

This leaflet provides a starting point for schools to discuss the links between citizenship and geography.

Schools need to decide which opportunities to develop as explicit citizenship provision. This leaflet maps the areas where the two programmes of study are compatible. It also suggests some opportunities for teaching citizenship through geography, referring where appropriate to relevant units in the geography scheme of work. Draft Unit 10 ‘Debating a global issue’ and draft unit 18 ‘Developing your school grounds’ in the citizenship scheme illustrates this. The *Teacher’s guide* for geography (page 15) in the geography scheme of work outlines the contribution that geography can make to citizenship. Appendix 9 on page 35 also summarises the possible links between geography scheme of work units and citizenship.

Promoting citizenship through geography

Geography contributes to citizenship by enabling pupils to:

- understand how decisions are made about places and environments across a range of scales (local to global) and appreciate opportunities for their own involvement;
- reflect on and discuss topical social, environmental, economic and political issues;
- understand the diversity of cultures and identities in the UK and the wider world;
- understand the issues and challenges of global interdependence;
- reflect on the consequences of their own actions in situations concerning places and environments;
- understand their rights and responsibilities to other people and the environment.

Citizenship programme of study	Geography programme of study	Examples of opportunities for citizenship through geography [and relevant units in the geography scheme of work]
1 Knowledge and understanding about becoming informed citizens		
<p>a The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people</p>	<p>3 Pupils should be taught:</p> <ul style="list-style-type: none"> e to explain how places are interdependent [for example, through trade, aid, international tourism, acid rain], and to explore the idea of global citizenship <p>5 Pupils should be taught to:</p> <ul style="list-style-type: none"> b explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives 	<p>Learning about their rights and responsibilities and gaining understanding of sustainable development, by investigating a local environmental issue, <i>eg water pollution</i>, and exploring the implications for their own lives [Unit 23 Local actions, global effects]</p> <p>Investigating the incidence of crime in the local area and relating this to their own lives and community [Unit 15 Crime and the local community]</p>
<p>b The diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p>	<p>3 Pupils should be taught:</p> <ul style="list-style-type: none"> b to describe the national, international and global contexts of places studied [for example, on the Pacific Rim, a member of the European Union] c to describe and explain the physical and human features that give rise to the distinctive character of places <p>6 During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two countries and 10 themes:</p> <ul style="list-style-type: none"> a two countries in significantly different states of economic development, including: <ul style="list-style-type: none"> i the regional differences that exist in each country and their causes and consequences 	<p>Considering the religious and/or ethnic dimension when studying housing or employment as part of the settlement and/or economic activity themes</p> <p>Reflecting on the meaning of national identity in relation to their own lives and considering the implications of devolution (Scotland and Wales) for the social and economic geography of the UK [Unit 5 Exploring England]</p> <p>Investigating regional differences in the UK and exploring the effects of differences in development on the quality of life of different groups of people [Unit 5 Exploring England, Unit 16 What is development?]</p>

