

14-16 Curriculum (based on the aims section from the QCA GCSE Geography Criteria )  
2.1.iii develop an understanding of global citizenship and the ways in which places and environments are interdependent.  
2.1.iv appreciate that the study of geography is dynamic, not only because places geographical features, patterns and issues change, but also because new ideas and methods lead to new interpretations

## Global Dimension Concepts

**Citizenship**, raise awareness about how to be involved in local decision making with potentially global significance.

**Sustainable Development**, knowledge of the principles of sustainable development, understanding some of the interconnections between cultural, economic, social and environmental contexts, recognition that some of the earth's resources are finite and must be used responsibly  
Interdependence, awareness of interdependence between the natural and social worlds, understanding of the links between the local and the global

**Conflict Resolution**, understanding how conflicts are a barrier to development

**Human Rights**, an awareness of both the rights and the responsibilities of people towards each other, widening the sphere of concern beyond the local and the national and understanding global connections.

**Diversity**, relating local differences around the world to ideas of universal human need

**Values and perceptions**, developing a critical appreciation of the ways that information is presented

**Social Justice**, considering social development in the improved welfare of all in relation to sustainable development.

Geography's contribution to the wider curriculum. It enables well informed judgements about environments and supports an understanding of sustainable development. It empowers young people to become active global citizens

## Thinking Geographically

**Critical Thinking**, thinking geographically involves exploring the spatial consequences of connections and interconnections. These create difference. This difference has a human rights and social justice dimension.

**Creative Thinking**, this activity gives space in geography classroom for pupils geographical imaginations.

**Futures Thinking**, this activity provides the opportunity to think about our responsibilities to future generations, the heart of sustainability.

## Developing Sustainability

Geography Enquiry and Skills, including developing the ability to ask geographical questions, sequencing investigations, collecting and recording evidence (1a-c), analysing and evaluating evidence (1d), communicating evidence appropriately (1f), using geographical vocabulary (2a), using atlases and globes (2c)  
Knowledge and Understanding of places, including explaining how and why changes happen in places and the issues that arise from these changes (3c,d) and explaining interdependence (3e)  
Knowledge and Understanding of patterns and processes, including explaining physical and human processes and their impact on places and environments (4b)  
Knowledge and understanding of environmental change and sustainable development, describe and explain environmental change (5a) and explore the idea of sustainable development (5b)  
Breadth of study, become increasingly aware of countries in different states of economic developments, the changing distribution of economic activity and its impact (6h), development issues (6i), environmental issues (6j) and resource issues (6k)

## Geography Key Stage 3 National Curriculum

Elements of the Key Stage 3 Strategy

**Questioning**, this activity provides the opportunity for pupils to extend their thinking from the concrete and factual to the analytical and evaluative. It leads pupils through a planned sequence which progressively establishes key understandings.

**Explaining**, this activity connects pupils experiences to the concept of sustainable development.

**Modelling**, viewing other people's ecological footprints helps make visible the concept and encourages pupils to think for themselves.

**Principles for teaching thinking**, through this activity pupils are provided with the opportunity of sharing their thinking, encouraging pupils to talk about how the tasks have been done.

**Thinking together**, pupils engage critically and constructively with each other's outcomes

**Reflection**, in this activity pupils are encouraged to think and talk about their work in small groups before they are asked to contribute to a whole class discussion

**Big Concepts and Skills**, sustainable development is a key geographical concept.