

Being Explicit about the Moral Purpose of Primary Geography

Der moralische Zweck der Grundschulgeographie – explizit!

Ser explícito sobre el propósito moral de la Geografía primaria

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Zusammenfassung Die moralische Dimension der Geographie in der englischen Primarstufe in England ist in den aktuellen nationalen Curricula weniger offensichtlich. Die Debatte um *Powerful Knowledge* in der Geographie dominierte in den letzten Jahren den Diskurs, wodurch Fragen der Moral in der Geographie nur begrenzt Berücksichtigung fanden. Daher liegt der Schwerpunkt in den Geographielehrplänen der Grundschule auf Wissen und Kompetenzen, weniger aber auf der moralischen Dimension, welche oft unausgesprochen und implizit bleibt. In diesem Artikel wird die Ansicht vertreten, dass die moralische Dimension in der Primarstufe wichtig ist und nicht vernachlässigt werden darf. Grundschulen müssen in ihren schulinternen Erklärungen und Erläuterungen zu ihren Geographielehrplänen die moralischen Aspekte (oder Werte) klarstellen und somit offen nach außen kommunizieren.

Schlüsselwörter Geographie in der Primarstufe, Erklärungen zur Schulgeographie, explizite Darlegung der Moral der Geographie, Werte in der Grundschulgeographie

Abstract The moral dimension of primary geography in England is less obvious in the current national curriculum requirements for geography. The debate about geography and powerful knowledge has dominated in recent years, and has limited consideration of morality in geography. As a result, primary school geography curriculum statements focus on the knowledge (and skills) to be learned, leaving the moral dimension often unstated and implicit. The view in this article is that the moral dimension in primary geography is important and cannot be neglected. Primary schools need to make clear in their geography curriculum statements the moral aspects (or values) which they espouse in the subject to ensure these are clear to all who have a stake in the school's geography curriculum.

Keywords primary geography, school geography statements, stating geography's morality explicitly, values in primary geography

Resumen La dimensión moral de la Geografía primaria en Inglaterra es menos obvia en los actuales requisitos del currículo nacional de Geografía. El debate sobre Geografía y conocimiento poderoso ha dominado el debate de los últimos años y ha limitado la consideración de la moralidad en la asignatura. Como resultado, las declaraciones del plan de estudios de Geografía de la escuela primaria se centran en el conocimiento (y las habilidades) que se deben aprender, dejando la dimensión moral a menudo tácita e implícita. La opinión de este artículo es que la dimensión moral en la Geografía primaria es importante y no puede descuidarse. Las escuelas primarias deben dejar claro en sus declaraciones curriculares de Geografía los aspectos morales (o valores) que defienden en sus asignaturas escolares para garantizar que queden claros para todos los que tienen interés en el plan de estudios de Geografía de la escuela.

Palabras clave Geografía en la educación primaria, declaraciones de Geografía escolar, posiciones explícitas acerca de la moralidad de la Geografía, valores en la Geografía primaria

1. Introduction

During the 1980s, all primary schools in England have been encouraged, and then required, to state their intentions for their curriculum. They have taken to doing this, in a variety of ways, such as by setting out their vision and intentions, their structure and approach to implementation, and their outcomes and impact for each of the curriculum subjects. Since 2014, when the current framework for England's national curriculum was introduced (DfE, 2013), there has been a strong focus in these documents on the knowledge to be taught, in line with government requirements. Essentially very many primary schools have taken this to mean referring to key geographical themes, such as transport, landforms, and place studies, and to core geographical information, such as the continents, biomes, and important (to the UK) national capitals. Geographical skills, such as map reading and fieldwork, are also noted in geography curricular statements. What is less or even not evident in school's geography statements is reference to the subject's moral dimension or values. This article is

concerned with the geographical values that might be included explicitly in school geography statements. Primary school geography curriculum statements elsewhere in the world may be affected similarly. This article identifies that geography with younger children must engage with the ethical dimensions of the subject, not least because young children will be developing their own environmental views and values. For primary children, geography provides a focus and context for considering their environmental values.

First, some context about geography in England's primary curriculum needs to be provided. Secondly, primary geography's interest in ethics and morality is considered. Third, the moral purposes promoted in primary geography are noted, leading, fourth, to suggestions about the morals or values which primary school geography statements might include. The purpose here is to generate discussion about the ethical role of geography in primary education, though this is only a sketch of its moral terrain.

