



## SMSC Departmental Overview

Department: **GEOGRAPHY**

### Whole School Vision:

Corby Technical School are committed to the development of the Social, Moral, Spiritual and Cultural (SMSC) understanding of our pupils. We are a school that delights in being ethnically, religiously and culturally diverse, both within our student and staff composition, and we are proud that within this diversity we **all** share and respect fundamental British values. It is the vision of this institution that all students are: encouraged to recognise and respect central British values; are protected from extremist (or prejudiced) views during the delivery of our curriculum; and that our students are offered a balanced presentation of viewpoints when political issues are brought to their attention.

### Whole Staff Commitment:

It is expected that within **every** lesson that is taught at Corby Technical School, regardless of subject or teacher, that the following expectations are adhered to and maintained:

- ✓ That every opportunity is taken for pupils to develop their **self-knowledge, self-esteem and self-confidence**.
- ✓ That opportunity is given for pupils to understand the **difference between right and wrong**, and gain a **respect for civil and criminal law**.
- ✓ Pupils are made to **accept responsibility** for their behaviour and show initiative towards their own **self-development**.
- ✓ That provision is given for students to **appreciate their own culture**, the **cultures of others** and develop an **understanding of the world**.
- ✓ Pupils are aware of the **fundamental values of British society** (democracy, law, liberty, respect, responsibility and tolerance).
- ✓ That every opportunity is taken to **challenge radical**, and **biased political and social views**.
- ✓ That the **safety** and **well-being** of students is the main priority of school life and all we do. We will promote student autonomy in making **informed choices** regarding their health, fitness, emotional and mental well-being, as well as their relationship with their peers.
- ✓ That opportunity will be given to **celebrate** and build **pride** in personal and school **achievement**
- ✓ Pupils are aware of the importance of **attendance** and appropriate **conduct** in school and employment.

### Departmental Commitment:

It is expected that individual departments within the school will address aspects of the SMSC syllabus throughout the year. Departments are encouraged to devise their own strategies for incorporating SMSC into their schemes of work. Detailed below is how the department identified above intends to incorporate the SMSC strands not covered by the **Whole Staff Commitment**.

### Core Departmental Values:

Identified below are those aspects of SMSC that would be prevalent within the majority of the lessons within the department identified above; they would be easily identifiable within most lessons through the work being conducted by the students.

- ✓ Students will be encouraged to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- ✓ Students will develop an understanding of the consequences of behaviour and action in respect to the impact upon others.
- ✓ Students will study and consider the difference between right and wrong and will apply this understanding to their own lives.
- ✓ Students will acquire an ability to understand and develop an appreciation of the viewpoints of others on a range of issues.
- ✓ Students will develop and use a range of social skills to learn and socialise with their peers (including those of different religious, ethnic and socio-economic backgrounds).
- ✓ Student will participate in developing their abilities to resolve conflicts effectively.
- ✓ Students will be encouraged to respond positively to artistic, literary, and cultural works.
- ✓ Students will explore their understanding of cultural diversity and consider their tolerance and attitudes towards different ethnic and socio-economic groups within local, national and global communities.



## Topical SMSC:

Identified below are those aspects of SMSC that are identifiable within particular schemes of work that take place over the course of an academic year – as such key elements within these aspects have been distinguished and clarified.

