

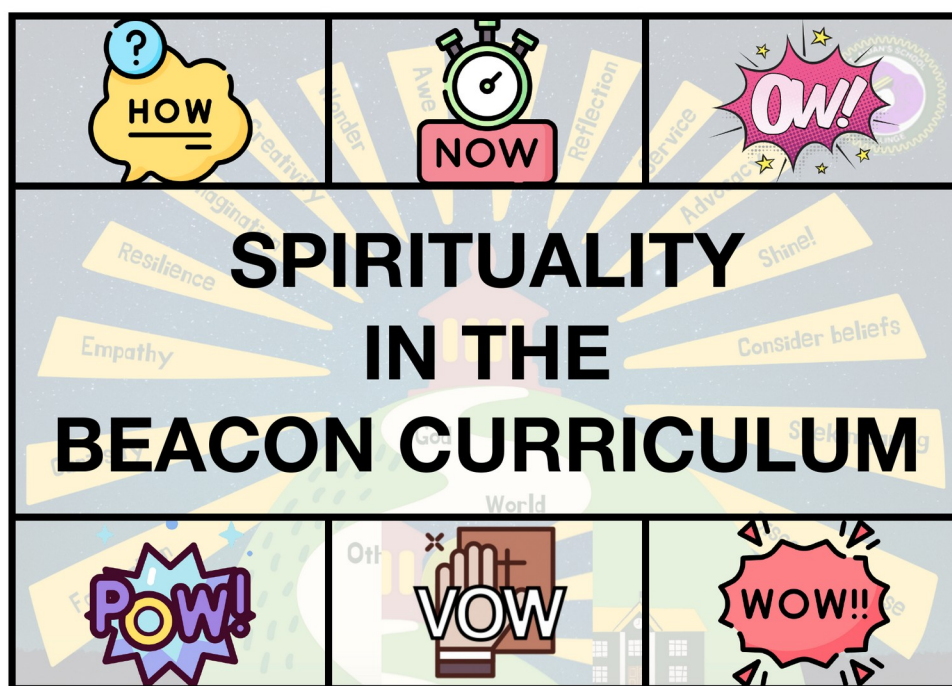


ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16

SPIRITUALITY ACROSS THE GEOGRAPHY CURRICULUM

A curriculum map of authentic opportunities from St Aidan's Geography knowledge organisers



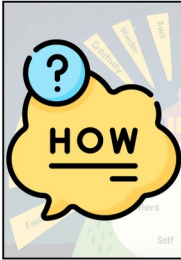
Scope. This document maps the 18 Geography knowledge organisers supplied for Years 1-6. Every unit is represented. Detailed mapping includes only objectives where a meaningful spiritual opportunity grows naturally from the geographical learning.

Hope • Love • Friendship • Forgiveness • Truth • Perseverance

OUR SPIRITUALITY LANGUAGE

Six shared lenses used across the Beacon Curriculum

A common language. The lenses help staff and pupils notice and articulate genuine spiritual opportunities. They are not a checklist and they are not an assessment of a child's spirituality.

 Find hope and wonder in the joys of life. Seek moments to delight in light filled times.	 Appreciate times of stillness and reflection. Be absorbed in the present moment.	 Ponder ultimate questions that help to explore the bright and dark times of life.
 Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.	 Be the light for others through powerful actions that make a difference in their lives.	 Commit to being a person that brings light to others.

SPIRITUALITY WITHIN GEOGRAPHY

Wonder, place, interdependence, challenge, responsibility and action

Intent. At St Aidan's, spirituality is woven naturally through Geography. Pupils encounter WOW, OW, HOW, NOW, VOW and POW moments through the places they study, the patterns they notice, the fieldwork they undertake, the questions they ask and the connections they make between people and our world.

How spirituality connects to geographical learning

The Beacon Geography curriculum develops locational and place knowledge, human and physical geography, geographical skills and fieldwork. Pupils learn to read maps, interpret data, observe places carefully, compare environments, explain patterns and processes, and investigate how people and places are connected.

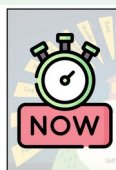
Geographical enquiry brings these strands together and creates natural opportunities to wonder, question, reflect and consider responsibility.