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<p>c Central and local government, the public services they offer and how they are financed, and the opportunities to contribute</p>	<p>3 Pupils should be taught:</p> <ul style="list-style-type: none"> d to explain how and why changes happen in places, and the issues that arise from these changes <p>6 During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two countries and 10 themes:</p> <ul style="list-style-type: none"> b tectonic processes and their effects on landscapes and people, including: <ul style="list-style-type: none"> iii human responses to the hazards associated with them c geomorphological processes and their effects on landscapes and people, including: <ul style="list-style-type: none"> ii the causes and effects of a hazard [for example, flooding, landslides], and human responses to it g the changing characteristics of settlements, including: <ul style="list-style-type: none"> ii how and why the provision of goods and services in settlements varies iv patterns and changes in urban land use h changing distribution of economic activity and its impact, including: <ul style="list-style-type: none"> iii how and why the distribution has changed and is changing [for example, the impact of new technologies], and the effects of such changes j environmental issues, including: <ul style="list-style-type: none"> ii how and why attempts are made to plan and manage environments k resource issues, including: <ul style="list-style-type: none"> i the sources and supply of a resource ii the effects on the environment of the use of a resource iii resource planning and management [for example, reducing energy use, developing alternative energy sources] 	<p>Investigating government responses to hazards, <i>eg volcanoes, flooding, coastal erosion</i>, and the impact on people in different countries</p> <p>Investigating planning issues at local scale, <i>eg the routing of a bypass</i>; at regional scale, <i>eg a new housing development in South-East England</i>; or at national scale, <i>eg the location of wind farms</i> [Unit 3 People everywhere]</p> <p>Investigating access to public services in work on settlement, <i>eg health care, education</i>, and the implications for different groups of residents</p>
<p>d The key characteristics of parliamentary and other forms of government</p>		<p>Considering how parliamentary debates on major environmental or economic issues, <i>eg the countryside, fuel taxes, flooding</i>, may feature in geographical investigations, <i>eg into environmental issues, resource issues, economic activities</i></p>
<p>e The electoral system and the importance of voting</p>		<p>Investigating how the political complexion of a local authority influences the provision of services, <i>eg health education</i>, in the area</p>

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<p>f The work of community-based, national and international voluntary groups</p>	<p>3 Pupils should be taught:</p> <ul style="list-style-type: none"> e to explain how places are interdependent [for example, through trade, aid, international tourism, acid rain], and to explore the idea of global citizenship <p>6 During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two countries and 10 themes:</p> <ul style="list-style-type: none"> g the changing characteristics of settlements, including: <ul style="list-style-type: none"> iv patterns and changes in urban land use j environmental issues, including: <ul style="list-style-type: none"> i how conflicting demands on an environment arise ii how and why attempts are made to plan and manage environments iii effects of environmental planning and management on people, places and environments [for example, managing coastal retreat, building a reservoir] k resource issues, including: <ul style="list-style-type: none"> i the sources and supply of a resource ii the effects on the environment of the use of a resource iii resource planning and management [for example, reducing energy use, developing alternative energy sources] 	<p>Participating in environmental action with local consequences, <i>eg in a local conservation society campaign against a new road building scheme</i>, or with global impacts, <i>eg by participating in fair trade campaigns as part of an investigation into world trade</i> [Unit 16 What is development?, Unit 18 The global fashion industry]</p> <p>Investigating the role of aid agencies in responding to disasters, <i>eg earthquakes, volcanoes</i>, and in development issues generally [Unit 2 The restless earth – earthquakes and volcanoes, Unit 4 Flood disaster – how do people cope?, Unit 21 Virtual volcanoes and internet earthquakes]</p> <p>Investigating the work of environmental groups, <i>eg Friends of the Earth, Greenpeace, Wildlife Trusts, BTCV</i>, in environmental and resource issues at local, national and global scales [Unit 23 Local actions, global effects]</p> <p>Exploring topical issues, <i>eg the movement of refugees, the patterns and consequences of world trade</i>, and the role of voluntary groups in them [Unit 16 What is development?, Unit 18 The global fashion industry]</p>

