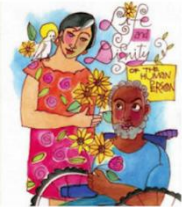





Catholic Social Teaching in Geography

	KS3	KS4	KS5
<p>Life and Dignity of the Human Person</p> <p><i>All created in the image and likeness of God</i></p> 	<p>Yr7 Term 4 – Population: Will explore how population pressures can affect access to resources, healthcare and living conditions.</p> <p>Yr7 Singles Term 2 – India: How the culture and lifestyle is different to what we experience here in the UK.</p> <p>Yr8 Term 1 – Globalisation: Explores how global economic systems impact workers rights, fair trade and exploitation.</p> <p>Yr8 Term 2 – Development: Will examine how development efforts should prioritise human dignity, not just economic growth.</p> <p>Yr8 Term 4 – Climate Change: Will examine how climate change disproportionately affects vulnerable populations.</p>	<p>Year 9 – Food unit. Food inequality and insecurity around the world and reward in the UK</p> <p>Year 10 – Rio topic. People living in favelas in Rio who have migrated from rural areas. Treatment of these groups and living conditions.</p> <p>Year 11 – Hazards. Earthquake and tropical storm impacts, how people are affected and the importance of sending aid if we are able.</p>	<p>Year 12 – Diverse Places topic. People living in deprivation in the UK and how this affects the area and funding for supporting these people.</p> <p>Year 13 – Migration, Identity and Sovereignty topic. Refugees and the rights/dignity of these people.</p> <p>Year 12: Tectonic Processes and Hazards. Protecting life and dignity means preparing for and responding to natural disasters in ways that prioritize human safety and recovery.</p>

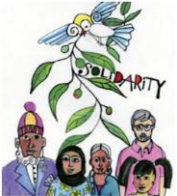


Catholic Social Teaching in Geography

	KS3	KS4	KS5
<p>Call to family, community and participation</p> <p><i>Whatever is needed for each person to flourish</i></p> 	<p>Yr7 Term 1 Singles – Fieldwork: Encourages active participation and collaboration. Students engage with their local environment and community, fostering a sense of belonging and shared responsibility.</p> <p>Yr8 Term 1 – Globalisation: Provides a platform to discuss interconnectedness and the global community.</p>	<p>Year 9- Resource Management: Focuses on the sustainable management of resources such as water, energy, and food. Catholic Ethos: Supports the responsible stewardship of resources to ensure that all communities have access to the necessities of life, promoting the common good and the dignity of every person.</p> <p>Year 10- Urban Issues and Challenges: Studies urbanization, the growth of cities, and the challenges faced by urban areas, including housing, transportation, and social services. Catholic Ethos: Emphasizes the importance of creating supportive and inclusive communities where all members can participate and thrive. This aligns with the Church’s focus on the common good and the well-being of families and communities.</p>	<p>Year 12 – Diverse Places. Studies of migration and changing population structures show how communities adapt and how inclusive they are.</p> <p>Year 13 – Carbon Cycle. Community energy projects (e.g. solar cooperatives) promote participation and benefit families economically and environmentally.</p>

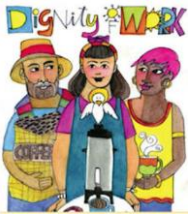


Catholic Social Teaching in Geography

	KS3	KS4	KS5
<p>Solidarity</p> <p><i>Not just doing things for other people but acting with them to build a more just world together</i></p> 	<p>Yr7 Term 3 – Natural Hazards: Students will explore how communities respond to disasters and how international aid and cooperation reflect solidarity with those affected.</p> <p>Yr7 Term 4 – Population: Includes discussions on migration, refugee movements and how societies can show solidarity by welcoming and supporting displaced people.</p> <p>Yr8 Term 3 Singles – Nigeria: Case study example that highlights the importance of international partnerships and solidarity in addressing urban challenges such as poverty.</p>	<p>Year 11 - Natural hazards and global responses to disasters foster empathy and collective responsibility. Studying the Haiti earthquake and international aid responses teaches students about standing with others in times of crisis</p> <p>Year 10 - Study of urban growth, inequality, and regeneration in cities. Encourages students to understand and empathize with the challenges faced by marginalized urban communities.</p> <p>Year 9 - Impacts of deforestation and conservation strategies. Highlights global interdependence and the need to stand with indigenous communities and future generations in protecting biodiversity.</p>	<p>Year 13 – The Water Cycle. Case studies of water scarcity (e.g. in India or Sub-Saharan Africa) show how solidarity can be expressed through aid, infrastructure, and education.</p> <p>Year 12 – Globalisation. Global inequality and uneven development can be critiqued through the lens of solidarity and justice</p>




Catholic Social Teaching in Geography

	KS3	KS4	KS5
<p>The dignity of work and the rights of workers</p> <p><i>As far as possible, decisions should not be taken at the highest levels but by the people who are most affected</i></p> 	<p>Yr7 Term 2 Singles – India: Explores working conditions in India’s industries (textiles/agriculture) and how child labour/workers rights can be affected by different governments.</p> <p>Yr7 Term 4 – Population: Discuss how population growth affects employment opportunities and the need for dignified work for all. Considers migration and the rights of migrant workers.</p> <p>Yr7 Term 5 – Coasts: Investigates how coastal economies like fishing and tourism need to be protected.</p> <p>Yr8 Term 2 – Development: Link economic development level to job creation – does economic development benefit all workers the same?</p>	<p>Year 9 - Formal and informal economy; examines the disparity in wealth and its impacts because of a lack of job opportunities, which often lead to the formation of an informal job sector.</p> <p>Catholic Ethos: All humans have the right to earn a liveable and reliable wage, to healthcare and to be able to access/provide basic needs for themselves and their families</p>	<p>Year 12 – Globalisation. Case studies of sweatshops, informal economies, or fair trade initiatives show how global systems can either uphold or violate workers’ dignity</p> <p>Year 13 – Carbon Cycle. Transitioning from fossil fuels to renewables must consider the rights and dignity of workers in affected industries.</p>