WOW

Wonder: Find hope and wonder in the joys of life. Seek moments to delight in light-filled times.

Geography connection: Landscapes, weather, oceans, rivers, habitats, natural processes, cultural diversity and the scale and variety of our world.



NOW

Reflection: Appreciate times of stillness and reflection. Be absorbed in the present moment.

Geography connection: Attentive fieldwork, observing place, noticing change, listening to communities and reflecting on connections between our lives and other places.



HOW

Big questions: Ponder ultimate questions that help us explore the bright and dark times of life.

Geography connection: Place, pattern, scale, physical and human processes, migration, resource use, interdependence and questions about why our world is as it is.



OW

Challenge & empathy: Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.

Geography connection: Natural hazards, environmental damage, climate change, scarcity, inequality, displacement and the challenges faced by people and ecosystems.



POW

Making a difference: Be the light for others through powerful actions that make a difference in their lives.

Geography connection: Fieldwork-informed improvement, conservation, sustainable choices, active citizenship and action that can help people, places and environments.



VOW

Values & commitment: Commit to being a person that brings light to others.

Geography connection: Stewardship, fairness, responsibility, respect, belonging, sustainability and the values that guide decisions about people, places and resources.

HOW THE GEOGRAPHY MAP WORKS

Keeping spiritual development authentic and Geography geographically rigorous

Golden rule. The geographical learning comes first. A spirituality link is mapped only where the place, process, comparison, issue, data or fieldwork naturally creates space to wonder, reflect, ask big questions, encounter challenge, consider values or recognise agency.

Four principles for staff

- Geography remains geographical. Reflection sits alongside maps, data, fieldwork, place knowledge, physical and human processes and evidence; it never replaces them.
- Not every objective needs a spirituality label. Unmapped learning is a sign of curriculum integrity, not a gap.
- Place and people are represented respectfully. Comparison should deepen understanding rather than stereotype communities, cultures or environments.
- Questions are invitational. Pupils of all faiths and worldviews can wonder, reflect, question, empathise and respond while learning accurately about people, places and environments.

A particularly strong Geography thread: Place, interdependence and stewardship

Place, interdependence and stewardship. Geography repeatedly shows that people, places and environments are connected. Choices about food, energy, transport, land, water and resources can create consequences elsewhere. This makes Geography a natural place to explore responsibility and care while remaining rooted in evidence, scale and geographical understanding.

CURRICULUM COVERAGE

18 Geography units across Years 1-6

Coverage note. Every unit supplied is represented below. The detailed mapping that follows is selective at objective level and identifies the strongest authentic opportunities rather than labelling every piece of geographical learning.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What is it like here?	Would you prefer to live in a hot or cold place?	Why do people live near volcanoes?	Why are rainforests important to us?	What is life like in the Alps?	Why does population change?
What is the weather like in the UK?	Why is our world wonderful?	Who lives in Antarctica?	Where does our food come from?	Why do oceans matter?	Where does our energy come from?
What is it like to live in Shanghai?	What is it like to live by the coast?	Are all settlements the same?	What are rivers and how are they used?	Would you like to live in the desert?	Can I carry out an independent fieldwork enquiry?

GEOGRAPHY SPIRITUALITY MAP - YEAR 1 & YEAR 2

Every Geography unit shown; lenses identify the strongest authentic opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y1	What is it like here?	NOW • HOW • VOW • POW	Builds a sense of place and belonging; careful observation and playground design invite reflection on how shared places can work well for others.
Y1	What is the weather like in the UK?	WOW • NOW • HOW	Seasonal and daily weather patterns invite wonder, careful noticing and questions about change over time.
Y1	What is it like to live in Shanghai?	WOW • HOW • NOW • VOW	Comparing a distant city with the local area broadens perspective and supports respectful curiosity about different places and ways of living.
Y2	Would you prefer to live in a hot or cold place?	WOW • OW • HOW • VOW	Contrasting climates reveal the variety of Earth and encourage pupils to consider challenge, adaptation and respect for different environments.
Y2	Why is our world wonderful?	WOW • NOW • VOW • POW	Amazing places and local habitats create strong opportunities for wonder, attentive fieldwork and early care for the world.
Y2	What is it like to live by the coast?	WOW • HOW • NOW • VOW	Coastal landscapes and human uses show how physical features, communities and our choices are connected.