2. England's Primary Geography Curriculum

There has been much debate since 2008 about the need for powerful knowledge in geography education (YOUNG, 2008). This debate has been focused on geography as a secondary and examination subject (YOUNG ET AL., 2014), and there has been limited discussion about powerful knowledge in primary geography (CATLING & MARTIN, 2011; DOLAN, 2020; CATLING, 2021). However, the idea of powerful knowledge has influenced the nature of England's primary (or key stage 1 and 2) national curriculum and how all primary schools should consider their subject's content and the information to be known by primary children. As in other subjects,

the geography content is set out in a list of statements about what its teaching must cover and younger school children should learn (Fig. 1).

England's national curriculum is introduced by a statement of its purpose of study which refers to inspiring "curiosity and fascination" in primary children in "the world and its people" (DfE, 2013, p. 1). The purpose and aims of geographical studies are then described in terms of knowledge and skills. This seems reinforced in the most recent inspection report on primary geography (OFSTED, 2023). That there is no reference to values beyond curiosity or to the ethical or moral dimension of geogra-

Primary children are required to make progress in understanding various aspects of geography, such as in their appreciation of "[...] the formation and use of landscapes and environments", so as to gain "contextual knowledge" about places of significance, and to understand the processes involved in making and changing the physical and human world (DfE, 2013, p. 3). They are to be taught locational knowledge including such aspects as continents, countries, topographic features, land-use patterns, the tropics and equator and time zones, and much more. They are to be introduced to information about places and environments, spatial and environmental concepts, selected thematic aspects of physical and human geography, various influences and impacts on places and environments, and about maps, mapwork skills and fieldwork. They must learn about a region in each of the United Kingdom, a European nation and a country in North or South America.

Fig. 1. A summary of England's geography for 5-11-year-old children (Source: DfE, 2013)

phy demonstrates the knowledge-control limitation of current expectations in England's geography national curriculum. This does not help primary geography, which is more than a set of themes,

skills, and facts. Its moral dimension matters for children and their learning in and of geography, not least to their curiosity about and fascination with the world, its places, environments, and people.

3. Considering Ethics and Primary Geography

Ethics is concerned with people's obligations, responsibilities, and duties for themselves and to others. *Others*, in an environmental or geographical context, includes all humans, other species, the earth's fauna, its physical natural and built environments from surface geology to the atmosphere, and places. For humans it covers not only personal actions and motivations but also social, educational, political, economic and environmental decisions and actions (GREGORY ET AL., 2009). Ethics has two foci. Setting out what people actually believe and do is the interest of *descriptive ethics*, while *normative ethics* explores justifications and arguments for acting in particular ways and not others. The term *morals* may be used as a synonym for ethics, though the two terms can be distinguished (MCCRORY & REISS, 2023). Ethics might be thought of as about the principles governing moral stances taken in a societal context.

The term *values* is frequently used in education and schools to refer to ethical principles or moral codes of conduct. It tends to refer to the basis on which actions ought to be or are based. For instance, a primary school will refer to its *values* rather than to its *ethics*, when it states that it intends to promote positive qualities, such as truth, honesty, respect, tolerance, care, curiosity, justice and trust, and challenge concerns, such as prejudice, dislike, theft, and lying (KNIGHT ET AL., 2022). It intends that these values are taken up by children and enacted by the staff in and outside class and beyond the school day. It is important to remember that the term *value* has different uses and meanings, for example, it is used in reference to economic value, where it can mean financial worth or standing in monetary terms. This use of *values* has a different meaning to aesthetic values. Returning to primary education, a primary school may well identify its values in its school vision statement. In stating these qualities as a school's values, the purpose is that they apply not only to the way people relate to and behave with each other wherever they are but are enacted through the school's curriculum and its teaching. In England, this approach is required for the promotion of British values (DFE, 2014). A school's values statement means that in a subject, such as geography, the knowledge imparted is trustworthy and has integrity, that it is taught honestly, and that it is re-

spectful of and caring about places, people, and environments. Whatever the curriculum states, this must be ethically based, enacting the values of the school. Though schools rarely say so, it is important that this is stated explicitly about the curriculum and the teaching of curriculum subjects.