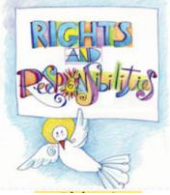


Catholic Social Teaching in Geography

	KS3	KS4	KS5
<p>Care for God's creation</p> <p><i>We are called to care for creation as stewards, not just as consumers</i></p> 	<p>Yr7 Term 2 – Weather & Climate: To explore how climate patterns can affect ecosystems and discuss human responsibility in climate change.</p> <p>Yr7 Term 3 – Natural Hazards: Examine how natural disasters affect communities and the environment. Discuss how we can prepare and respond in ways that protect creation.</p> <p>Yr7 Term 5 – Coasts: To examine how coastal erosion and human impacts can affect marine environments and discuss sustainable tourism.</p> <p>Yr8 Term 3 – Tectonics: To look at how tectonic activity shapes the Earth and reflect on how we can live respectfully in hazard prone areas.</p> <p>Yr8 Term 4 – Climate Change: To directly address the human impacts of global warming and promote action to reduce carbon footprints and protect vulnerable ecosystems.</p>	<p>Year 9- Deforestation the removal of large areas of forests for commercial farming and lumber leads to the loss of habitats and biodiversity.</p> <p>Year 10- Nigeria: shell Oil: Large corporations have a responsibility to employ practices that limit environmental damage and to implement protocols when there is a negative impact for correction.</p>	<p>Year 13 – Superpowers. Superpowers' roles in global climate agreements (e.g. Paris Agreement)</p> <p>Year 13 – Migration Identity and Sovereignty. Environmental degradation and climate change are increasingly drivers of migration</p> <p>Year 13 – Water Cycle. Water is a sacred resource. CST calls for its protection and equitable access, especially for vulnerable communities.</p>

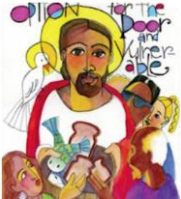


Catholic Social Teaching in Geography

	KS3	KS4	KS5
<p>Rights and responsibilities</p> <p>When one person has a right, others have a responsibility to uphold that right</p> 	<p>Yr7 Term 2 Singles – India: To explore issues such as poverty and discuss how geography can help us to understand how different communities are living and to advocate for better quality of life.</p> <p>Yr7 Term 4 – Population: To discuss the right to housing, healthcare and employment in growing populations and explore responsibilities around resource sharing and urban planning.</p> <p>Yr8 Term 1 – Globalisation: To explore how global systems affect workers rights and consumer responsibilities and discuss ethical trade.</p>	<p>Year 9 - Population and Migration: studies population dynamics, migration patterns, and the impacts of migration on communities. Catholic Ethos: Recognizes the rights of migrants and refugees to seek safety and a better life, and the responsibility to welcome and support them, fostering inclusive and compassionate communities.</p> <p>Year 10 - Urban Issues and Challenges: studies urbanization, the growth of cities, and the challenges faced by urban areas, including housing, transportation, and social services. Catholic Ethos: Emphasizes the right to adequate housing and the responsibility to create inclusive and supportive urban communities that promote the common good.</p>	<p>Year 12 – Coastal landscapes. Coastal management strategies (e.g. managed retreat, sea walls) can be assessed: do they protect vulnerable communities or prioritize economic interest.</p> <p>Year 13 – Migration Identity and Sovereignty. Migration policies can be assessed: do they uphold the rights of families and individuals, or exclude and marginalize? Sovereignty debates can be critiqued: do national policies balance rights with responsibilities to the global community?</p>



Catholic Social Teaching in Geography

	KS3	KS4	KS5
<p>Option for the poor and the vulnerable</p> <p><i>To choose to consider the needs of the poorest and most vulnerable people first</i></p> 	<p>Yr7 Term 2 Singles – India: To discuss how geography can highlight inequalities and support development for poorer communities.</p> <p>Yr7 Term 3 Singles – Japan: To examine how vulnerable populations are affected by natural hazards and how society protects them.</p> <p>Yr8 Term 3 Singles – Nigeria: To investigate how the oil wealthy South contrasts with poverty in Northern areas of Nigeria. To discuss the responsibility to ensure resource wealth benefits the whole of a population.</p> <p>Yr8 Term 5 – Rivers: To explore access to clean safe drinking water as a basic human right and discuss how pollution and water scarcity affect vulnerable populations most severely.</p>	<p>Year 10- Global Development and Inequality: examines disparities in wealth and development between different regions and countries, and the factors contributing to these inequalities.</p> <p>Catholic Ethos: Highlights the right to a decent standard of living and the responsibility to support those in need, promoting social justice and equitable development eg.</p> <p>Rio- Favellas</p> <p>Nigeria- Makoko ; People living in deprivation and how this affects the area and funding for supporting these people.</p>	<p>Year 12 – Tectonics. Earthquake and volcano case studies (e.g. Haiti vs. Japan) show how vulnerability is shaped by poverty. CST calls for disaster planning and aid that prioritizes the most at-risk communities.</p> <p>Year 12 – Diverse Places. Gentrification and regeneration can displace vulnerable groups.</p> <p>Year 13 – Carbon Cycle. Climate change impacts (e.g. droughts, floods) disproportionately affect the poor—CST calls for climate justice.</p>