Promoting SMSC and British Values in Geography lessons

Year	Social	Moral	Spiritual	Cultural	British Values
Year 7	Working in groups or pairs, students use positive feedback to each other about how the UK fits into the wider Geographical world. Students will have a greater awareness of their local community and surrounding areas as well as outside where they live when we use Geography skills to help students understand more about the area(s) they live in. Students will be able to share their own opinions through open discussions in the classroom.	Students will discuss and develop an understanding on how issues affect Africa such as climate change and tourism: how are people affected by this? Who benefits? Who "loses" out? Students will discuss the moral issues associated with the Sustainable Development Goals in Botswana and sustainability. Students are made aware of the development gap between HICs and LICs. Fair trade in Ghana.	Perspective on life in the UK and their interest in /respect for different people's feelings and values. Students will consider the perspectives of other people's views, such as issues facing countries in Africa. Students will look at how development can impact on people's morale and well-being: how can it be made fairer? Students compare their lives with those living in LICs within Africa. Specifically, differences in education.	Multiculturalism in Britain What is it to be British/ European/African in relation to development? Different cultures – link to tourism Respect other cultures Students will share their own cultural experiences and learn about those in Africa. This will be achieved on a local to global scale looking at the socio-economic development of such countries: how does Tourism help Kenya to develop as a country in the modern age?	Students will be able to share their own opinions through open discussions in the classroom willingness to reflect on the impacts of natural events Using secondary data when mapping the development of London. Ensure that students understand their own behaviour and the impacts of this on others in and around the learning community.

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Year 8	Working in groups/ pairs Positive feedback to each other. Listening to different opinions Students will develop a range of geographical skills linked with numeracy Students will use geographical skills to understand how UK weather and climate changes annually both on local/national scale and global scale.	Our responsibility for the environment. Students consider the causes of climate change (burning of fossil fuels, deforestation, transport and consider their influence. Students realise that they are part of the problem and local actions have global consequences. How to create a sustainable settlement (Hazards/ Aid/ decision making e.g. impact of the Three Gorges Dam Through decision making exercises students will be able to form opinions based on evidence, and express these opinions based on evidence, and express these opinions through discussions and group work. Students will also consider the inequalities of trade around the world and how these influences and impacts on global development. Students will also be able to consider the human rights impacts/violations of population control in China (1 □ 2 Child Policy)	Students will reflect on the human impacts on the physical world in rivers and coastal areas: How do Humans live sustainably in a physical location? Attitudes to the environment: Students will gain a sense of enjoyment by learning about the world in which they live through engaging activities. They will show an awareness of people's attitudes in certain situations (the one child policy and family planning a human right) which may be perceived to be right or wrong: they should be able to confidently challenge these ideas with their own understanding	Different attitudes to hazards and environmental issues e.g. in China. Respect other cultures Students will gain an understanding about the society in which they live compared to other settlements around the world (China). They will consider the cultural traditions and lifestyles of such communities in China. Students will also analyse the positive/negative impacts on Tourism in China: how different areas offer a wide variety of cultural opportunities (e.g. Terracotta Army).	Communism VS democracy and the different ways China and how the UK govern their population differently. Children can explore how limiting individual liberty can affect how people live their lives (China) compared to not limiting individual liberties (UK): do people tend to live happier lives? Mutual respect of students with different views on the ideas we look at: listening to what others make of any patterns in the date they have collected.

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Year 9	Students begin to explore how "sustainable" they are within their local environments by exploring their ecological footprint and lifestyles (organic food, food miles, transport, water, and energy usage). Through discussions and group work, students will begin to look at resource management around the world: how has development influenced this across the globe? Students explore the impacts of negative resource management on countries: how does this influence overall development of people and places? Using contrasting locations, students assess the challenges and opportunities of living in these environments: how different are these areas from one another?	Through resource management, students will begin to recognise that there are consequences to one's actions and consider if we are morally responsible for the environment in which we live. Consider the implications of importing food from LICs or opting for non-organic produce: which one is "morally right"? Students will explore the social impacts of urban challenges such as congestion, access to education, home ownership, employment opportunities, etc. Encourage students to take responsibility for their own actions (small scale) in relation to the environment: how can they learn to become more sustainable? Sharing ideas of small-scale responsibility: what works well? Students will also begin to explore how human activities can create challenges in flood risk areas.	Students will look at strategies adapted to maintain a peaceful multicultural society in which we live: how have levels of development affected this? Have government policies helped to achieve stability?	Respect other cultures by analysing how "British" London is: how has immigration helped to shape the multicultural London that we see today Students explore how urban areas in HIC's and NEE's differ by considering London VS Lagos (Nigeria) Students consider disparities in development within countries. Lagos, Nigeria has massively increased their GDP per capita but there are still people living in Slums such as Mokoko. Fieldwork investigation in London: collaboration for data collection; sharing and discussing experiences if students have been impacted in any way by traffic issues in London	Encourage discussions around mutual respect respecting others asking questions to encourage deeper thinking Challenge student perception of multiculturalism in London and focus on the positives. e.g. shared culture, festivals, food culture and tourism.

