

Global Dimension Concepts

Citizenship, this activity supports pupils in valuing and respecting diverse viewpoints.
Sustainable Development, enquiries into ways of life in the context of environmental impact.
Interdependence, awareness of the interdependence between the natural and the social worlds.
Conflict Resolution, understanding the conflicts that can arise over resource availability and use.
Human Rights, a sense and a concern for the effects of different lifestyles on people and the environment.
Diversity, developing a sense of awe at the variety of peoples, landscapes and environments around the world
Values and perceptions, developing a critical evaluation of images of the developing world and an appreciation of the effects that these have on people's attitudes and values.
Social Justice, becoming increasingly aware of how the level of development in different countries is related to quality of life.

Geography's contribution to the wider curriculum. This activity develops a knowledge and understanding of current events from local to global and supports pupils in recognising the partial nature of most resources.

14-16 Curriculum (based on the aims section from the QCA GCSE Criteria for Geography)
2.1.i acquire knowledge and understanding of a range of places, environments and geographical patterns at a range of scales from local to global, as well as an understanding of the physical and human processes, including decision-making which affect their development.
2.1.ii develop an understanding of global citizenship and the ways in which places and environments are interdependent.

Geography Key Stage 3 National Curriculum

Geography Enquiry and Skills, including, asking geographical questions (1a) and recording and presenting evidence (1c), appreciate clarify and develop values and attitudes (2e), using geographical vocabulary (2a) and atlases maps and globes (2c), using secondary sources of evidence (2d)
Knowledge and Understanding of places, including developing their locational knowledge, (3a) and geographical descriptions (3b,c) and awareness of interdependence(3e)
Knowledge and Understanding of patterns and processes, describe and explain patterns (4a) and identify and explain impacts (4b)
Breadth of study, consider tectonic processes and their impact on people (6b)

Developing interpretations

Critical Thinking, Spatial systems create simultaneous difference. Developing an understanding and view about this is an element of thinking geographically.
Creative Thinking, making space in geography classrooms for pupils to map their understanding underpins creativity through the global dimension in geography.
Futures Thinking, this activity supports pupils in considering the future realistically and productively

Thinking Geographically

Elements of the Key Stage 3 Strategy
Questioning, pupils are supported in questioning the most common representations of natural disasters and how these present only a partial view.
Explaining, pupils are supported in explaining the context and perspective from which the narrative on disasters is represented. They are encouraged to make this context transparent.
Engagement, in this task (as with most) it is highly significant that pupils are made aware of the purpose of the activity and that they feel safe taking risks with exposing the voices of the natural disasters narratives
Principles for teaching thinking, elements of this activity present pupils with open and challenging tasks aimed to make them think hard.
Thinking together, information is offered for joint consideration