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| **Spiritual** * Geography can contribute towards spiritual development through the study of:
* real people in real places e.g. through interviews, field work and online talking heads testimonies via ODDIZZI
* Our relationship with the environment, is at the heart of the geography curriculum.
* Children can reflect on their own values and beliefs, and those of others. For example, we can give pupils opportunities to think about the feelings of a child living in different cultures and places, or the victims of a natural hazard;
* Children can reflect on the beauty of a landscape, or the richness of their environment; and explore their own feelings about the people, places and environments they are learning about.
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| **Moral** * Most geographical issues have a moral dimension.
* Environmental relationships provide a wealth of opportunities for distinguishing a moral dimension; for example, should the rain forest be exploited? Should open cast mining be allowed in an area of outstanding natural beauty? How can Fair Trade initiatives support local populations and how can we support these initiatives?
* Discussion, role-play and decision making exercises enable pupils to explore such issues.
* Children learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.
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| **Social** * Activities in the geography classroom -pair work, group work, role-play, geographical games – foster good social behaviour and self - discipline.
* Fieldwork geography makes a distinctive contribution to social development. Outside of the classroom pupils need a greater degree of self-discipline and a successful trip almost invariably relies on each member of the group making his or her full contribution.
* Geography plays a key role in developing an understanding of citizenship. For example, decision making exercises introduce pupils to the planning process in a town or city; learning about international trade fosters a sense of the interdependence of people and places;
* Geography supports the pupils’ knowledge and understanding of the concept of sustainable development.
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| **Cultural** * Through its study of real people in real places, geography makes a major contribution to cultural development.
* Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad.
* A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there e.g through studies of the rainforests and Spain. For younger pupils this could be knowing about different styles of dress while older pupils might explore different attitudes towards the environment.
* Geography is a natural vehicle for exploring our own multicultural society. For example, the history of settlement can be explored through the distribution of place names while the spatial distribution of ethnic minorities can be analysed and its causes and consequences considered e.g through refugees families in Otley to the West Indian community in Leeds and the annual carnival
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