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| ✓ Students will be encouraged to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.                                     | Yr 7 – Term 1 – Road trip, Term 4 and 5 – Coastal landscapes and fieldtrip visit<br>Yr8 – Term 1 / 2 – Tectonic Hazards,<br>Yr 9 – Term 1 and 2 – Hot Deserts, Rainforests, Term 2 / 3 – Hazards , Term 3 / 4 – Urban Issues and Challenges<br>Yr 10 – Term 1 / 2 – Hot deserts, Term 3 / 4 – Rivers<br>Yr11 – Term 2 and 3 – Coastal  |
| ✓ Students will develop an understanding of the consequences of behaviour and action in respect to the impact upon others.  | Yr 7 – Term 3 – Ecosystem, Term 4 and 5 – Rivers and Coastal management<br>Yr 8 – Term 1 / 2 – Disaster management, Term 3 / 4 - Development<br>Yr 9 – Term 1 and 2 – ecosystem and rainforest management, Term 2 / 3 – Hazard Management, Term 3 – Urban issues management<br>Yr 10 – Term 1 – Hot desert management, term 2 - Resource management, term 3 – climate change, term 4 - River flood management,<br>Year 11 – Term 1 – Development, Term 2 – Coastal management, term 4 – issue evaluation |
| ✓ Students will study and consider the difference between right and wrong and will apply this understanding to their own lives.   | Yr 7 – Term 3 – Ecosystem, Term 4 and 5 – Rivers and Coastal management<br>Yr 8 – Term 1 / 2 – Disaster management, Term 3 / 4 - Development<br>Yr 9 – Term 1 and 2 – ecosystem and rainforest management, Term 2 / 3 – Hazard Management, Term 3 – Urban issues management<br>Yr 10 – Term 1 – Hot desert management, term 2 - Resource management, term 3 – climate change, term 4 - River flood management,<br>Year 11 – Term 1 – Development, Term 2 – Coastal management                            |
| ✓ Students will acquire an ability to understand and develop an appreciation of the viewpoints of others on a range of issues.  | Yr 7 – Term 1 – Road trip – views on different areas, terms 4 / 5 – river and coastal management<br>Yr 8 – Term 1 / 2 Disaster management, and size / scale of disaster, term 3 / 4 – development priorities.<br>Yr 9 – Term 1 and 2 – management of ecosystems, terms 3 / 4 – management of urban uissues<br>Yr 10 – Term 3 – Climate change and term 4 – river flood management<br>Yr 11 – Term 1 – Development, term 2 – coastal management, term 4 – issue evaluation                                |
| ✓ Students will develop and use a range of social skills to learn and socialise with their peers (including those of different religious, ethnic and socio-economic backgrounds). | Yr 7 – Term 1 / 2 – examining different places, term 4 / 5 - Group work during school based fieldwork, Term 3 – Interaction with others,<br>Yr 8 – Term 1 / 2 – Hazard response – working with others under time pressure to make a quick life or death decision, term 3 – Developing world, decision making exercise, term 5 decision making game<br>Yr 9 – Term 2 – Rainforests group activity, term 4 / 5 – Urban issues group activity   |
| ✓ Student will participate in developing their abilities to resolve conflicts effectively.  | Yr 7 – term 4 and 5 – Coastal management – Holderness and Dawlish example and fieldtrip follow up work.<br>Yr 8 – Term 1 – Disaster management decision making exercises,<br>Yr 9 – Terms 1 – land use conflicts, Terms 1 and 2 – Ecosystem use decision making exercise.<br>Yr10 – Term 1 – group presentation, Term 2 / 3 – Resource management group presentation<br>Yr11 – Terms 1 / 2 – group fieldwork   |
| ✓ Students will be encouraged to respond positively to artistic, literary, and cultural works.  | Yr 7 – Term 1, 2 3 and 4 – response to photographs and written descriptions.<br>Yr 8 – Term 1 / 2 – Response to photographs and news footage of disaster scenarios, terms 3 and 4 – photographs and news footage of development and underdevelopment<br>Yr 9 – Term 1 / 2 – Photographs of rainforests and ecosystems, impact and change, term 2 / 3 - Response to photographs and news footage of disaster scenarios<br>Yr 10 – Term 2 / 3 – response to opinion pieces about climate change            |



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|  | Yr 11 – Term 1 / 2 - photographs and news footage of development and underdevelopment  |
| ✓ Students will explore their understanding of cultural diversity and consider their tolerance and attitudes towards different ethnic and socio-economic groups within local, national and global communities. | <p>Yr 7 – Term 1 – road trip, different views on places, term 4 and 5 – views on coastal and river management</p> <p>Yr8 – Term 1 - views on disaster management, term 3 – views on development</p> <p>Yr 9 – Term 1 – views on indigenous people, views on rainforest use, terms 4 / 5 – views on urban management</p> <p>Yr 10 – Term 1 – views on hot desert usage, term 2 - views on using resources, terms 3 / 4 – views on climate change, term 5 – views on river management</p> <p>Yr 11 – Term 1 / 2 views on development, term 2 / 3 – coastal, term 4 – views on fieldwork, term 4 – pre release exam issue – viewpoint included there.</p> |

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| Signed HOD:                   |  | Date: |  |
| Checked and Signed SMSC:      |  | Date: |  |
| Checked and Signed Principal: |  |       |  |