

# SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

## GEOGRAPHY

### Key Stage 3

	<b>Spiritual</b> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. Students develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	<b>Moral</b> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. Students develop the knowledge/skills necessary to make responsible moral decisions.	<b>Social</b> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	<b>Cultural</b> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.	<b>Personal development</b> <b>Examples specifically related to:</b> Healthy relationships/ friendships Health Education / mental health / physical health preventing poor health (personal hygiene)/ basic first aid/ adolescence
<b>Year 7</b>	<p>Exploring England: Lesson 4 Who are we? Being British/Immigration; uniqueness of identity.</p> <p>Coasts: Lesson 4 The coast and us- Coastal settlements; why do people choose to live where they do? Coasts: Lesson 8 Defend-or let go? Sense of place/communities; potential loss of identity through loss of home/ land.</p> <p>Weather: Lesson 9 The factors that influence climate- Who we are. Weather : Lesson 10 Climates around the world-response to climate/who we are.</p> <p>Making Connections: Lesson 2 Mapping connections</p>	<p>Exploring England: Lesson 7 Richer/Poorer? Earnings/levels of prosperity Floods Lesson 4: Coping with floods Responsibilities/Aid</p> <p>Tectonics: Lesson 8 Coping with Earthquakes and volcanoes- Communities/Aid/Responses</p> <p>Coasts: Lesson 7 The war against the sea- Role of government/ Costs and benefits</p> <p>Weather: Lesson 7 Storm- Impacts on communities.</p>	<p>Exploring England: Lesson 5 Where do we live? Population Distribution</p> <p>Tectonics: Lesson 5 is a Earthquake in Pakistan – Aid/responses; looting, social responsibility, international responsibility. Tectonics: Lesson 7 Montserrat- Impacts on communities; loss of possessions, infrastructure, rule of law.</p> <p>Coasts: Lesson 6 How long can Happiburgh hang on? Communities/consequences</p> <p>Making Connections: Lesson 2 Mapping connections- local/national/international</p>	<p>Exploring England: Lesson 6 What kind of work do we do? Economic activity.</p> <p>Tectonics: Lesson 8 Why live in a danger zone? Understanding choices.</p> <p>Coasts: Lesson 5 Holiday in Newquay- The Seaside Holiday: Culture.</p>	<p>Exploring England: Lesson4 Who are we? Being British/Immigration; uniqueness of identity. Exploring England: Lesson 7 Richer/Poorer? Earnings/levels of prosperity</p>
<b>Year 8</b>	Weather & Climate Ecosystems	Understand that the physical and human dimensions of the environment are inter-related	Physical and human processes shape places and landscapes.	Exploring the social, economic, environment and political connections between places.	Weather & Climate Ecosystems

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	<p>Appreciate how peoples values and attitudes differ and may influence social, environmental, economic and political issues. Understand the physical and human characteristics of real places.</p> <p>Develop geographical imaginations of places.</p>	<p>and together influence environmental change.</p> <p>Know where places are located, why they are there, the patterns and distributions they create, how and why these are changing, and the implications for people.</p>	<p>Develop attitudes and values towards issues.</p> <p>Communicate knowledge and understanding using geographical vocabulary and conventions in both talk and writing.</p> <p>Use globes, maps at a range of scales, photographs, and other geographical data.</p>	<p>Understand the significance of interdependence in change, at all scales.</p> <p>Appreciate the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.</p>	<p>Appreciate how people’s values and attitudes differ and may influence social, environmental, economic and political issues.</p> <p>Exploring the social, economic, environment and political connections between places</p>
<b>Key Stage 4</b>					
	<p><b><u>Spiritual</u></b> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p><b><u>Moral</u></b> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p><b><u>Social</u></b> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p><b><u>Cultural</u></b> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	<p><b><u>Personal development</u></b> <b>Examples specifically related to:</b> Healthy relationships/ friendships Health Education / mental health / physical health preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
<p><b>Year 9/10/11 GCSE</b></p>	<p>Using Google maps to imagine what it might be like to live in different parts of the world.</p> <p>Making links with History when exploring the environment and speculating why the landscape is as it is.</p> <p>Comparing lives with pupils living in other countries or other parts of the UK. Role of children in LICs compared to HICs.</p> <p>Students investigate different places at a range of scales- local/national/international/global.</p>	<p>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 personal response to these? Who should look after our environment?</p> <p>Working towards an Eco-School basis.</p>	<p>Investigate positive and negative links with the wider community both locally and through linking with other schools with different demographics both in the UK and globally.</p> <p>Consider social responsibility eg care for the environment, impact of traffic on the local area, tourism.</p> <p>Students study issues in urban environments along with the issues of rapid population growth, reference</p>	<p>Students investigate the impact of migration both in the UK and the wider world. Students consider why people migrate and how the refugee crisis might be resolved. The topics studied help to give students a greater awareness of such issues.</p>	<p>Comparing lives with pupils living in other countries or other parts of the UK. Role of children in LICs compared to HICs.</p> <p>Fieldwork focuses on tourism issues in Sheringham.</p> <p>Social issues that are explicitly recognised in an urban environment. Issues relating to: Lack of housing Ethnic segregation</p>