Year 10	Team work to collect data – fieldwork (Herne Bay) Listening to other people's ideas Working in pairs/ individually. Taking responsibility for showing initiative They will cooperate with one another and be able to communicate effectively. Taking responsibility for fieldwork investigation by showing initiative and interdependence.	Attitude to flood disasters/ our responsibility or not? Students evaluate soft and hard engineering. Students will consider different points of view and develop an understanding about the quality of life between the developing and developed world. Students look at the NS divide in the UK and how to address this. Students evaluate a variety of ways to reduce the development gap: fair trade in Ghana, Tourism in Kenya, Microfinance loans, Aid, TNCs (Shel and Nissan Nigeria) and trade. Encourage students to question the SEEP impacts of things such as tourism around the world: does it benefit everyone?	Students will look at strategies adapted to maintain a peaceful multicultural society in which we live: how does government policy help support economic changes across London and the wider UK (NS divide)?	Students will identify cultural links to tourism and question how we show respect for other cultures whilst on holiday. Tourism is a way to reduce the development gap.	Discussion around the issues facing the world today (development gap): how does that fit in with what they are studying? Respecting other cultures in relation to the UK: not all countries are governed the same way. e.g. Political corruption in some African nations Respecting other beliefs and cultures Questioning the effectiveness of government policy in relation to London and Lagos (Africa): how have they helped to create opportunities and to combat challenges?

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Year 11	Working in pairs/ individually Students will study the impacts of natural disasters 9earthquakes, tropical storms and extreme weather) in different social settings and how conflicts can arise from the responses by different organisations	Climate change: how can human activity affect the impacts of climate change across different scales? Students can discuss the moral impacts of personal decisions in relation to the impacts of climate change: does it really make a difference in the bigger picture? Students can explore the global consequences of climate change and the greater need for consensus and agreements to reduce the effects of future climate change for future generations (climate laws, e.g. Paris agreement and Kyoto protocol) Students will look at how decisions can affect ecosystems (Tropical rainforests in particular): who is responsible for looking after them? How are individual (indigenous groups)/national group needs met in a sustainable way(s)?	To understand how a range of global communities live and work together in today's society. How can different communities thrive successfully in different environments without the levels of development we have in the UK? How might this affect life choices? Is everybody happy living here? Different ways to mitigate and adapt to natural hazards. Students will explore how natural hazards can create a sense of fear among people in less developed parts of the world: why might this be? How do they cope with this?	Attitudes to flood disasters and impact of climate change on different cultures. Respect other cultures Impact of culture on attitude to hazards: how do people in less developed countries deal with these impacts? Students can explore whether these events break spirits or strengthen resolve toward them Students can assess how development has influenced an area's ability to create a sustainable culture (Tropical rainforest): is this type of culture more or less successful than the one they live in within the UK?	Encouraging students to respect other cultures from their own: not all people live in a democracy Asking questions about how different groups of people live in different areas of the world: mutual respect Consider the environmental impacts of where we live: how do our actions affect the world? Challenges stereotypes of living across the world: are we as poor as we think? Does it only revolve around money?

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Year 12	Working with others to collect accurate data. Showing respect for the environment when this data is collected. Showing initiative and responsibility in researching each topic. Listening to other opinions and being able to justify your ideas. Students will consider how wealth affects responses of governments during times of natural hazards. Students will show respect for the environment when this data is collected. Showing initiative and responsibility in researching topics which may be perceived to be sensitive issues such as the aftermath of hazardous events	Effect of wealth on the effects of disasters on populations and the environment Decision making by drug companies and other organisations and their link to health Different effects of disasters in rich and poor countries. Political influence on the results of disasters. Who makes the decisions? To consider how politics can influence the responses to natural disasters and question the morality of international aid. The moral arguments for and against coastal management considering the impact further down the coast on people and economic activities.	The link between the mind and health. To be aware of global issues socially, economically, environmentally, and politically through topics intriguing topics such as changing places.	To understand how there is a top down approach in an international community to combat social, environmental, and economic problems, and how these approaches are implemented at different scales.	Field work investigations in activities week. This includes London, Camber Sands, Herne Bay and Stratford and how government policy has shaped places. SMP and ICZM coastal management from local governments and the impact on communities. The impact on government policy and redevelopment schemes in changing places of the UK.

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Year 13	Social consequences and conflict of urban change. Through engaging and motivating lessons students will participate in presentations and learning groups to develop their independent study skills in preparation for University and the world of work.	Sustainable settlements Students will recognise the difference between right and wrong and study the consequences of political and individual actions in the global systems and governance unit. Consider the use of the 4 global commons (Antarctica, Oceans, Atmosphere and Outer space) and why they should be protected. Students evaluate the influence of fair trade and the sales of commodities. How fair is this?	Students will show an interest in the beliefs and religious aspects of cultures. They will learn about Geopolitics and discuss issues following people's experiences. Students consider Antarctica as a global common with intrinsic value and to not protect it will lead to a tragedy of the commons.	Social and cultural differences within cities which affect quality of life and urban deprivation. Cultural influences and conflict: Students will acknowledge people's attitudes within society and how different experiences between the developed and developing world differ greatly.	Appreciation of local government policies that influences urban regeneration Trade blocs and the EU as political tools in the global systems and governance unit Students can assess the future role of the UK within global systems outside of the EU trading bloc: What will change? What will be easier? What will the global trading landscape look like without the UK in the EU trade bloc? Human rights as a basis for the sustainable development goals