Geography, as a discipline, has a long-standing interest in ethics. This was in evidence particularly in the later twentieth and into the early twenty-first century (SMITH, 1994; 2000; PROCTOR & SMITH, 1999; LEE & SMITH, 2004). It has also been evident in geography education. Ethics has very much been a key aspect of early years and primary education through its social environment and its curriculum, considering for younger children such matters as what is good or bad, right or wrong, and respect and forgiveness (DEARDEN, 1968; SHUAYB & O'DONNELL, 2010; KNIGHT ET AL., 2022). In recent years in schools in England, there has been a strong and explicit focus on children's behavior and rule following, though primary schools have continued to foster their broader values, including care, hope, and compassion. England's standards for teachers provide a moral focus on curriculum delivery, managing children's behavior and personal conduct (DFE, 2011). However, alongside these foci, there is no statement about the ethical stance of or within curriculum subjects. Thus, while interested in fostering children's "[...] curiosity and fascination with the world and its people" (DFE, 2013, p. 1), no ethical dimension is referred to in primary geography's national curriculum subject content statements. The implication is that apart from a general intention, the curriculum is somehow morally unfettered. This has had the impact that it is not usual to find an ethical statement in a primary school's geography curriculum policy.

England's national curriculum is the government's determination of what it is essential that children learn, in other words, what ministers want people grounded in for their society. In stating that they intend *this* content rather than *that* content, such decision makers state their interests and priorities, though the curriculum content may be advised on by committees and individuals. Such decisions are based in moral positions taken by those in the national government. They determine the preferred knowledge of the subject. The subject's preferred knowledge content is provided as a

given and so not justified. Such a knowledge-based curriculum may be argued for pragmatically for the nation's citizens, such as to ensure children have the preferred information and capabilities to contribute to the nation in their future lives, or to emphasize how citizens should perceive their nation in the world. Such a focus demonstrates a government's priorities for the curriculum and teaching, that is, what is felt to be appropriate for children's learning by those with authority and power. As such selecting a curriculum subject's content is a moral decision. The geography content in a school's curriculum is based in unstated moral determinants concerning what children must learn about the world. Yet, these hidden intentions and explicit content are underpinned by ethical stances taken by government ministers. What is certain is that the creation of a curriculum and its content are not morally free.

The focus of a curriculum is based in normative ethics. This engages the words *ought* and *should*, that is *what ought to be done* and *what should be done*. It concerns what the right decision or action to take is and involves reaching decisions on matters in geography on what it is best to consider, think, or do (or what is better or the least-worse option) and why. This is significant for younger children, to respond to their constant questions of *why?* when told to take care of something, consider the way to act in places, or think of others locally or elsewhere. One of geography's roles is to give children reasons and explanations for taking on board particular moral stances or values and accept their subsequent impacts. Primary geography has no less a responsibility for taking ethical stances than any other aspect of primary or later education.

During the past fifty years or so, England's primary education has moved its ethical focus from a deep and broad sense of the ethical purpose of education (PETERS, 1966; 1967; DEARDEN, 1968) to emphasize the (given) knowledge children must learn and the management of children and their

behavior (WYSE & ROGERS, 2016; CARDEN, 2019). Books and articles on teaching primary geography rarely refer to ethics or morals directly, though they engage implicitly with the subject's values, such as when encouraging children to value their local environment and environments across the globe. There are certainly statements about, for example, the value of geographical education, valuing places, respect for other peoples and environmental values in the books on teaching primary geography in the British Isles which reflect this (see PIKE, 2016; SCOFFHAM & OWENS, 2017; CATLING & WILLY, 2018; BARLOW & WHITEHOUSE, 2019; WILLY, 2019; DOLAN, 2020).

In England's primary geography curriculum, there is a very considerable content to cover. Given the limited time that geography is allocated in England's primary school curriculum, alongside all the other subjects to be fitted into the school timetable, decisions must be made about which aspects of geography should be prioritized. One justification is that children need to be able to name features and places around the globe. A second concerns inducting children into the breadth of the subjects' place and thematic structure and information. A third reason is that geography is the subject which explores environmental events, positive and catastrophic, in order to know and appreciate what happens, how, and with what impacts and human responses. Focusing on one or more of these justifications shows what is valued by those who decide about geography in their school curriculum, whether the head teacher, the geography subject leader, or class teachers. Such rationalizations may be influenced by curriculum requirements, teacher and child interests, local community factors and/or how learning should or can be undertaken. These decisions are based in a sense of what is valued for a child's education: what they should or ought to learn, determined by adult preferences. Ethics underpins the decisions that are made.

