

Spiritual Development through the Geography Curriculum

Newland St John's Church of England Academy | EYFS–Year 6

Christian vision: Living together, learning together and shining together in the love of God. | Matthew 5:16: Let your light shine before others...

Curriculum-linked suggested opportunities for spiritual reflection. Unit titles are taken from the NSJ Geography Curriculum Map; activities are proposed opportunities, not evidence of delivery.

Year	Curriculum units	Self	Others	The World and Beauty	Beyond
EYFS	Understanding the World: People, Culture and Communities; The Natural World	Identify special places in their own lives and express feelings of belonging.	Discover similarities and differences between families, communities and ways of living.	Notice seasons, plants, weather and local surroundings with curiosity and wonder.	Ask questions about unfamiliar places and the extraordinary variety of our world.
Year 1	Our Wonderful World; Life in the United Kingdom; Let's Explore the World	Explore how familiar places in Yorkshire shape identity and belonging.	Compare daily life in Yorkshire, Egypt and the Arctic Circle with openness and respect.	Observe local physical features and wonder at contrasting hot and cold environments.	Consider why the same planet contains such different climates and ways of life.
Year 2	London – Our Capital City; Coastline; Coastal Towns	Reflect on their connections to Hull and favourite coastal places.	Consider how erosion affects families and communities on the Holderness coast.	Appreciate coastal landscapes in Bridlington and Byron Bay, including the changing coastline.	Ask how people should respond when powerful natural processes change the places they love.
Year 3	Tourism; Volcanoes; Earthquakes and Tsunamis	Reflect on feelings of uncertainty and personal responses to risk and change.	Show empathy for people affected by earthquakes in Haiti, New Zealand and the Indian Ocean region.	Experience awe at volcanoes, plate tectonics and the Earth's immense natural forces.	Consider why disasters affect communities differently and what responsibility others have to help.
Year 4	Renewable Energy; Rivers; Mountains	Consider their own choices about energy use and protecting natural resources.	Explore how people depend on rivers, comparing local rivers with the Nile in Egypt.	Appreciate the water cycle, river ecosystems and grandeur of the Himalayan mountains.	Reflect on humanity's responsibility to use energy and water fairly and sustainably.
Year 5	Climate Across Our World; Sow, Grow and Farm; Settlements and Land Use	Consider how personal consumption and food choices connect with the environment.	Explore the lives of farmers and communities across Brazil, North America and Jersey.	Wonder at the diversity of biomes from the Arctic Circle to the Brazilian rainforest.	Ask how land and food resources should be shared and cared for across generations.
Year 6	Migration; Frozen Kingdoms; Human Impact	Reflect on belonging, identity and their responsibilities as global citizens.	Develop empathy for migrants and indigenous communities affected by changing rainforest land use.	Appreciate the polar landscapes and biodiversity of the Amazon rainforest.	Consider difficult questions about environmental justice, human dignity and the world future generations will inherit.

Progression: EYFS – curiosity and belonging; Years 1–2 – empathy and appreciation of places; Years 3–4 – reflection on natural processes and responsibility; Years 5–6 – critical reflection on interdependence, sustainability and justice.

SIAMS self-evaluation: Geography offers progressively challenging opportunities to reflect on identity, community, the beauty of creation and questions of human responsibility. From Yorkshire and the Holderness coast to Brazil and the Arctic Circle, pupils can develop awe, empathy and informed concern for the environment and others, connecting the school's Christian vision with thoughtful action. Evidence of impact should be gathered through pupil voice, enquiry, reflections and actions rather than assumed from the planned curriculum.