



## **SMSC in Geography at Desborough College**

### **Spiritual Development in Geography**

Geography is uniquely positioned to connect students to the world around them in a spiritual sense. Geography at Desborough starts with developing students' knowledge of their local area and building upon their map skills. Questions typically arise from our study of map skills, for instance, 'why do I need to know this when I have maps on my phone?' The answer of course is that the map on a phone puts the user in the center of the world, with the world augmented around them. Our choice to continue to teach map skills relates more to the spirituality of students interpreting the features of the world around them and in doing so anchoring themselves into place. The aim of geography at our school continues along these lines. Students are taught that they are part of a large and complex social economic and environmental system, the workings of which they are a part of. The teaching of different cultures, traditions, landscapes and political systems supports student's spiritual development.

### **Moral Development in Geography**

Young people have demonstrated that they have a keen stake in moral issues. In geography, social and environmental issues play a key role in our curriculum. At Desborough College, we choose to tackle moral issues head on, with the aim of guiding students to help them develop their thinking. Our topics start with the foundational concrete knowledge and develop to the point at which students can engage in complex debate such as how to manage rivers and coasts against flooding, how to manage natural resource use or how and why response to natural disasters differ in different parts of the world. Central to these evaluative arguments is the core belief that students should understand both sides of an argument if they are to come to a fair conclusion. Students should also appreciate that differing sides of an argument are likely to have merit and that they are entitled to come to their own conclusion as long as they have used facts to justify their point of view.

### **Social Development in Geography**

Students at Desborough will develop their social thinking through both knowledge and debate relating to the people of the world. More obviously, students will look at various groups and cultures and develop an understanding of different societies through the study of different regions and how various societies respond to different environmental conditions, for example, how is the culture and society of the Sahel region or slum dwellers in Dharavi different to societies in Japan or the United States.

### **Cultural Development in Geography**

Having the opportunity to study the world provides ample opportunity for students to study a wealth of different cultures. Starting with their local place in year 7, students will gradually expand their understanding of the world from the local to regional and global. Some examples include the study of Russia, Africa, the Middle East, Asia, the culture of the indigenous people in the Brazilian rainforest, city cultures in the developed and developing world and a variety of different countries affected by natural hazards and or important geographic landforms. We complement the cultural learning in classroom through various visits. For example, students have visited the Natural History Museum, Kew Gardens, the Olympic Village, Selsey Bill and Slapton Lea. Students will also have the opportunity to visit Iceland in the future.