4. Considering the Moral Purposes Promoted in Primary Education

Primary geography has the responsibility of conveying information accurately about the aspects of the world that are included in the subject's curriculum in schools. Truth and honesty are fundamental principles underpinning that which younger children are to learn. These values, or ethical principles, may remain unstated but are nonetheless a foundational pillar for children's understanding of the world. In its teaching of geographical knowledge, the subject has always had an ethical base. That this is not always explicitly stated does not

mean that it is not the case. Indeed, it is rare to find a statement such as that in one primary school stating that "Ethical considerations and awareness of environmental issues occur throughout much of the geography curriculum: *caring for our planet and understanding the need for sustainability*, demonstrating the *wisdom* of making good decisions" (St Lawrence C.E. Primary School's [Geography Policy](#) 2023, p. 2). This is a rare example of the use of the word *ethics* in a geography curriculum statement. It is equally rare find the words *moral* and *value* in pri-

mary school geography curriculum documents. Though primary schools may not say that their geography curriculum has a moral purpose, it is pertinent to point out that inevitably it does.

As already noted, England's national curriculum geography program encourages schools to inspire children's curiosity and fascination with the world and its peoples (DFE, 2013). This sentiment is taken up directly—indeed, is quoted—in very many English primary schools in their geography curriculum statements. The phrase takes as axiomatic that children are curious and can become fascinated about the world. This opening statement about investigating and exploring and engaging with places, environments, and people is a values-based statement. It intimates that teachers and children ought to be excited by geography's topics, delve into them, find out about them and take them to heart. This ethic of utilizing younger children's curiosity and fascination is inferred as foundational to primary children's geographical learning.

However, more direct moral purposes in primary geography can be stated. These are evident in or can be inferred from the advice given to early years and primary schools from such sources as those books noted earlier. Indeed, they are often implied, if unstated, in primary schools' geography statements. The following seven examples note aspects of primary geography which inevitably engage with moral stances or values such as belonging, care, empathy, respect, and responsibility.

(a) Encouragement for children to study their school and the local neighborhood and its wider area includes appreciating and developing a sense of belonging there. This is usually stated by encouraging children to value their local environment as the place of which they are a part. It is noted that this sense of place is important for all children, including those who move into its area. It means that geographical studies should draw on, though by no means always focus on, the local area. The significance in stating this is that the school values its community and neighborhood and sees itself as a contributing part of both.

(b) Geography promotes valuing the Earth as our home planet, and that as our only home it matters how we utilize its resources and care for it. That we might conserve or exploit our planet and that we might regenerate or degrade it are moral choices. That we care about and care for the Earth enough to study it is an ethical decision.

(c) Within and beyond primary geography engaging primary children with sustainability and sustainable development inevitably involves a moral dimension. Educating about and for sus-

tainability involves a number of values, including respect for the environment and people, just treatment of places and peoples, openness to alternative ways of thinking about and identifying solutions to environmental concerns, and being clear about what is important for each of us. Sustainability involves a moral mind-set about the ways each of us make choices about how we live in ways in which, for instance, we benefit ourselves, the places we inhabit and visit, and environments and peoples elsewhere. Sustainability requires realizing that personal viewpoints may or may not be shared by others but that other views ought to be listened to, for they may offer alternative possibilities to resolve sustainability challenges positively. These moral stances, and others, influence how children see the world, its people and places and create a moral mindset which values promoting concern for and taking responsible decisions for living within the limitations of the Earth (SCOFFHAM & RAWLINSON, 2022).

(d) Primary geography investigates places at a range of scales, from the immediate local environment to regions of various sizes. In doing so it explores school grounds, urban and rural areas, ecosystems and biomes, and rivers and oceans, to develop in children a sense of the Earth as a whole. Alongside younger children finding out what these diverse places are like and how they are made up is realizing the significance of their environments for all life and recognizing that not only is there value for all in them but that we need to value them as we make use of them, as elsewhere their peoples do.

(e) Exploring the diversity of people's lives and places, of the varieties of social circumstances and conditions, the range of communities and societies, and the variety of people's interests and engagement involves a moral dimension and moral decisions. It is about the value attached to people, communities and cultures, and to people's perspectives, preferences and prejudices. Equally, it is about how such investigations affect the lives and communities of those who observe and study them and their perceptions, descriptions and interpretations of what they find out, and how this affects them and what they communicate to others. None of this is value-free.

