



# Spiritual, Moral, Social and Cultural Curriculum

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## Geography

### **Spiritual development currently taking place in the subject:**

- Students consider the impact of religion and church on population of the world and the problems that occur when you try to limit the birth rate.
- In the study of other countries students gain an awareness of how other religions can affect the social structure and even things like building design within a country.
- Japan Yr 8 – students made aware of different religions e.g. Buddhism, Shintoism. Allows discussion about different beliefs.
- USA– multicultural cities.
- GCSE – Population and Migration – the effects of different religious beliefs on birth rates, family planning, world population growth etc.

### **Moral:**

- Students consider the implications of science and technology of the developing world. They consider the morality of world issues such as debt and famine.
- Students have to think about how they treat the environment e.g. encouraging recycling, public transport etc.
- In year 8 we study a topic on National Parks and this allows students to develop an awareness on how 'they' as different users, may possibly cause conflict in National Parks.
- In Year 9 we study weather and climate and think about the effects we may be having on Global Warming.
- Most of the GCSE topics cover the effects of disasters on the populations of countries and what we should morally be doing to help them e.g. If we reduce our carbon emissions this helps to save the livelihoods of people in the Solomon Islands and prevent their island from flooding.
- In Year 8 we study shanty towns in Kenya. Should people be allowed to live like this?
- In Year 9 we study 'Energy' and students get to give their views on whether it is morally right to use nuclear power, or frack for gas.

## **Social:**

During lessons the students work in groups, pairs and individuals on the tasks set. This gives a range of opportunities to develop social skills within the subject arena. They are encouraged to present their ideas to the class and prepare presentations which build up student's self-confidence within the subject. The lessons are designed to appeal to the student body we have here at CC which will hopefully foster a fascination in the topic, particularly the local unit on London and crime and the elements within the curriculum which have been included based on student expressed interest.

- Social, political effects of environment hazards on populations around the world.
- At GCSE (especially) students study a variety of topics including worldwide destinations and the effects of world travel within the tourism topic e.g. the increase in carbon emissions caused by an increase in flight use.
- Students explore concepts such as monsoons/typhoons/volcanoes/earthquakes/tropical storms and the effects that these can have on people within less economically developed countries.
- We study political/social/environmental/economic effects of these disasters on the populations that they affect.

## **Cultural:**

- The local unit in Year7 has fostered an interest in the development of cities over time. The students are exposed to high cultural sources including paintings and literature to develop their appreciation of culture.
- At GCSE we study Ethnic segregation within cities and the solutions for integration. In Year 8 we study the Maasai tribes and how they live. In Year 9 and GCSE we also discuss Kibera in Nairobi or Indian squatter settlements and how people live in the slums.
- Japan cultural development (year 8) – stereotypes & mix of modern/traditional, how the Japanese live differently to us.
- In Year 9 pupils investigate the 'Changing Culture of London'. Part of this involves groups investigating how housing, shopping, ethnicity etc have changed over the last 100 years.