

Global Dimension Concepts

14-19 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 awareness of the ways in which people and environments interact,....and the opportunities, challenges and constraints that face people in different places.

Key Skills, including:- communication, improving own learning and performance, working with others.

Citizenship. Studying issues of global significance, in this example the plight of slum dwellers is considered.

Sustainable Development, understanding the connections between economic, social, political and environmental decisions

Interdependence, considering the interconnections between their lives and the lives of people in this part of Rio de Janeiro

Conflict Resolution, consider the conflicts over resource use and distribution

Human Rights, concern about the effects of different lifestyles on people

Diversity, developing a sense of local difference around the world.

Values and Perceptions, critical evaluation of images

Social Justice, levels of development related to quality of life.

Geography Enquiry and Skills, including asking geographical questions (1a), gathering views and presenting evidence (2b&c), using geographical vocabulary (2a), using secondary sources of evidence(2d). Knowledge and Understanding of places including, describing the physical and human features(3c), explaining how and why changes happen in places and the issues that arise from these changes (3d) explaining how places are interdependent, through trade, aid, international tourism, acid rain and to explore the idea of global citizenship.

Knowledge and Understanding of patterns and processes including, the impact of physical and human features to the character of places(4a &b)

Breadth of study, this activity supports pupils in developing an understanding of countries in different states of economic development(6a), population distribution and change (6f) the changing characteristics of settlements (6g)development, (6i), resource planning and management(6k) and elements of the range statement (7)

Geography Key Stage 3 National Curriculum

- can be found at www.nc.uk.net

Developing Talk

Critical Thinking. Pupils should be made aware of the partial view that an image projects. The DCR scaffold empowers learners to access the complex issue of poverty

Creative Thinking. This activity supports learners in thinking about places as a unique meeting point of social, environmental, political and natural processes. The activity provides the opportunity for pupils to make connections that are not immediately obvious to them.

Futures Thinking. This activity involves the pupils in critically examining images of the same place at different times. It supports them in seeing the spatial consequences of decisions. Different decisions create different futures. Some better than others.

Elements of Key Stage 3 Strategy.

Questioning. Effective questioning involves all pupils, engages pupils in thinking for themselves, promotes justification and reasoning, encourages pupils to listen and respond to each other.

Challenge. Expect pupils to justify answers, demand greater precision of language, encourage independence, risk taking and develop a culture of success.

Engagement. Pupils are emotionally, physically and intellectually involved in the tasks. The presentation, variety and structure of the work and activities generates curiosity and interest. They get a feeling of satisfaction and enjoyment from the work.

Principles for teaching thinking. Have open and challenging tasks to make pupils think hard, encourage pupils to use what they already know, offer opportunities for work in collaborative groups with high quality talk.

Geography's contribution to the wider curriculum.

Developing in young people a sense of difference is a significant ingredient in developing them as global citizens. This activity encourages them to be aware that right now in their world there are people living in significantly different economic conditions and yet they are part of the same global economic system. This supports young people in thinking through the consequences of their economic decisions

Thinking Geographically