(f) Primary geography engages in considering what matters in and happens that affects places and physical, human, and modified environments. Views about decisions that are made, what is promoted and funded and by whom, why and to what end are influenced by moral notions of good and bad and right and wrong,

such as when making a case for or against what matters in an urban or rural development, in actions using the environments and living creatures in oceans and affecting the atmosphere through industrial and leisure activities. Moral positions influence these choices.

(g) Ethics affect primary geography through the structure and priorities of a school's curriculum. The sequence of the aspects of geography planned for and taught across the primary age range involve decisions which are based on a number of influences. Values influence the views and decisions about what is thought best for children in particular age groups or years of schooling, the resources to use and accessible, the interests of teachers in teaching particular aspects of geography, and the expectations of the subject leader and head teacher. Values underpin the viewpoints and decisions about what is best for children at different ages, how progression in geographical learning is best enabled, which resources are more or less appropriate for particular children, which content is considered appropriate or not and how it is known that children have achieved in their learning of geography. Values play a significant role in the perspectives on children and their development, the subject matter of geography to include and approaches to teaching. The values which affect decisions will be those about what matters most among the leadership and staff of a school, what they feel is right and proper for their children, and the extent to which they accept external influences to affect their decisions. These are about their senses of curriculum dependence and independence, of respect for their children and community, of the significance they give to geography, and of their perspectives about educating children to live in albeit hazy and changing future communities, places and the world.

These aspects of primary geography involve multiple ethical decisions alongside decisions about the knowledge and skills that are involved. They take into account external requirements and influences, which are affected by others' priorities and values. The moral purpose of geography is one of the vari-

ety of factors which influence primary geography. Ethical positions cannot be escaped from.

However, while some of the moral positions noted above as affecting primary geography appear rational or neutral to many, such as seeking out and taking account of different viewpoints, there are positions which are controversial and which are contested. This reflects contrasting values and the debates between their protagonists. For instance, there are those who contend that the ethical basis for supporting sustainability effectively involves indoctrination because children are directed to accept acting sustainably. The educator's response is that while children may be introduced to sustainability and its positive effects, they are not required to hold a particular stance but to make their own decisions. Another contentious area, such as climate change, is argued to be inappropriate for younger children to study because its challengers do not accept that it is occurring, that it will not have significant consequences, or that it is too difficult for younger children to comprehend. Yet because it is such a potent and newsworthy matter, it is not an issue about which young children are unaware or ignorant. They develop views about it, and they should examine what climate change is about and some of the key aspects affecting the planet, people's lives and how these might be tackled or responded to. Examining such a topic is about an honest education-itself a moral position, unavoidably so. There are those who argue that teaching such global issues creates dependency in children, does not inspire hope in them for their future, and is inappropriate, even wrong, to do for this reason. Others wish that the geography curriculum retains its traditional descriptive approach and should not engage with geography's moral terrain. That these viewpoints are each based in moral positions is unstated or at worst willfully ignored. Ethics and values are present across the range of perspectives, which is why it is important that children become aware of this and why primary schools should be open and truthful about their values in their geography-indeed, all subject statements.

5. Stating Moral Positions in Primary School Geography Statements

England's primary school geography curriculum statements, as has been noted, refer to the content to be taught, usually introduced by a statement about their intentions. In many schools, these echo the geography national curriculum's purpose. A primary school's statement may refer to geography's

key concepts, such as interdependence and place. It may, unusually, refer to the school's vision and its core principles, such as responsibility, fairness, respect, justice, and integrity. It may, rarely, refer to children expressing opinions and to values, such as care for and protection of the environment. Occa-

sionally, there may be a link with citizenship education and global citizenship. However, these tend to be general statements rather than directly connected with the curriculum intentions, aims, and content for geography. Primary school's geography knowledge dominates in curriculum statements.