GEOGRAPHY SPIRITUALITY MAP - YEAR 3 & YEAR 4

Every Geography unit shown; lenses identify the strongest authentic opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y3	Why do people live near volcanoes?	WOW • OW • HOW • VOW • POW	Earth processes inspire awe while hazards raise questions about risk, resilience, responsibility and how communities protect life.
Y3	Who lives in Antarctica?	WOW • OW • HOW • VOW • POW	An extreme, fragile environment invites wonder, empathy for challenge, global connection and reflection on protection and cooperation.
Y3	Are all settlements the same?	NOW • HOW • VOW • POW	Local and global settlement patterns prompt reflection on belonging, land use and what makes places fair, welcoming and liveable.
Y4	Why are rainforests important to us?	WOW • OW • HOW • VOW • POW	Biodiversity, indigenous lives and threats to rainforests reveal interdependence and create natural questions about stewardship and action.
Y4	Where does our food come from?	HOW • OW • NOW • VOW • POW	Food journeys connect everyday choices with farmers, trade, climate, transport and environmental impact, encouraging responsible decision-making.
Y4	What are rivers and how are they used?	WOW • NOW • HOW • VOW • POW	Rivers reveal powerful natural processes and human dependence on water, with fieldwork supporting care for local environments.

GEOGRAPHY SPIRITUALITY MAP - YEAR 5 & YEAR 6

Every Geography unit shown; lenses identify the strongest authentic opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y5	What is life like in the Alps?	WOW • NOW • HOW • VOW	Mountain landscapes and communities prompt wonder and questions about how climate, altitude, tourism and daily life interact.
Y5	Why do oceans matter?	WOW • OW • HOW • VOW • POW	The scale and importance of oceans combine with pollution and reef damage to create rich opportunities for wonder, responsibility and informed action.
Y5	Would you like to live in the desert?	WOW • OW • HOW • VOW	Desert environments invite awe while scarcity, human use and environmental threats encourage thoughtful comparison without stereotyping.
Y6	Why does population change?	HOW • OW • NOW • VOW • POW	Migration, climate and population change connect global patterns with real human experiences, belonging and decisions about fair, liveable places.
Y6	Where does our energy come from?	HOW • OW • VOW • POW	Energy choices involve trade-offs between need, environment, resources and future generations, supporting evidence-based responsibility.
Y6	Can I carry out an independent fieldwork enquiry?	NOW • HOW • VOW • POW	Independent fieldwork develops attentive observation, honest evidence use and agency as pupils investigate a place and communicate possible improvement.

DETAILED GEOGRAPHY MAPPING - YEAR 1*Only objectives with a genuine spiritual opportunity are included*

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so geographical knowledge, skills and enquiry remain central.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
What is it like here?	Locate the school on an aerial photograph	WOW • NOW	Seeing a familiar place from above can make pupils notice scale, pattern and features they usually overlook.	What do you notice from above that you miss when you are on the ground?	Annotated aerial photo / pupil voice
What is it like here?	Create an aerial map of the classroom	NOW • HOW	Careful mapping asks pupils to attend closely to a familiar space and consider how representation helps us understand place.	What must you notice carefully to make your map truthful and useful?	Map / observation notes
What is it like here?	Investigate how we feel about our playground	NOW • VOW	Reflecting on a shared place develops belonging and invites pupils to consider whether spaces feel welcoming and enjoyable for different people.	What makes a place feel good to belong in?	Pupil voice / simple survey
What is it like here?	Design a playground	VOW • POW	Design gives pupils agency to apply values such as care, inclusion and enjoyment to a real shared space.	What would help this playground work well for everyone?	Design rationale

