



Human Dignity - GEOGRAPHY

We are all unique and should treat everyone with love and respect because we are made in the image of God.

- ✓ We challenge oppression, place value on human rights, and teach that life is sacred. This can be especially seen in our unit on the China One Policy (Y9) referencing forced contraceptive, abortion and sterilisation.
- ✓ Importance of community and the understanding of the world beyond the individual. We consider how we are a global community and critically evaluate these relationships in the Y9 unit on Globalisation *Who are the winners and losers of globalisation. A: tale of the Almighty Dollar.*
- ✓ We study themes of Rapid Urbanisation (Y9 & Y11) and contest the colonial term "Slum". We critically challenge the stereotype and connotations of such language giving the residents of these informal settlement dignity.
- ✓ We consider the opportunities and challenges of informal settlements in Mumbai and Rio de Janeiro (Y9 & Y11), which involves assessing whether all people have access to safe, dignified living environments and basic services, such as clean water and sanitation.
- ✓ The study of human migration patterns (Y9 & Y10) involves understanding why people move and the challenges they face. Human dignity calls for the respect and protection of all individuals, including refugees and migrants, requiring an ethical consideration of their rights and the responsibilities of host communities.
- ✓ The teaching within the Geography department is highly inclusive where the needs of all are met. This is especially true of those with SEND and other additional needs. The focus on people and good relationships is also equally applied to staff and their management. People come first, be it staff, students, or visitors to the school.

Common Good



Doing what is good for everybody, not just ourselves.
We need to think of everyone, and work towards what's best for everyone.

- ✓ We encourage students to treat the earth in line with Pope Francis' teachings – as stewards of God's creation. We look at the consequences when we reject this thinking, and how it impacts all life on earth. Stewardship is the central thread referencing environmental geography e.g. The impact of Deforestation (Y7&Y11), Mitigating Climate Change (Y8&Y10) & Plastic pollution (Y8). We focus on sustainability and ensuring that our actions enable future generations to enjoy our planet.
- ✓ The concept of "integral ecology" means the human person is inseparable from the care for creation. This links to studies on climate change and how environmental degradation disproportionately affects vulnerable communities. This is intrinsically studies in our (Y8) unit: *Will the Maldives be the first country to disappear due to Climate Change?*
- ✓ We consider the sustainability of our school community and make recommendations to the school administration on improvements across the school site. (Y9 & Eco Club)
- ✓ We critically evaluate relationships in the Y9 unit on Globalisation *Who are the winners and losers of globalisation. A: tale of the Almighty Dollar.* Does the global supply and demand for goods and services benefit everyone?
- ✓ We look at diverse communities and encourage students to understand that the fruits of the earth belong to all. We consider the inequality of resources (food, water & energy) and consider solutions at the appropriate level e.g. *Makueni, water and food security programme in Kenya.* (Y11)



Geography Solidarity

We are all part of one family, by promoting peace and justice, we can bring the community together and live in unity.

- ✓ God is present in every human regardless of religion, culture, nationality, orientation or economic standing.
- ✓ We explore the best of humanity and charitable work in our Y9 unit: *Did Bob Geldoff and Band Aid get it all wrong?*
- ✓ We explore the most vulnerable communities through our work on global development. We enlighten our students on the harsh reality of daily life for those on the poverty line. We emphasise the need for compassion in these situations and encourage students to realise how inequality can exist in many different formats.
- ✓ Studying global issues highlights the need for international cooperation to protect shared environments. We consider the role of the Antarctic Treaty (Y7&Y11) and The Paris Agreement (Y10) in the protection of our world's wilderness areas and the fight against climate change respectively.
- ✓ Topics such as human migration and refugees (Y9 & Y10) connect directly to showing solidarity with those seeking refuge and understanding the geographical and human impacts of conflict and climate events.
- ✓ As a display of companionship, we strive to ensure that are students feel valued and engage in a safe learning environment. This is shown through patience, resilience, consideration and justice within all aspects of the student's day. These attributes lay a foundation for a respectful classroom that encourages students to share opinions to further feed their humility.

Subsidiarity



Decisions are made at the most appropriate level so that all those affected can contribute and have a voice.

- ✓ We look at communities across the world and ask our students to think of and appreciate how they are different, but equally, as important. We consider how we are a global community and critically evaluate these relationships in the Y9 unit on Globalisation *Who are the winners and losers of globalisation. A: tale of the Almighty Dollar.*
- ✓ We critically evaluate the role of charity and the importance of ensuring that those who are in receipt have a voice. We study this in our Y9 unit: *Did Bob Geldoff and Band Aid get it all wrong?*
- ✓ We give grass roots communities a voice through exploring Fairtrade in Ethiopia, Appropriate technology in Sierra Leone & bottom-up development in Nigeria. (Y9 & Y10)
- ✓ We consider decisions made at governmental level in units on coasts (Y8) and rivers (Y9), in reference to flood defence strategies. E.g. *What are the impacts of the Mappleton Groyne on Sue Earle and Great Cowden?* We consider if those affected have an appropriate voice.