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<p>g The importance of resolving conflict fairly</p>	<p>1 In undertaking geographical enquiry, pupils should be taught to:</p> <ul style="list-style-type: none"> e appreciate how people's values and attitudes [for example, about overseas aid], including their own, affect contemporary social, environmental, economic and political issues, and to clarify and develop their own values and attitudes about such issues <p>5 Pupils should be taught to:</p> <ul style="list-style-type: none"> b explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives <p>6 During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two countries and 10 themes:</p> <ul style="list-style-type: none"> g the changing characteristics of settlements, including: <ul style="list-style-type: none"> iii how and why changes in the functions of settlements occur and how these changes affect groups of people in different ways h changing distribution of economic activity and its impact, including: <ul style="list-style-type: none"> iii how and why the distribution has changed and is changing [for example, the impact of new technologies], and the effects of such changes j environmental issues, including: <ul style="list-style-type: none"> i how conflicting demands on an environment arise ii how and why attempts are made to plan and manage environments iii effects of environmental planning and management on people, places and environments [for example, managing coastal retreat, building a reservoir] k resource issues, including: <ul style="list-style-type: none"> ii the effects on the environment of the use of a resource iii resource planning and management [for example, reducing energy use, developing alternative energy sources] 	<p>Investigating the issues arising from the use of cars for the journey to school and deciding how the issues can be resolved in a manner that is fair to all parties [Unit 23 Local actions, global effects]</p> <p>Considering the religious and/or ethnic dimension when studying housing or employment as part of the settlement and/or economic activity themes</p> <p>Investigating planning issues at local scale, <i>eg the routing of a bypass</i>; at regional scale, <i>eg a new housing development in South-East England</i>; or at national scale, <i>eg the location of wind farms</i> [Unit 3 People everywhere]</p> <p>Exploring topical issues, <i>eg the movement of refugees, the patterns and consequences of world trade, deforestation</i>, and investigating ways in which potential conflicts may be resolved [Unit 16 What is development?, Unit 18 The global fashion industry; and Draft Unit 10 'Debating a global issue' in the citizenship scheme of work]</p>
<p>h The significance of the media in society</p>		<p>Exploring the way in which the media portray other countries, <i>eg less economically developed</i>, or geographical issues, <i>eg refugees, coastal collapse, climate change, use of resources</i>. What images are portrayed? Whose views are best represented? Is there balanced coverage of events/issues in different parts of the world? [Unit 12 Images of a country, Unit 20 Comparing countries, Unit 23 Local actions, global effects]</p>

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<p>i The world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations</p>	<p>3 Pupils should be taught:</p> <ul style="list-style-type: none"> a the location of places and environments studied, places and environments in the news and other significant places and environments b to describe the national, international and global contexts of places studied [for example, on the Pacific Rim, a member of the European Union] d to explain how and why changes happen in places, and the issues that arise from these changes e to explain how places are interdependent [for example, through trade, aid, international tourism, acid rain], and to explore the idea of global citizenship <p>6 During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two countries and 10 themes:</p> <ul style="list-style-type: none"> h changing distribution of economic activity and its impact, including: <ul style="list-style-type: none"> ii the geographical distribution of one or more economic activities [for example, farming, tourism] iii how and why the distribution has changed and is changing [for example, the impact of new technologies], and the effects of such changes i development, including: <ul style="list-style-type: none"> i ways of identifying differences in development within and between countries ii effects of differences in development on the quality of life of different groups of people iii factors, including the interdependence of countries, that influence development <p>7 In their study of countries and themes, pupils should:</p> <ul style="list-style-type: none"> a study at a range of scales – local, regional, national, international and global b study different parts of the world and different types of environment, including their local area, the United Kingdom, the European Union and parts of the world in different states of economic development 	<p>Investigating the role of aid agencies in responding to disasters, <i>eg earthquakes, volcanoes</i>, and in development issues generally [Unit 2 The restless earth – earthquakes and volcanoes, Unit 4 Flood disaster – how do people cope?, Unit 21 Virtual volcanoes and internet earthquakes]</p> <p>Investigating environmental and resource issues at local, national and global scales [Unit 23 Local actions, global effects]</p> <p>Investigating the national, international and global context of places, <i>eg England within the UK, UK within the European Union, the economic and political power of the USA cf Mexico</i>, and considering how it affects people's lives and the ways in which places are interdependent [Unit 1 Making connections, Unit 5 Exploring England]</p> <p>Exploring topical issues, <i>eg the movement of refugees, the patterns and consequences of world trade</i>, and using these as stimuli to considering the idea of global citizenship [Unit 16 What is development?, Unit 18 The global fashion industry]</p> <p>Investigating global patterns of development and exploring the effects of differences in development on the quality of life of different groups of people [Unit 16 What is development?]</p>