What is the weather like in the UK?	Identify seasonal changes in the UK	WOW • NOW	Seasonal change invites wonder and attentive noticing of repeating patterns in the world around us.	What changes do you notice that tell you a new season is arriving?	Season observation / pupil voice
What is the weather like in the UK?	Investigate daily weather patterns	NOW	Regular observation encourages pupils to slow down, notice detail and attend to the present conditions.	What can we notice today that we might normally rush past?	Weather record
What is the weather like in the UK?	Identify daily weather patterns in the UK	HOW	Recognising patterns encourages curiosity about why weather varies across places and days.	What pattern can you see, and what new question does it make you ask?	Pattern statement / question
What is the weather like in the UK?	Understand how the weather changes with each season	WOW • HOW	Linking weather and seasons helps pupils appreciate change and ask why natural patterns repeat.	What is wonderful about a world that is always changing yet has patterns?	Discussion / seasonal comparison
What is it like to live in Shanghai?	Name and locate some continents on a world map	WOW • HOW	World mapping helps pupils grasp scale and their place within a much larger, diverse world.	What surprises you about where we are in relation to other places?	Map annotation
What is it like to live in Shanghai?	Identify physical and human features of a non-European country	WOW • HOW	Distinctive features invite curiosity about how people and physical environments shape places together.	Which features make this place distinctive, and why might they be there?	Feature comparison

What is it like to live in Shanghai?	Find out what it is like in Shanghai	WOW • NOW	Exploring everyday life in another city can widen perspective and encourage attentive, respectful curiosity.	What have you noticed that helps you understand life in Shanghai more accurately?	Pupil voice / notes
What is it like to live in Shanghai?	Compare Shanghai to a small area of the UK	HOW • VOW	Comparison can reveal both difference and similarity while encouraging respect rather than judgement.	How can we compare two places fairly without saying one way of life is better?	Comparison paragraph / discussion

DETAILED GEOGRAPHY MAPPING - YEAR 2

Only objectives with a genuine spiritual opportunity are included

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Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Would you prefer to live in a hot or cold place?	Name and locate the seven continents	WOW • HOW	Global scale can inspire wonder at the size and diversity of Earth.	What amazes you about how much variety exists on one planet?	World map / pupil voice
Would you prefer to live in a hot or cold place?	Locate the North Pole, South Pole and Equator	WOW • HOW	Locating global reference points helps pupils imagine extreme distances and contrasting climates.	How does location help explain why places feel so different?	Map annotation
Would you prefer to live in a hot or cold place?	Compare the UK and Kenya	HOW • VOW	Comparison develops understanding of different climates and lives while inviting respect for unfamiliar places.	What is different, what is similar, and how can we describe both places respectfully?	Comparison chart
Would you prefer to live in a hot or cold place?	Identify key features of hot and cold places	WOW • OW	Extreme environments can inspire awe and reveal challenges for people and living things.	What might be wonderful - and difficult - about living in this environment?	Discussion / labelled images
Why is our world wonderful?	Identify geographical characteristics of the UK	WOW • NOW	Noticing the variety within the UK helps pupils value familiar landscapes and places.	What is special about the places that make up our home country?	Map / pupil response

Why is our world wonderful?	Locate some of the world's most amazing places	WOW	This objective directly creates space for awe, fascination and delight in the world's natural and human features.	Which place makes you say WOW, and what exactly causes that response?	Wonder statement
Why is our world wonderful?	Investigate local habitats and record findings	NOW • VOW	Fieldwork develops attentive observation and care for nearby living environments.	What did careful looking help you notice about this habitat?	Fieldwork notes
Why is our world wonderful?	Draw human and physical features on a sketch map	NOW • HOW	Representing a place accurately requires close attention and helps pupils consider how different features fit together.	What does your map help someone else notice about this place?	Sketch map
What is it like to live by the coast?	Locate the seas and oceans surrounding the UK	WOW • HOW	Mapping the seas around the UK highlights connection to a wider ocean world.	How are we connected to the sea even when we are not standing on the coast?	Map / discussion
What is it like to live by the coast?	Identify the physical features of the coast	WOW	Cliffs, beaches, dunes, arches and other coastal forms provide strong opportunities for wonder at landscape.	Which coastal feature fills you with most wonder, and why?	Labelled image / pupil voice
What is it like to live by the coast?	Identify human features on the coast	HOW • VOW	Human features prompt questions about why people settle, work and build in coastal places.	How do people shape the coast, and what responsibilities come with using it?	Feature notes / discussion