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	<p>Opportunities for students to reflect upon the landscapes and environments studied. Students investigate the local landscape and features which attract tourists to their home area.</p> <p>Encouraging students to be curious about the world in which we live and to ask questions about future events. This may include natural hazards such as earthquakes and volcanic eruptions and how they alter landscapes.</p> <p>How global warming impacts on people and what adaptations will have to be made.</p> <p>Inculcate a sense of scale of different places and impress upon students the beauty and aesthetics of varying locations.</p>	<p>Looking at impacts of tourism. How tourism impacts on places and the environment.</p> <p>Advantages and disadvantages of economic activity.</p> <p>Students investigate problems of rapid population growth and methods used to control rate of growth. Students discuss moral, social and cultural aspect of these techniques.</p> <p>Students look at urban living in HICs and LICs- students concentrate on squatter settlements in Brazil/Nigeria.</p> <p>Students understand ways to be a sustainable city-Rio de Janeiro/Freiburg/Bristol. Students can explain how places become sustainable- ideas are developed to suggest ways we could become more sustainable at a local level.</p> <p>Health issues around the world forms part of a contemporary topic at KS4 and addresses many moral issues. FairTrade targets role of children in HICs/LICs squatter settlements.</p> <p>Students understand the important issues faced by people in different parts of the world and develop and opinion towards them. Issues facing poorer countries eg lack of clean water, lack of medical care. Students</p>	<p>is made at a local and national scale. Students consider the impact of tourism has on people and places.</p> <p>Fieldwork focuses on tourism issues in Sheringham.</p> <p>Social issues that are explicitly recognised in an urban environment. Issues relating to: Lack of housing Ethnic segregation Traffic Run down areas</p> <p>Student's leadership and initiative is developed throughout their studies and fieldwork tasks.</p> <p>Using questionnaires and working with people in the local community. This includes interviewing people.</p>		<p>Traffic Run down areas</p> <p>Student's leadership and initiative is developed throughout their studies and fieldwork tasks.</p> <p>Using questionnaires and working with people in the local community. This includes interviewing people.</p>
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identify how problems can be solved.

## Key Stage 5

	<b><u>Spiritual</u></b> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	<b><u>Moral</u></b> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.	<b><u>Social</u></b> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	<b><u>Cultural</u></b> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.	<b><u>Personal development</u></b> <b>Examples specifically related to:</b> Healthy relationships/ friendships Health Education / mental health / physical health (preventing poor health (personal hygiene)/ basic first aid/ adolescence
<b>Year 12/13</b>	Students develop a sense of different locations not only in geography lessons but also when on site during fieldwork. Field trips to Wales covering a number of aspects relevant to the specification allow students to engage with the beauty of the physical and human environment.	Students are able to consider the rights of individuals in an increasingly unequal world. Topics relating to Fairtrade, water supply and resource security allow students to engage with their peers and discuss these important issues.	Student's leadership and initiative is developed throughout their studies and fieldwork tasks.	Understanding different cultures is a key part of the Geography course at A level. The Changing Places Unit allows students to consider the meaning of the term 'place' and how people relate to places and landscape. Topics studied include HS2 and it's impacts on Great Missenden and social change and development in Detroit as well as studies located in the local area.	Field trips to Wales covering a number of aspects relevant to the specification allow students to engage with the beauty of the physical and human environment. Topics relating to Fairtrade, water supply and resource security allow students to engage with their peers and discuss these important issues. Understanding different cultures is a key part of the Geography course at A level.