Given the significance of the moral dimension of geography presented earlier, it is proposed that in geography curriculum statements, geography's values should be clearly stated. Which values these are, should be a matter for the school, given its local context and its children, rather than for prescription by government, since moral stances are personal and community matters. Nonetheless, guidance can be offered. With this in mind, it is possible to offer examples from what has been outlined, of possible moral purposes that schools may wish to take up in their primary geography, given that even if they do not do so they will inadvertently, and perhaps casually and inappropriately, transmit moral stances. It is a matter of educational integrity, of honesty, and of justice that schools should be open and honest about their values in their subjects. It is particularly important in these times of climate crisis, biodiversity depletion, human exploitation of and damage to the global environment, and the need to consider carefully how societies, peoples, and governments wish to provide for a fairer, better balanced, and less-inflated appetite-based future, that geography, among other subjects, contributes its values in and through children's geographical learning.

The following ten suggestions are offered as values to be promoted through geography which primary schools might state explicitly in their school's geography curriculum statement, alongside their noting of its knowledge and skills priorities. Given that primary schools foster younger children's ethical stances in relation to how they act in relation to those around them in and out of school, to people's belongings and to and in their local environment and when they travel elsewhere, the following values may well connect geography with the school's overall vision for its children's environmental, communal and personal lives. The suggested geography values are:

- (1) *Respect for people, places, and the environment*, for people's ways of life, for other people's views, even when disagreed with;
- (2) *Care for and about places, environments, and peoples and cultures*, for those similar to and different from one's own, including looking after environments at all scales and using places, peoples, and environments decently and positively;
- (3) *Celebration, acceptance, and toleration of others' non-threatening perspectives, lifestyles, and ways of living, decision making, and actions;*

(4) *Valuing one's own place*, the sense of belonging and being in that place, and its nature and diversity;

(5) *Valuing Earth* as our home planet, its variations and the diversity of its surface, climates and weather, geology and life, and of its peoples, societies, and cultures;

(6) *Concern about challenging the exploitation of places, peoples, and environments*, where and which extractive, manufacturing, and tourist industries, urban and rural developments, and agriculture and river, sea and ocean use are careless of or intentionally damaging and degrading physical and human environments;

(7) *Sustainability as a way of living in and using environments and places*, including respecting the world about us, taking responsibility for obtaining and using only what we need, sharing with and supporting others varied and positive approaches to living;

(8) *Social and environmental justice*, including treating people, environments and places decently, fairly and justly, listening to others' perspectives and arguments, and making cases justified by evidence and explaining the values and emotions involved and the likely impacts resulting;

(9) *Developing children's personal environmental perspectives and values*, such that they can state what is important to them and give reasons why, make clear what they are concerned about and favor in views, decisions, and actions about environments and societies, reflect on their local places and regional, national and global issues and controversies, and consider what actions they might take to express their views;

(10) Enable children to raise questions and offer perspectives about the geography they study, and the geography of where they study, doing this within and about their topics, classes and school, by suggesting other topics, learning approaches and uses of spaces they argue would be important and/or of interest to study and improve or change, and becoming involved in reviewing and revising their school's geography curriculum, pedagogy, resources, and space.

Primary schools will wish to identify and state their own geographical values and to restate these appropriately to their children, staff, and community. That they choose to do so sets out how and why they see geography as significant in and for the lives of their children, indeed, of the whole school membership. A school which promotes geographical and other values, in and beyond subjects, should live by them as a whole community.

6. Conclusion

Primary schools are ethical educational institutions in which younger children spend a substantial part of their lives. All that they do, including through the curriculum they are taught and learn, reflects the moral intentions of those who have authority over and make decisions about what goes on in the school. The day-to-day being in the school and in classrooms is directed and balanced by the values of its leadership, teachers, other staff, and children. There is no getting away from this. It is why the values of a school should be clearly stated and be obvious to all who are in the school, to its community and neighborhood, and to all who might visit it. Furthermore, this is why the values promoted by the primary school's curriculum subjects should be stated for all to know.

The key intention and outcome in suggesting the clear and direct stating of the moral purposes for primary geography is that primary schools

should to be open about their position on their subjects' values. The geography curriculum statements of England's primary schools need to set them out explicitly alongside their statements about the geographical knowledge and skills that children are encouraged to develop. They should reflect and support the visions, principles, and values of the school. This is so that these values are not left implicit or hidden from teachers, parents, governors, children, and others who will or might read the geography statement (as they can on the web) and engage in the subject's teaching, learning, and support. All those involved need to see what a school offers fully as the foundation of its geography teaching. Stating the moral purpose of primary geography is about being honest, respectful, and open, three values which surely must underpin the primary curriculum and its subjects of every primary school.

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