

**Cultural Capital
Development
Opportunities**

**Department:

Geography**



	Personal Development	Social Development	Physical Development	Spiritual Development	Moral Development	Cultural Development
KS3	<p>Presenting ideas/ speaking in front of others.</p> <p>Careers linked to each lesson shown on title slide.</p> <p>Personal Geography – journey to school and map skills of the local area.</p> <p>Awareness of employment structures in the UK and the concept of wealth.</p>	<p>Opportunities for group work tasks.</p> <p>Student voice activities carried out through the year.</p> <p>Awareness of own impact on the environment, e.g. food miles, soil erosion, climate change.</p>	<p>Personal Development Day trip to Cuckmere Haven – walking along coastal/river path</p> <p>Fieldwork in College grounds – microclimate study and soil erosion study.</p>	<p>Awareness of own impacts on the environment, e.g. climate change and soil erosion and taking responsibility for this.</p> <p>Awareness of lasting impacts of damage, injury and death following natural disasters (tectonic and weather disasters)</p>	<p>Forming personal viewpoints on population policies and whether governments should control this.</p> <p>Debates on how disasters and hazards should be managed and the impact of this management on others.</p> <p>Discussion on globalisation and global fashion and where our food comes from.</p> <p>Discussion on distribution of wealth and provision of aid.</p>	<p>Residential fieldtrip to Italy (Humanities)</p> <p>Awareness of different people, cultures and ways of life, e.g. Japan, Kenya, informal settlements around the world and the lives of billionaires.</p> <p>Discussion of misconceptions in Geography (wealth of individual African countries).</p>

KS4	<p>Careers linked to lessons and topics visible on every lesson title slide with opportunities to discuss.</p> <p>Personal finance (National Insurance, Tax, Gross/Net Income, etc.) covered through lesson(s) on formal and informal employment and the pros/cons of each.</p> <p>RGS speakers (when available) deliver subject promotion/careers-based talks and guidance (e.g. coastal management)</p> <p>Awareness of different sectors of employment (primary, secondary, tertiary and quaternary)</p>	<p>Student Voice activities regularly carried out to seek feedback on T&L in Geography</p> <p>Opportunities given for group work activities, e.g. role play/debates/discussions.</p> <p>Citizenship covered in lessons related to changing urban/rural areas in the UK. Also, our role/responsibility with issues like Climate Change, Deforestation, Energy Consumption, etc. Knowledge of own carbon footprint and how to reduce it.</p>	<p>Fieldwork day to Box Hill – hill walking</p> <p>Fieldwork day to Old Dean - walking</p> <p>Optional residential to either Iceland/South Coast USA (with activities such as lava tube caving, horse riding, snorkelling, glacier walking, etc.)</p>	<p>Globalisation – the interconnectedness of people and ideas from all around the world.</p> <p>Links between physical environments and people’s wellbeing – spiritual value of rainforests for indigenous people, impacts (including intangible impacts) of natural hazards, e.g. cyclones/river floods. Impacts of own actions towards climate change.</p> <p>Studies of the distribution of services that meet the needs of people from different religious/ethnic backgrounds, e.g. mosques, churches, halal shops, etc.</p>	<p>Debates about whether LICs/NICs should be allowed to develop free of emissions targets/restrictions or not.</p> <p>Debates about whether dams should be built upstream on a river if it will have impacts on people/environments downstream.</p> <p>Moral issues behind bilateral/multi-lateral/tied aid.</p> <p>Analysis of the impacts people have on rural/urban environments, e.g. traffic congestion, footpath erosion and how to develop/manage issues more sustainably.</p>	<p>Exposure to other cultures through case studies of various countries, e.g. Vanuatu (cyclone Pam), California USA (droughts and wildfires), Cambodia (river management), Brazil (Rio de Janeiro global city study and Amazon Rainforest), Japan (Tokyo Global city study) etc.</p> <p>Local and national culture covered in UK unit as well as how culture changes over time and impacts of migration.</p> <p>Residential fieldtrip abroad to Iceland/USA</p>
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