

The contribution of Geography to children's social, moral, spiritual and cultural (SMSC) development at Fairfield's

Geography at Fairfield's contributes to children's SMSC/Cultural Capital development in a variety of different ways. At Fairfield's, children are given the opportunity to reflect on the earth's origins, its future and its diversity. For example, children in year 1 discuss the effects of pollution on wildlife during the study of their seaside topic. In addition, children in year 6 study plate tectonics and the impact this has on the make-up of the world, its regions and the impact of climate changes on us and different species around the world.

The children in Key Stage 2 consider the importance of the fair distribution of the earth's resources through their study of Fairtrade and the impact this has on communities in different parts of the world. Discussions are also initiated on the impact of physical geography such as volcanoes, tsunamis and earthquakes on different areas around the world through comparison of less and more economically developed countries.

The children at Fairfield's are given the opportunity to contemplate nature in their environment and their surroundings through nature walks within the school grounds (EYFS and Key Stage 1) and walks around the local area (Key Stage 2.) This helps the children to fully understand and recognise their place within the world and their responsibility to maintain and care for everything around them. The children at Fairfield's are encouraged to foster that sense of responsibility and care beyond their Geography lessons in into their daily life.

At Fairfield's a variety of enrichment is provided to allow children to broaden their learning and understanding of various Geographical study. For example, as part of their local area study, Year 3 visit the River Lea. Year 2 participate in a continents and oceans workshop to consolidate their learning of the world and its make-up. Children in Year 5 visit Clacton to carry out geographical research such as field sketches. The children in the EYFS and Year One use the immediate school environment to notice patterns and change as well as conducting simple fieldwork and map skills around the school.