

SMSC in Geography

Spiritual education in Geography inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. It also includes the effect that the environment continues to have on settlement and peoples' daily lives.

Moral education in Geography provides opportunities for students to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of students' own experiences as well as using geographical issues as contexts.

Social education in Geography involves the study of real people in different societies. In looking at their own locality and others in the world, students' sense of identity and community can be strengthened.

Cultural education involves the study of real people in real places in the present. It provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages students to reflect on their own personal reality of sense of space.

Examples of Spiritual, Moral, Social and Cultural Education in Geography include:

- In Year 7 consider how they are connected to other places and countries, .e.g. through family and trade. They measure the quality of the urban environment in the local area. Students consider the morality of rainforest destruction and the impact in indigenous people. They learn to understand that water is a valuable resources that not all people have access to. They compare their own lives with those of people in African countries.
- In Year 8 students learn about the power of the Earth's forces, for instance the effects of earthquakes and their impact on people. They study Brazil and China and look at the key characteristics of these countries. Students also consider the impact that our actions are having on the Arctic region and ways in which we are exploiting this area.
- At GCSE, students learn how development can be measured, about the advantages and disadvantages of Aid. Students discuss the consequences of globalisation and its impacts on workers and their possible exploitation. They consider what life is like in Mumbai and elsewhere in India, before studying the wider gap in the quality of life between the developed and less developed world. Students also discuss the role of TNCs. They compare the impacts of disasters in LEDCs and MEDCs and emergency responses. They consider how the lives of people in deprived areas of towns and cities could be improved. They learn to recognize that climate change is caused by rich countries, but that the greatest impact is on the poorest countries.
- At A Level they discover the issues created by energy and water insecurity, such as conflict in the Middle East. They raise awareness of the environmental impact of humans' continuous and growing demand for resources and that attempts to improve quality of life now threaten the quality of life for future generations. They evaluate the effectiveness of preparations made for disasters and consider how and why this varies in countries of different levels of development. They examine issues of fair trade and 'Third World Debt'. They question the domination of 'superpowers;' in global decision making and economic strategy.
- In Geography students consider British values in study units on migration, both at GCSE and at KS3. They are encouraged to accept and tolerate that other people have different beliefs and traditional cultures, which should not be the cause of prejudicial or discriminatory behaviour.