



# Geography

As Curriculum Leader of Geography, please explain the role you play in promoting SMSC and British Values across your curriculum.

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	Examples of developing students' SMSC awareness in your curriculum area.
Year 7	<p><b>Fantastic Places:</b> Students explore a number of places around the world promoting a fascination about the world around them. They consider others views and explore the consequences of behaviours and actions. They have opportunities to reflect on their own views and are encouraged to respect the views of others.</p> <p><b>Africa:</b> Students consider the consequences of specific behaviors and actions, and explore cultural diversity and how others live. They are encouraged to make comparisons between their own lives and others, and to show empathy towards others.</p> <p><b>Energy:</b> Students consider the consequences of behaviors and actions, and reflect on their views towards energy consumption and its impacts.</p> <p><b>Migration:</b> Students explore cultural diversity and how others live, making comparisons between their own lives and the lives of others. They are encouraged to empathise with others and offer personal reasoned views whilst showing an appreciation of others points of view.</p> <ul style="list-style-type: none"> <li>Throughout the year, there are opportunities for students to work together in groups, which will involve students working with those with different religious, ethnic and socio-economic backgrounds.</li> </ul>
Year 8	<p><b>Tectonics:</b> Students explore how people are affected by natural hazards, showing empathy towards others and considering different viewpoints in relation to supporting those affected by natural hazards. <b>Global food:</b> Students have an opportunity to investigate and offer reasoned views about moral and ethical issues and are encouraged to understand and appreciate the viewpoints of others on these issues.</p> <p><b>Population:</b> Students will have an opportunity to investigate issues relating to population change and control (moral/ethical) and to express their views in relation to these. They are encouraged to see and appreciate other people's points of view.</p> <ul style="list-style-type: none"> <li>Throughout the year, there are opportunities for students to work together in groups, which will involve students working with those with different religious, ethnic and socio-economic backgrounds.</li> </ul>
Year 9	<p><b>Conflict:</b> Students explore a number of conflicts around the world. They are encouraged to offer reasoned views, consider, and appreciate other people's viewpoints.</p> <p><b>China and Globalisation:</b> Students will explore the impact of actions around the world on the economies of different countries and consider how this then impacts upon the lives of</p>

	<p>the people living here. They will develop an understanding of different places around the world (particularly China), make comparisons to their own lives (showing empathy where appropriate), forming their own opinions and understanding those of others.</p> <p><b>Climatic hazards:</b> Students explore how people are affected by climatic hazards, showing empathy towards others and considering different viewpoints in relation to supporting those affected by natural hazards.</p> <p><b>Development:</b> Students will increase their knowledge and understanding of other places around the world, comparing their own lives to the lives of others, and increasing their understanding of the economic, social and cultural differences that exist between places of varying levels of development. They will show empathy towards others and consider how their actions might impact upon the lives of others.</p> <p>Throughout the year there are opportunities for students to work together in groups, which will involve students working with those with different religious, ethnic and socio-economic backgrounds.</p>
KS4	<p><b>Climatic &amp; tectonic hazards:</b> Students explore how people are affected by hazards, showing empathy towards others and considering different viewpoints in relation to supporting those affected by natural hazards.</p> <p><b>Economic development:</b> Students increase their understanding of varying levels of development around the world and the factors</p>
Enrichment	<p>Various fieldtrips offer students the opportunity to interact with the natural environment and increase their awareness of appropriate behaviours regarding use of the environment and resources, and managements of hazards/risks. They will consider the views of others and consider these during their activities.</p>