What is it like to live by the coast?	Investigate how people use the local coast	NOW • HOW • VOW	Fieldwork and enquiry reveal multiple uses of a shared environment and invite reflection on balancing needs.	How can a coast serve people while still being cared for?	Fieldwork findings
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DETAILED GEOGRAPHY MAPPING - YEAR 3

Only objectives with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so geographical knowledge, skills and enquiry remain central.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Why do people live near volcanoes?	Explain how and where mountains are formed	WOW • HOW	Earth processes reveal immense forces operating over long timescales and invite curiosity about how landscapes form.	What amazes you about the forces that can build a mountain?	Diagram / question
Why do people live near volcanoes?	Explain why volcanoes happen and where they occur	WOW • HOW	Understanding volcanism combines awe with deep questions about the dynamic Earth beneath us.	How does knowing the science change the way you look at a volcano?	Explanation / pupil voice
Why do people live near volcanoes?	Recognise the negative and positive effects of living near a volcano	OW • HOW • VOW	Benefits and hazards show why geographical choices are complex and encourage empathy with communities living with risk.	Why might someone choose to stay in a place that can be dangerous?	Balanced judgement

Why do people live near volcanoes?	Explain what earthquakes are and where they occur	OW • HOW	Earthquakes reveal natural power and the vulnerability of communities, encouraging thoughtful consideration of impact.	How can the same Earth process affect communities very differently?	Discussion / explanation
Who lives in Antarctica?	Understand the position and significance of lines of latitude	WOW • HOW	Latitude helps pupils grasp planetary scale and why environments vary across the globe.	How does our position on Earth shape the conditions we experience?	Map annotation
Who lives in Antarctica?	Describe the location and physical features of Antarctica	WOW	Ice, mountains, climate and scale make Antarctica a particularly rich context for awe and wonder.	What about Antarctica makes it feel extraordinary?	Wonder response / map
Who lives in Antarctica?	Describe the human features of Antarctica	OW • HOW • VOW	Research stations and international cooperation prompt questions about living in extreme places and caring for a shared environment.	What responsibilities do people have when working in such a fragile place?	Discussion / notes
Who lives in Antarctica?	Plot Shackleton's route to Antarctica using grid references	OW • WOW	Following an expedition route gives geographical form to distance, uncertainty, endurance and human perseverance.	What does the route help you understand about the challenge of the journey?	Mapped route / reflection

Are all settlements the same?	Identify human and physical features in the local area	NOW	Local fieldwork and observation deepen pupils' sense of place and attention to the environment they inhabit.	What do you notice about our area when you look at it as a geographer?	Fieldwork notes / map
Are all settlements the same?	Discuss why physical and human features are in particular locations	HOW	Explaining location encourages pupils to see places as shaped by relationships, needs and physical conditions.	Why is this feature here rather than somewhere else?	Geographical explanation
Are all settlements the same?	Describe how land use in my local area has changed	HOW • VOW	Change over time invites reflection on who shapes places and what communities choose to value.	What do changes in land use tell us about what people needed or valued?	Then/now comparison
Are all settlements the same?	Compare land use in two different locations	HOW • VOW	Comparing the local area with New Delhi broadens perspective and supports respectful understanding of different settlement needs.	How can two places use land differently and both make sense for the people who live there?	Comparison / pupil voice

DETAILED GEOGRAPHY MAPPING - YEAR 4

Only objectives with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so geographical knowledge, skills and enquiry remain central.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Why are rainforests important to us?	Describe a biome and locate features of the Amazon rainforest	WOW • HOW	Rainforest scale, climate and biodiversity invite wonder and curiosity about how a complex biome works.	What makes the rainforest such an extraordinary place?	Map / wonder statement
Why are rainforests important to us?	Understand the lives of indigenous people living in the Amazon rainforest	NOW • HOW • VOW	Learning about indigenous lives can deepen respect for different relationships with place and environment.	What can we learn by listening carefully to people whose lives are closely connected to the rainforest?	Pupil voice / respectful comparison
Why are rainforests important to us?	Describe why tropical rainforests are important and understand threats to the Amazon	OW • HOW • VOW • POW	Threats to a globally important biome reveal interdependence and invite responsible, informed responses.	Who and what is affected when rainforest is lost, and what could make a positive difference?	Cause-impact-action reflection
Why are rainforests important to us?	Collect and analyse data on how local woodland is used	NOW • POW	Local fieldwork develops careful observation and can help pupils recognise how evidence informs care for a place.	What does our evidence suggest this woodland needs from the people who use it?	Fieldwork data / recommendation

