



SMSC Statement - Geography

Spiritual development in Geography

Geography contributes in many ways towards spiritual development of students at Hanson. The study of real people in real places, and of our relationship with the environment, is at the heart of the geography curriculum. For example, when looking at natural disasters such as earthquakes, volcanoes or tsunamis, a fascination and sense of awe and wonder and a certain kind of Spiritualism about the world around them is developed.

The study of population, particularly in India, Kenya or China gives students an appreciation of different spiritual values that countries place on population issues, such as population policies and philosophies. Globalisation also allows students to reflect on their own beliefs and others, and the impacts a global world has on these. Throughout topics like this students are enabled to reflect and share their own experiences and the diverse nature of our classes in Hanson really enhances discussion and debate in this area. Imagination and creativity is a theme in teaching, where students are stretched in activities ranging from the designing a poster in favour of the one Child Policy to the consideration of needs and wants when setting up a settlement. From environmental surveys of the school to the study of Maslow's hierarchy of needs at A level.

Moral development in Geography

Geography is a subject that lends itself to investigation, debate and a consideration of different viewpoints. Many geographical topics have a moral element to them. For example when considering topics such as river or coastal flooding, consideration is given to how much of the issue is man-made and is it because of man's interaction with nature, and what are the moral values that can be ascribed to the issues? Similarly in the tourism and development topics, debate centres on the role of humans and how ethical our actions are. For example the allocation of aid or exploitative tourism and indeed, other moral issues that occur in LIC's and HIC's are areas for debate. Geography allows students to see and explore consequences of mismanagement, and also to look at the situations from different points of view. Debates allocate students different roles in decision making processes which help develop empathy and appreciate the opinions of others.

Social development in Geography

Social development is a focus in Geography and looks to enhance and develop students throughout school. One of the introductory topics in Year 7 on settlement sees classes collaborating as a group and this collaborative learning continues throughout school. Similarly

peer assessment and feedback further enhance students' social skills. Questions and debates encourage the scenario of 'what would you do' in the situation relating to various topics in Geography, encouraging students to co-operate and resolve conflict. The Geography Club also looks to foster social development where students will work with peers from different year groups, as well as outside agencies.

Cultural development in Geography

Throughout the Geography curriculum we look at various cultures and their influences across the world as well as more local studies and their cultural awareness is developed as a result. For example there are units on India, Indigenous peoples of rainforests as well Global Cities which go along with school enquiries that all help develop students culturally. Work within the subject allows them to express their opinions and communicate their knowledge in varied ways, including artistic forms such as the creation of their own rainforest animal, empathy work linked to natural disasters and also creating presentations about various countries through the study of tourism or indeed the World Cup.