

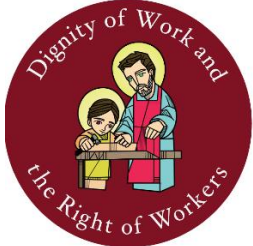
Catholic Social Teaching in Geography

	KS3	KS4	KS5
Life and Dignity of the Human Person <i>All created in the image and likeness of God</i> 	<i>What is Geography?</i> We are all part of one human family. Geography helps us understand and respect different cultures and communities. Pope Francis teaches that we are interconnected and responsible for one another. <i>Nigeria and TNCs</i> Workers' rights and fair wages. Benefits and costs of globalisation.	<i>Urban Challenges in London</i> Housing, inequality and quality of life. Ensuring cities meet the needs of all people. <i>Nigeria and TNCs</i> Ethical business practices. Workers' rights and fair wages. Benefits and costs of globalization. <i>India, Dharavi and Development</i> Living conditions and access to opportunities. Respect for people living in informal settlements. Challenging stereotypes about poverty. <i>Urbanisation and Lagos</i> Housing, transport and quality of life. Ensuring cities support all residents, especially vulnerable groups.	
Call to family, community and Participation <i>Whatever is needed for each person to flourish</i> 	Call to Family, Community and Participation is one of the easiest Catholic Social Teaching principles to embed into KS3 Geography because Geography is fundamentally about how people live together in places and how communities function.	Fieldwork incorporated enquiry questions such as: ☐ What makes a community a good place to live? ☐ Who should have a voice in decisions about places? ☐ How can communities respond to environmental challenges? ☐ Why is participation important in creating sustainable places? ☐ How can migration strengthen communities?	

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Solidarity and the common good <i>Not just doing things for other people but acting with them to build a more just world together</i> 	<i>China, Population and Pollution</i> Effects of pollution on health and quality of life. Balancing economic growth with care for people and the environment. <i>Weather, Climate and Tropical Storms</i> Natural hazards often affect poorer communities most severely. Exploring how wealth influences a country's ability to prepare and recover. <i>Food, Water and Energy in the UK</i> Fair distribution of resources. Responsible consumption. Sustainable use of God's creation. <i>Tourism</i> Responsible tourism. Respecting local cultures and environments. Ensuring tourism benefits local communities.	<i>Resource Management (Food, Water, Energy)</i> Fair access to resources. Sustainable use for future generations. Ethical decision-making. <i>Sustainable Urban Living</i> Creating cities that serve both people and the environment. <i>Natural Hazards</i> Supporting communities affected by earthquakes, volcanoes and tsunamis. Importance of aid, compassion and international cooperation. <i>Sustainable Cities and Sustainable Tourism</i> Building places where people and nature can flourish together.	

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The dignity of work and the rights of workers <i>As far as possible, decisions should not be taken at the highest levels but by the people who are most affected</i> 	Rights of workers: • Safe working conditions. • Fair wages. • Reasonable working hours. • Freedom from exploitation and child labour. • The right to join trade unions. Geographical enquiry questions: • Who benefits most from globalisation? • Are workers in developing countries treated fairly? • Should consumers pay more for ethically produced goods?		
Stewardship of God's creation <i>We are called to care for creation as stewards, not just as consumers</i> 	Rivers, Flooding and Water Water is a gift from God that must be protected. Flood management can be linked to caring for communities at risk. Discussion: Why should access to clean water be considered a human right? Ecosystems, Rainforests and Sustainability Direct links to <i>Laudato Si'</i>. Protecting biodiversity as part of caring for God's creation. Human responsibility for environmental damage and restoration. Climate Change Human responsibility for environmental damage.	Resource Management (Food, Water, Energy) <i>Fair access to resources.</i> <i>Sustainable use for future generations.</i> <i>Ethical decision-making.</i> Climate Change One of the strongest links in the curriculum. Human responsibility for environmental damage. Climate justice and impacts on future generations. Coasts, Rainforests and Cold Environments Protecting fragile environments. Balancing economic development with environmental responsibility.	

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	Climate justice and impacts on future generations.		
Rights and responsibilities <i>When one person has a right, others have a responsibility to uphold that right</i> 	See KS4	Development Topic - Students compare quality of life in different countries. - CST link: Why do some people lack access to basic rights such as clean water or education? - Discussion: What responsibilities do governments, charities, businesses, and individuals have to address inequality? Climate Change Topic - Students investigate causes and impacts of climate change. - CST link: Poorer communities often suffer the greatest impacts despite contributing least to emissions. - Discussion: What responsibilities do higher-emitting countries have towards those most affected?	

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		Urbanisation Topic - Students study informal settlements and rapid city growth. - CST link: Everyone has a right to safe housing and sanitation. - Discussion: How should cities balance economic growth with people's needs?	
Option for the poor and the vulnerable <i>To choose to consider the needs of the poorest and most vulnerable people first</i> 	<i>Africa and Development</i> Causes of uneven development. Fair trade and global justice. The role of wealthier nations in supporting development.	<i>India, Dharavi and Development</i> Living conditions and access to opportunities. Respect for people living in informal settlements. Challenging stereotypes about poverty. <i>Development Gap and Changing Economic World</i> Global inequality. Fairness in trade and development. Responsibilities of wealthier nations.	