

### **Spiritual development in Geography**

As Geography is the study of different people and places, this develops students spiritually. Students regularly use atlases to develop their locational awareness and critically explore the contrasting human and physical geography of countries such as Italy, India, China, Brazil and Malaysia. For example, students study volcanic activity in Italy and the growth of megacities in Asia and how these impact people on a daily basis. All of this develops a sense of enjoyment and fascination in learning about others and the world around them, an appreciation of the awe and wonder of natural and manmade environments as well as giving students the platform to learn about, and respect, different people's faiths, feelings and values. By studying contrasting places, this also fosters empathy and a willingness by students to reflect on their experiences and how it differs to others. For example, our students learn about the slums of Mumbai and how the living standards and the day to day lives of students who live there differ to that of their own. Throughout the KS3 and KS4 schemes of learning, students' creativity and imagination is developed. For example, in KS3 students are asked to develop and design a sustainable school and earthquake proof building whilst in KS4 students develop their own questionnaires and surveys.

### **Moral development in Geography**

Students are taught about the importance of recognising legal boundaries and to respect the law. For example, students study the rules and regulations linked to national parks and pollution of UK rivers, lakes and streams and the legal consequence of not complying with these. The geography schemes of learning also develop students' awareness of current key ethical issues associated with geography, highlighting what society believes is right and wrong. For example, students are taught about the ethical argument to reduce climate change and the use of fossil fuels, to be more sustainable, to prevent deforestation of the rainforest, reduce global inequalities and protect coastal settlements from erosion. Students are made aware of the consequences of people and countries not making the right choices. This is explored through the study of not recycling and reducing your carbon footprint, continued carbon emissions and deforestation and how this impacts climate change and the greenhouse effect. Students are also regularly given the opportunity to research key issues and take part in whole class debates as a way to identify the difference between right and wrong as well as to help them to formalise their own moral viewpoint and conclusion. This also allows students to understand and appreciate the viewpoints of others on these issues and how this can create a moral dilemma for themselves. For example, in KS3 students are given the arguments for and against the use of China using fossil fuels to develop and in KS4, students evaluate the different standpoints linked to the deforestation of the Malaysian rainforest and UK aid to low income countries.

### **Social development in Geography**

Throughout the KS3 and KS4 schemes of learning, group work is encouraged as a way to enhance student social skills. This is fostered via peer assessment and feedback, fieldwork, collaborative learning and research tasks and 'what would you do' debates relating to various topics in geography which encourage students to co-operate and resolve conflict. By studying specific topics such as urban change in Liverpool, students learn about how modern-day Britain has become a multi-cultural society and the cultural, social and economic benefits that this provides. By studying the causes of migration, this gives students a clearer understanding of immigration, dispels stereotypes, reinforces mutual respect and tolerance of those with different faiths and beliefs and helps to ensure they are more rounded when entering the "real world." By studying countries such as China and the topic of development, students learn about different political systems and levels of freedom and liberty. This fosters debate and encourages students to reflect upon the fundamental British values of democracy.

### **Cultural development in Geography**

Studying different cultures around the world is a fundamental element of geography. Learning about customs and traditions allows students to develop humility and an understanding of the world as a diverse global community. For example, by studying India at KS3 and KS4 students improve their understanding of, and show respect for, different faiths and cultures and learn about the importance and benefits of accepting and respecting diversity. Furthermore, it also allows students to understand how Britain has influenced and shaped Indian culture and vice versa. By studying urban change in Hull and Liverpool, students learn about how these cities have become multi-cultural as well as the cultural, social and economic benefits that this provides. This is reinforced by looking at the reasons why Liverpool achieved European Capital of Culture in 2008 and Hull became UK City of Culture in 2017. All of this helps to further reinforce respect and positive attitudes towards different religious and ethnic minority groups in local, national and global communities. By studying countries such as India and China, students are also reminded that not every country around the world rules in the same way. This provides the platform for students to further explore and deepen their understanding of Britain's democratic parliamentary system.