**Cultural Capital Opportunities**

**Subject: Geography**

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|  | Spiritual | Moral | Social | Cultural | Personal Development | Physical Development |
| Year 7 | Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about e.g. living in slum settlements | Decision making activities related to geographical issues. These provide opportunities for distinguishing a moral dimension e.g. Should Antarctica be protected? | Pupils are given the opportunity to work in groups in lessons.  Discussion tasks incorporated into lessons. | Exploring and Understanding other cultures though the study of Geography e.g. China and USA through Almighty Dollar | Development of understanding of personal place in the world through the study of Geography of my Stuff. Building an awareness of personal impacts on earth’s life support systems e.g. Plastics. |  |
| Year 8 | Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about e.g. living in hazardous areas Visiting a coastal landscape to develop an understanding of landscapes offering time to reflect on the interconnectedness of people and landscapes and well-being. | Decision making activities related to geographical issues. These provide opportunities for distinguishing a moral dimension e.g. Why do people live in hazardous areas? | Pupils are given the opportunity to work in groups in lessons.  Discussion tasks incorporated into lessons. | Topic based on the book Factfulness which investigates a variety of aspects that influence the development of a countries.  Speeches written on the danger of a single story which look to break down stereotypes. | Development of place identity in the UK | Guided walk in a coastal location - Formby |
| Year 9 | Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about e.g. living in areas of natural hazards.  Visiting an upland glaciated landscape to develop an understanding of landscapes offering time to reflect on the interconnectedness of people and landscapes and well-being. | Climate change topic investigates human causes and strategies to minimise impacts.  Decision making activities related to geographical issues. These provide opportunities for distinguishing a moral dimension e.g. Should fracking be used in the UK to meet our energy demands? | Pupils are given the opportunity to work in groups in lessons. During fieldtrips they have to work together to complete an investigation. |  | Developing the ability to form viewpoints and evaluate a range of concepts related to climate change and energy sources. | Guided walk in an upland glaciated landscape - Easedale |
| Year 10 | Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about e.g. living in flood risk areas. Visiting a river landscape to develop an understanding of landscapes offering time to reflect on the interconnectedness of people and landscapes and well-being. | Decision making activities related to geographical issues. These provide opportunities for distinguishing a moral dimension e.g. Should coastal areas be protected from flooding? | Pupils are given the opportunity to work in groups in lessons. During fieldtrips they have to work together to complete an investigation.  Discussion tasks incorporated into lessons. | Investigating the geopolitical relationship between India and Pakistan and the political and environmental reasons behind this. |  | Guided walk in a river landscape - Rivington |
| Year 11 | Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about e.g. living in slum settlements.  Visiting an urban to develop an understanding of landscapes offering time to reflect on the interconnectedness of people and landscapes and well-being. | Decision making activities related to geographical issues. These provide opportunities for distinguishing a moral dimension e.g. How can the North/South divide be solved? | Pupils are given the opportunity to work in groups in lessons. During fieldtrips they have to work together to complete an investigation.  Discussion tasks incorporated into lessons. | Investigation of cities and comparison of a UK city (Manchester) and Mexico City. Many links to migration, local and national culture, cultural change over time. | Developing the ability to form viewpoints and evaluate a range of concepts related to the challenges facing the UK | Guided walk in an urban area - Manchester |