Where does our food come from?	Explain the impact of food choices on the environment	OW • VOW • POW	Everyday choices become connected to emissions, land, transport and resources, creating a clear values-and-action opportunity.	What responsibility comes with knowing that our food choices have effects elsewhere?	Reflection / action idea
Where does our food come from?	Understand the importance of trading responsibly	HOW • VOW • POW	Responsible trade raises questions of fairness, livelihoods and the values behind economic choices.	What might make trade fair for both producers and consumers?	Discussion / judgement
Where does our food come from?	Describe the journey of a cocoa bean	HOW • NOW • OW	Tracing a food journey reveals hidden connections between our daily lives and people and places far away.	Who and what is connected to something as ordinary as a chocolate bar?	Journey map / reflection
Where does our food come from?	Discuss advantages and disadvantages of buying local and imported food	HOW • VOW	Evaluating trade-offs encourages pupils to avoid simple answers and weigh environmental, economic and social considerations.	Which values should guide a responsible food choice when there is no perfect option?	Balanced conclusion
What are rivers and how are they used?	Describe how the water cycle works	WOW • HOW	The continuous movement of water invites wonder at an interconnected natural system.	What is remarkable about the same water moving through a cycle again and again?	Diagram / pupil voice

What are rivers and how are they used?	Know the name and location of some of the world's major rivers	WOW • HOW	Major rivers reveal scale and the importance of waterways in shaping places and human life.	Why have so many communities grown around rivers?	Map / question
What are rivers and how are they used?	Describe how rivers are used	HOW • VOW	Human dependence on rivers raises questions about access, competing needs and responsible use of water.	How can people use a river without taking more than the river can sustain?	Use-impact discussion
What are rivers and how are they used?	Collect data at a local river	NOW • POW	Fieldwork encourages attentive presence and can reveal the condition and uses of a local environment.	What did the river tell us when we stopped, observed and collected evidence?	Fieldwork notes / recommendation

DETAILED GEOGRAPHY MAPPING - YEAR 5

Only objectives with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so geographical knowledge, skills and enquiry remain central.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
What is life like in the Alps?	Locate key physical and human characteristics of the Alps	WOW • HOW	Mountain scale and distinctive settlements invite wonder and questions about how landscape shapes human life.	Which feature best shows the relationship between people and the mountain environment?	Annotated map
What is life like in the Alps?	Describe the physical and human features of an Alpine region	WOW • NOW	Close study of an Alpine place encourages pupils to attend to both natural beauty and everyday human life.	What details help this place become more than just a picture of mountains?	Place profile / pupil voice
What is life like in the Alps?	Investigate what there is to do in the local area using data collection	NOW	Local data collection builds attentive connection to place and creates a meaningful basis for comparison.	What did collecting evidence make you notice about our own area?	Fieldwork data
What is life like in the Alps?	Compare the local area and an Alpine area	HOW • VOW	Comparison develops perspective and helps pupils value difference without ranking one place above another.	What can each place teach us about how people adapt to where they live?	Comparison conclusion

Why do oceans matter?	Explain the importance of our oceans	WOW • HOW	Oceans connect climate, ecosystems, food, trade and human life on a vast scale.	What changes when we realise how much of life depends on the ocean?	Concept map / reflection
Why do oceans matter?	Locate and describe the significance of the Great Barrier Reef	WOW	The reef provides a powerful opportunity for wonder at biodiversity, beauty and ecological complexity.	What makes a coral reef more than just a beautiful place?	Wonder statement / explanation
Why do oceans matter?	Explain the impact humans have on coral reefs and oceans	OW • HOW • VOW	Pollution, warming and overfishing expose harm and interdependence, inviting empathy and responsibility.	Who or what carries the consequences of the choices humans make on land and at sea?	Impact chain / discussion
Why do oceans matter?	Understand ways to keep oceans healthy and plan/undertake fieldwork	NOW • VOW • POW	Moving from evidence to action helps pupils recognise realistic ways individuals and communities can protect marine environments.	What action is justified by the evidence we have collected?	Fieldwork findings / action proposal
Would you like to live in the desert?	Summarise the characteristics of a desert biome	WOW • HOW	Extreme climate and distinctive landscapes create wonder and curiosity about how deserts function.	What is surprising about a place that may look empty but is not lifeless?	Biome summary / question
Would you like to live in the desert?	Explain the different ways humans can use deserts	HOW • VOW	Human use of deserts reveals adaptation, resources and competing purposes, encouraging careful judgement.	How can people use a harsh environment responsibly?	Use-impact explanation