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2 Developing skills of enquiry and communication		
<p>a Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources</p>	<p>1 In undertaking geographical enquiry, pupils should be taught to:</p> <p>d analyse and evaluate evidence and draw and justify conclusions [for example, analysing statistical data, maps and graphs, evaluating publicity leaflets that give different views about a planning issue]</p> <p>2 In developing geographical skills, pupils should be taught:</p> <p>d to select and use secondary sources of evidence, including photographs (including vertical and oblique aerial photographs), satellite images and evidence from ICT-based sources [for example, from the internet]</p> <p>7 In their study of countries and themes, pupils should:</p> <p>d study issues of topical significance</p>	<p>Learning to analyse information and its sources, including ICT-based sources, in their studies of topical issues about places and environments</p>
<p>b Justify orally and in writing a personal opinion about such issues, problems or events</p>	<p>1 In undertaking geographical enquiry, pupils should be taught to:</p> <p>e appreciate how people's values and attitudes [for example, about overseas aid], including their own, affect contemporary social, environmental, economic and political issues, and to clarify and develop their own values and attitudes about such issues</p> <p>f communicate in ways appropriate to the task and audience [for example, by using desktop publishing to produce a leaflet, drawing an annotated sketch map, producing persuasive or discursive writing about a place]</p> <p>2 In developing geographical skills, pupils should be taught:</p> <p>a to use an extended geographical vocabulary [for example, drainage basin, urban regeneration]</p> <p>f to communicate in different ways, including using ICT [for example, by writing a report about an environmental issue, exchanging fieldwork data using e-mail]</p>	<p>Understanding, explaining and being able to justify their own opinions and views about geographical issues, and being able to decide and participate responsibly in related school or community-based activities</p>
<p>c Contribute to group and exploratory class discussions, and take part in debates</p>	<p>1 In undertaking geographical enquiry, pupils should be taught to:</p> <p>f communicate in ways appropriate to the task and audience [for example, by using desktop publishing to produce a leaflet, drawing an annotated sketch map, producing persuasive or discursive writing about a place]</p> <p>2 In developing geographical skills, pupils should be taught:</p> <p>a to use an extended geographical vocabulary [for example, drainage basin, urban regeneration]</p> <p>f to communicate in different ways, including using ICT [for example, by writing a report about an environmental issue, exchanging fieldwork data using e-mail]</p>	<p>Being involved in a wide range of group and class discussions about geographical issues, and experiencing, either at first-hand or second-hand, many different places, environments and cultures</p>

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3 Developing skills of participation and responsible action		
<p>a Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own</p>	<p>1 In undertaking geographical enquiry, pupils should be taught to:</p> <ul style="list-style-type: none"> e appreciate how people's values and attitudes [for example, about overseas aid], including their own, affect contemporary social, environmental, economic and political issues, and to clarify and develop their own values and attitudes about such issues f communicate in ways appropriate to the task and audience [for example, by using desktop publishing to produce a leaflet, drawing an annotated sketch map, producing persuasive or discursive writing about a place] <p>2 In developing geographical skills, pupils should be taught:</p> <ul style="list-style-type: none"> f to communicate in different ways, including using ICT [for example, by writing a report about an environmental issue, exchanging fieldwork data using e-mail] 	<p>Learning to appreciate how other people's values and attitudes affect their opinions and actions about geographical issues and being able to express and explain these different views</p>
<p>b Negotiate, decide and take part responsibly in both school and community-based activities</p>	<p>1 In undertaking geographical enquiry, pupils should be taught to:</p> <ul style="list-style-type: none"> f communicate in ways appropriate to the task and audience [for example, by using desktop publishing to produce a leaflet, drawing an annotated sketch map, producing persuasive or discursive writing about a place] <p>2 In developing geographical skills, pupils should be taught:</p> <ul style="list-style-type: none"> g decision-making skills, including using ICT [for example, by using a spreadsheet to help find the best location for a superstore] 	<p>Understanding, explaining and being able to justify their own opinions and views about geographical issues, and being able to decide on and carry out an appropriate course of action</p>
<p>c reflect on the process of participating</p>		<p>Reflecting on participation in a school or community-based activity relating to sustainable development [Draft Unit 18 'Developing your school grounds' in the citizenship scheme of work]</p>