of climate change. <b>Honesty/Gratitude/Reasoning/Respect</b>	Recognising the social impact of different climates around the world. <b>Reasoning/Curiosity/Empathy</b>	Finding out about climates and cultures within differing climates around the world. <b>Curiosity/Respect/ Empathy</b> Learning the names of the different regions within the U.K. <b>Curiosity</b> Investigating different geographical areas within the U.K. <b>Curiosity</b>
Year 5	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>	Considering the impact of pollution/littering on the river environment. <b>Respect/Empathy</b>	Comparing their lives with those living in a different climate. <b>Respect/Empathy/Curiosity</b> Working in teams to investigate and present information about European rivers. <b>Co-operation/Friendship/</b>	Finding out about rivers within the UK. <b>Curiosity</b> Visiting a local river. <b>Self-management/Listening/Respect</b>

Please note that there are likely to be additional Route to Resilience links in all of the activities listed above. However, the ones identified have been considered to be the most likely links.



## Glen Hills Primary School S.M.S.C. Curriculum Map - Geography with Route to Resilience links

			<b>Listening/Self-management</b>	
Year 6	Finding out about contrasting areas of the world. <b>Curiosity</b>	Discussions about positive and negative impacts of tourism. <b>Listening/Respect/Reasoning</b>	Considering how tourism has affected Llandudno. <b>Empathy</b>	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 Cancun. <b>Reasoning</b>

Please note that there are likely to be additional Route to Resilience links in all of the activities listed above. However, the ones identified have been considered to be the most likely links.