Would you like to live in the desert?	Describe some threats facing deserts	OW • POW	Environmental threats invite concern for fragile places and consideration of what protection might look like.	What could be lost if a desert environment is damaged?	Threat-response note
Would you like to live in the desert?	Compare two physical environments	WOW • HOW	Comparison highlights Earth's diversity and helps pupils understand why environments create different opportunities and challenges.	What can two very different environments teach us about the variety of our world?	Comparison paragraph

DETAILED GEOGRAPHY MAPPING - YEAR 6

Only objectives with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so geographical knowledge, skills and enquiry remain central.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Why does population change?	Understand change and distribution of the global population	HOW	Population patterns prompt big questions about why people concentrate in some places and how places change over time.	What makes some places grow while others lose population?	Pattern explanation
Why does population change?	Recognise push and pull factors influencing migration	OW • HOW • VOW	Migration connects geographical causes with human experience and encourages empathy without losing analytical rigour.	What might make leaving home a choice for one person and a necessity for another?	Push/pull analysis / pupil voice
Why does population change?	Understand the impact climate change can have on global population	OW • HOW • POW	Climate impacts show how environmental change can shape where people can live and raise questions about shared responsibility.	How can a changing climate turn a geographical issue into a human one?	Cause-impact-response chain

Why does population change?	Collect data on traffic/litter and make suggestions to improve a situation	NOW • VOW • POW	Local fieldwork connects population pressures with lived experience and gives pupils agency to propose evidence-based improvement.	What realistic change does our evidence suggest would help this place?	Fieldwork report / recommendation
Where does our energy come from?	Understand benefits and drawbacks of different energy sources	HOW • VOW	Energy involves genuine trade-offs between reliability, cost, environment and long-term consequences.	Which values matter when there is no energy source with only benefits?	Balanced evaluation
Where does our energy come from?	Understand how energy is generated in the United States	HOW	Studying another country shows how physical resources, infrastructure and decisions shape energy systems.	Why might different places make different energy choices?	Geographical explanation
Where does our energy come from?	Explain reasons for choosing an energy source	HOW • VOW • POW	Making a reasoned choice invites pupils to weigh evidence and consider impacts on people, place and future generations.	What would make an energy decision responsible as well as practical?	Evidence-based judgement
Where does our energy come from?	Collect and present data on where to position a solar panel on school grounds	NOW • POW	Fieldwork turns geographical evidence into a practical decision with potential positive environmental impact.	How can careful evidence help our school make a better choice?	Fieldwork data / proposal

Can I carry out an independent fieldwork enquiry?	Develop an enquiry question	HOW	Choosing a worthwhile question encourages genuine curiosity about place and what is not yet understood.	What do you genuinely want to understand better about this place?	Enquiry question
Can I carry out an independent fieldwork enquiry?	Collect data to answer the enquiry question	NOW • VOW	Independent data collection demands attentiveness, honesty, respect for people and responsible fieldwork behaviour.	How will you make sure your evidence is careful, fair and respectful?	Fieldwork log
Can I carry out an independent fieldwork enquiry?	Determine an answer to the enquiry question	HOW • VOW	Drawing a conclusion from evidence develops intellectual honesty and willingness to revise an initial view.	What does the evidence allow you to say - and what can you not claim?	Enquiry conclusion
Can I carry out an independent fieldwork enquiry?	Present findings	POW • VOW	Communicating findings gives pupils a voice and can turn geographical understanding into constructive suggestions for others.	How can you present your findings so they inform rather than simply persuade?	Presentation / recommendation

PROGRESSION IN SPIRITUALITY THROUGH GEOGRAPHY

Increasing depth of observation, connection, enquiry and responsibility

A key principle. Progression does not mean pupils become "more spiritual" as they get older. It describes increasing depth in how they notice place, ask geographical questions, interpret evidence, recognise interdependence, engage with complexity and connect understanding with responsibility.

