

<b><u>Key information about the subject and schemes of work</u></b>	<b><u>Spiritual</u></b>	<b><u>Moral</u></b>	<b><u>Social</u></b>	<b><u>Cultural</u></b>
<p>The subject of Geography is heavily focussed on people and their relationships and it is helpful when contributing to students' Spiritual, Moral, Social and Cultural education. In all lessons, students are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. We encourage young people to enquire, consider and question in lessons and beyond. The Geography department aims to inspire students to discuss and debate controversy outside the classroom and this can often take place within educational visits or within homework tasks.</p>	<p><b><u>SP1</u></b> - Students are offered frequent opportunities to be amazed within their Geography lessons and then given the chance to think and reflect on what they are learning about.</p> <p><b><u>SP4</u></b> - By learning about amazing natural occurrences like global disasters or super volcanoes, students can have a 'wow' moment and then develop their empathy skills and feelings of concern, enquiry and problem solve ideas like how? And why?</p> <p><b><u>SP6</u></b> - Students are given various opportunities within the Key Stage 3 lessons to learn about different locations within the world and how they all vary. By learning about how oil is drilled for in Antarctica and how Dubai developed in the Middle</p>	<p><b><u>M4</u></b> - By looking at the various moral dilemmas that can occur because of people and places, students have a vast amount of opportunities to develop their moral beliefs in their Geography lessons.</p> <p><b><u>M2</u></b> - When students reflect on the population topics that are studied and look at the various reasons why people have to seek asylum and refugee status, <b><u>M3</u></b> - students can figure out their own moral beliefs related to these topics.</p> <p><b><u>M1</u></b> - From studying topics that are a concern for many around the world like climate change and a lack of resources for many, <b><u>M4</u></b> - students can challenge their beliefs and ideas and develop their moral conscience from lessons based on these ideas.</p>	<p><b><u>So5</u></b>- Students are educated within their Geography lessons about how society has formed in Britain and what key organisations Britain has a contributing factor towards. <b><u>So1</u></b> - Such as the UN and as a country that is represented in the World Trade Nation.</p> <p><b><u>So4</u></b> - Students develop their knowledge and understanding of what it means to belong to the European Union and what benefits this can bring to the UK.</p> <p><b><u>So5</u></b> - By developing skills within their Geography lessons that help them to form opinions and state their own beliefs, students are informed about what it means to be a citizen of the UK and also the EU.</p> <p><b><u>So1</u></b> - Students are frequently encouraged to</p>	<p><b><u>C2</u></b> - Within their Geography lessons, students are encouraged to consider their own personal experiences and share when they have experienced a different culture to their own and how it was similar and different.</p> <p><b><u>C3</u></b> - Students are frequently taught to consider climate change and think about holiday destination choices and how the world is changing due to lifestyle choices and cultural impact of wealth and choice.</p> <p><b><u>C5</u></b> - By experiencing lessons that focus on what the desert is like and by role playing what it is like to live as a tribe within the Sahara. <b><u>C3</u></b> - Students are able to embrace the cultural differences and think about crucial differences linked to lifestyle, religion and location within this task.</p>

	<p>East, students can learn about these places and also develop their knowledge and understanding.</p> <p><b>SP4</b> - Many opportunities are given within Geography lessons that allow problem solving and thinking skills. Within the year 7 curriculum, students look at the topic of population and how the resources that are available in a chosen location may not be able to cater for the population there and what then needs to be done to sort this issue out?</p>	<p><b>M5</b> - Students gain the opportunity to study about the damage that humans can do to parts of the world, also allows students the chance to reflect are we allowed to be selfish or should our own actions now be considered for future habitants of the world?</p> <p><b>M1</b> - By role playing ideas that are studied in Geography lessons such as child exploitation, climate change and is it right to offer aid to poorer countries? <b>M3</b> - All allow students of all year groups to think, consider, argue and then decide what is the best moral outcome of each topic area being studied?</p>	<p>think about themselves as adults in British society and what impact they will make with their own lifestyles within British society.</p> <p><b>So5</b> - By considering housing choices, energy consumption and their own carbon footprints, students develop knowledge of living as an adult that is helping the environment to sustain for future generations.</p>	<p><b>C6</b> - Within Year 11, Geography GCSE students are able to study the cultural implications and why the race riots took place in Oldham and Bradford in 2001. <b>C3</b> - By focusing of stereotypes and issues like fear linked to the mixed Pakistani and white neighbourhoods, students can look at cultural differences within parts of British society.</p>
--	--	--	---	---

--	--	--	--	--