Spirituality in the Geography curriculum

Spirituality is about seeking a meaningful connection with something bigger than oneself, which can result in positive emotions, such as peace, awe and wonder. Spirituality enables our children to be happy; to flourish, to succeed and to live life in all its fullness.



Planned opportunities
In primary school geography, planned opportunities for spirituality focus on enhancing children's understanding of themselves, their relationships with others, their connection to the world, and their appreciation for the vastness and wonder of the planet. This holistic approach ensures that geography contributes to both intellectual and spiritual growth. Self: Geography helps children develop a sense of place and identity by exploring their immediate surroundings and comparing them with other places. For example, when learning about local geography in Year 1, children reflect on their own experiences and environments, fostering a deeper understanding of their community and their place within it. As they progress, map-reading and fieldwork skills encourage self-reliance and confidence, as students navigate and make sense of the world around them. Others: Geography provides numerous opportunities for understanding and empathy towards different people and cultures. In Year 3, studying contrasting localities, such as a rural village in India compared to an urban area in the UK, helps students appreciate cultural diversity and human experiences. Group projects and discussions about how people adapt to different environments foster teamwork and empathy, encouraging students to consider the challenges and lifestyles of others around the world. The World: Geography connects children to global issues and the natural environment, fostering a sense of responsibility and stewardship. Topics such as climate change, ecosystems, and sustainability help students understand the impact of human activities on the planet. Engaging with these topics through research projects, multimedia presentations, and hands-on activities like creating a school garden, promotes an awareness of their role in protecting the environment and inspires action towards a sustainable future. Beyond: Geography invites students to reflect on the majesty and complexity of the natural world, encouraging a sense of wonder and contemplation. Studying physical geography topics such as mountains, rivers, and the water cycle in Year 4 allows students to marvel at the natural processes that shape our planet. Reflective activities help students connect with the beauty and mystery of the Earth, fostering a spiritual connection to the environment.

- Exploring the natural world and our place within it; considering issues of sustainability, stewardship, and interconnectedness.
- By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.
- By making links with history when exploring the environment and speculating on why the landscape is as it is.
- By comparing their lives with pupils living in other countries or other parts of the UK
- The wow of physical geography.
- The ow of discovering different physical regions do not provide the same opportunities.
- What options/opportunities are there to respond and take responsibility in a challenging world?

In conclusion, by integrating spirituality into the geography curriculum, we nurture well-rounded individuals who are not only knowledgeable about the world but also spiritually aware and connected. This approach prepares children to engage with geography thoughtfully and empathetically, appreciating the diversity and interconnectedness of the planet and their place within it

Reception	
Year 1	
Year 2	Continents and oceans Self: Students reflect on their place in the world by mapping where they live and recognizing their connection to the global community. For instance, when learning about their own continent, children use atlases and maps to find their home town/village and share stories about their favourite places, fostering a sense of belonging and self-awareness. Others: Exploring the diverse cultures and traditions of different continents encourages empathy and respect for others, highlighting commonalities and appreciating differences. The World: Investigating the unique landscapes and ecosystems of each continent inspires awe and a sense of wonder about the natural world. By studying the vast oceans and the life they sustain, students develop an appreciation for Earth's beauty and the importance of environmental stewardship. Beyond: Discussions on how different cultures explain natural phenomena, such as the creation of mountains or the vastness of the oceans, encourage students to ponder larger questions about life and the universe.

Year 3	
Year 4	
Year 5	**<u>Mountains</u>** Self: Through studying the challenges and lifestyles of mountain dwellers, children reflect on their own resilience and adaptability. Understanding the physical and mental endurance required to live in such environments can inspire personal growth and a deeper appreciation for their own strengths and capabilities. Others: Exploring the lives of people living in mountainous regions fosters empathy and respect for diverse ways of life. Group discussions on how communities adapt to harsh conditions encourage teamwork and mutual understanding. The virtual field trip to Everest Base Camp allows students to virtually meet and learn from the Sherpa community, deepening their appreciation for different cultures and perspectives. World: This unit enhances students' connection to the natural world by exploring the majestic and often harsh environments of mountains. The virtual fieldwork trip to Everest Base Camp brings the awe-inspiring beauty and challenges of the Himalayas into the classroom, promoting a sense of wonder and respect for nature. Studying mountain ecosystems and the unique flora and fauna found at high altitudes highlights the importance of environmental stewardship. Beyond: Reflecting on the spiritual significance of mountains in various cultures, such as their roles in religion, encourages children to think about the broader human quest for meaning and connection to something greater than themselves.
Year 6	