EYFS / KEY STAGE 1

Children notice and wonder at familiar and contrasting places, weather and landscapes; use simple maps and fieldwork; compare places; talk about where they belong; and begin to recognise that people use and care for places in different ways.

Spirituality is rooted especially in WOW, NOW and HOW, with early VOW and POW opportunities.

LOWER KEY STAGE 2

Pupils increasingly explain physical and human processes, investigate hazards and settlement, use fieldwork evidence, explore contrasting environments and recognise connections between people, resources and ecosystems.

This supports deeper HOW and OW responses, alongside growing VOW and POW around stewardship, fairness and responsible choices.

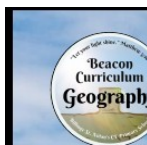
UPPER KEY STAGE 2

Pupils analyse increasingly complex interdependence, migration, energy, environmental pressures and trade-offs; evaluate evidence; compare perspectives; and plan more independent fieldwork enquiries that can lead to justified recommendations.

Spirituality becomes increasingly reflective, evidence-informed and connected to responsibility, sustainability and agency.

GEOGRAPHY, SPIRITUALITY AND OUR CHRISTIAN VISION

Understanding our world, valuing people and places, and choosing how to respond



Through Geography, pupils encounter the beauty, diversity, power and fragility of our world. They discover extraordinary landscapes and processes, but also environmental change, scarcity, hazards, migration and the unequal ways in which geographical challenges can affect people and places.

Our spirituality framework enables pupils to move beyond simply knowing where places are. They are encouraged to wonder, observe closely, ask why, recognise interdependence, consider different experiences and values, and use geographical understanding to think about responsible action.

Let your light shine. Geography helps pupils understand their place in an interconnected world so that knowledge can lead to thoughtful, compassionate and responsible choices for people, places and the planet.

Inclusive and geographically rigorous

- Pupils can respond from their own faith or worldview while learning respectfully about communities, cultures and environments different from their own.
- Reflection is grounded in geographical evidence: maps, data, photographs, fieldwork and case studies help pupils distinguish observation from assumption and support thoughtful conclusions.
- The strongest spiritual moments arise from the subject itself - wonder at landscapes and natural processes, attentive connection to place, empathy when environments create challenge, recognition of global interdependence, and agency when fieldwork or knowledge suggests positive change.

USING AND MONITORING THE MAP

For teachers, subject leaders, governors and SIAMS evidence

What should be visible in practice?

Curriculum first Staff can identify the geographical knowledge, place, process, data or fieldwork that creates the opportunity before naming a spirituality lens.	Pupil language Pupils increasingly recognise WOW, NOW, HOW, OW, POW and VOW moments and can explain why a geographical encounter made them wonder, reflect or reconsider.
No tokenism Some objectives remain unmapped when adding a spiritual prompt would be artificial or distract from the geographical learning.	Evidence and enquiry Pupils use maps, data, photographs and fieldwork honestly, recognise limitations and base conclusions on the evidence available.
Respectful place knowledge Pupils compare communities and environments without stereotyping, recognising that places are complex and people may experience them differently.	Light-touch evidence Pupil voice, annotated maps, fieldwork notes, comparisons, enquiry conclusions and justified recommendations provide evidence without creating a separate spirituality workbook.

Suggested subject-leader questions

- Can pupils give an example of a Geography lesson that made them say WOW, ask HOW, encounter an OW or stop and notice NOW?
- Can pupils explain how maps, data, photographs or fieldwork evidence helped them understand a place or geographical issue?
- Where has Geography helped pupils consider belonging, interdependence, sustainability, fairness or responsibility for people and places?
- Do staff feel confident leaving an objective unmapped when the spirituality link would be artificial?
- Can leaders trace mapped opportunities directly back to the taught Geography organisers and objectives?

Important. This map identifies opportunities for spiritual development; it does not assess or grade pupils' spirituality.



SPIRITUALITY ACROSS THE GEOGRAPHY CURRICULUM

Let your light shine - Matthew 5:16