

Global Dimension Concepts

Citizenship. People's rights and responsibilities to others.
Sustainable Development. enquiries into the way of life in the context of environmental impact.
Interdependence. understanding the interconnections between people and places
Conflict Resolution. understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony.
Human Rights. awareness not only of the rights but also of the responsibilities of people towards each other; widening the sphere of concern beyond the local and the national and understanding global connections
Diversity. recognition of the distinctive character of places and people
Values and Participation. recognising that the image presents a view
Social Justice. showing how the level of development in different countries is related to quality of life.

Geography's contribution to the wider curriculum scale as a lens

Thinking Geographically

Critical Thinking, developing a sense of informed outward lookingness. Providing an articulation for pupils own geographical perceptions and understandings
Creative Thinking. Pupils need to be aware of their emotional responses to issues around them and be supported in dealing with these.
Futures Thinking. Consider alternative scenarios in a grounded sense.

14-16 Curriculum (based on the aims section from the QCA GCSE Criteria for Geography)
2.1.ii develop a sense of place and an appreciation of the environment, as well as an awareness of the ways in which people and environments interact, the importance of sustainable development in those interactions, and the opportunities, challenges and constraints that face people in different places.
2.1.iii develop an understanding of global citizenship and the ways in which places and environments are interdependent

Developing empathy

Geography Enquiry and Skills, including asking geographical questions (1a), suggesting a sequence of investigation (1b), recording and presenting evidence (1c), appreciate people's values and attitudes (1e), use geographical vocabulary (2a) Knowledge and Understanding of places, including the location of places (3a), explain how places are interdependent (2e), Knowledge and Understanding of patterns and processes, including identifying physical and human processes and their impact (4b), Breadth of study including developing an awareness of different states of development (6a) , the effects of differences in development (6i) and broadening their experiences of places at different scales (7a)

Geography Key Stage 3 National Curriculum

Elements of the Key Stage 3 Strategy

Questioning, engages pupils in thinking for themselves, shows connections between the geography in their classrooms and the geography in their head.

Explaining, for a purpose how the global dimension relates to a pupil, developing scale as a medium of explanation.

Modelling, prepared examples can help provide a useful context within which pupils can develop their work.

Starters – activity could be a starter activity, and **Plenaries** – could be used as a plenary. Could be both a starter and a plenary.

Challenge, this is an open ended activity providing pupils with a different way of using the concept of scale.

Engagement, the pupils will be emotionally, physically and intellectually involved in the task.