KEY STAGE 2
INVESTIGATING A RIVER

DIMENSION

Sustainability

Where does water come from and go?

- Understand that some natural resources are finite while others can be used sustainably.
- They use products and services and that different choices can affect others and the environment differently.

CITIZENSHIP

- Become aware of physical and human factors and how the human and physical environment interact.
- How is the river changing and why?
- How does it affect the landscape?

INVESTIGATING A RIVER

- Explore the interdependence of nature and human construction of a reservoir.
- Use maps and diagrams to illustrate the location and extent of the development.
- Demonstrate an understanding of the use of statistical data.
- Explore the ideas of sustainability within the context of the quarry and the tensions the quarry brings to the area.
- Discuss and raise issues related to the differing changes brought about by the quarry.
- How are decisions related to the quarry made? If changes are made, who decides?
- Use outcomes of fieldwork, surveys, case study materials/resources etc. to analyse, discuss and reflect on events and issues encountered within the community as related to the quarry development.
- Analyse, discuss and reflect on events and issues encountered within the community as related to the quarry development.
- Show an ability to tolerate others' viewpoints.
- Everything that becomes part of the quarry is essentially part of the decision making process. The final pages can be used to develop the ability to critically reflect upon the experiences and perspectives of others and their responsibilities.
- From discussions develop a sense of urgency in terms of addressing the issues of sustainability as related to the quarry development and its impact on the local area, environment etc.
- Know about local Govt, community bodies and how they use their resources, and the roles and responsibilities of individuals, corporate organisations and governments.
- Through the information given by various agents, develop the ability to critically reflect upon the viewpoints of other users and make personal responses.
- What control does the planning authority have and how is it used?
- What can the quarry owner do in terms of restoration, meeting the needs of the future?
- What will the impact be on others?
- Consider the experiences and perspectives of others and their responsibilities.
- Political, economic, social, environmental decisions today have an impact on tomorrow.
- The quarry decision made today will have an impact on the future decisions made by the quarry and the community.
- Investigate the site and discuss in terms of addressing the issues of sustainability as related to the quarry development and its impact on the local area, environment etc.
- Real contexts and issues, their impact on environments and the roles and responsibilities of governments, corporate organisations and individuals.
- In each dimension there is a number of aspects relating to sustainability and citizenship which may be explored through geographical issues.
- The following two pages demonstrate the links between these dimensions, geographical questions, and elements of citizenship and sustainable development. The final pages illustrate these links through an outline of three case studies.

Education for citizenship and sustainable development is essentially about:
- Knowledge and understanding of contemporary issues, their impact on environments and resources, and the roles and responsibilities of individuals, corporate organisations and governments.
- Processes which explore values, attitudes and dispositions.
- Providing pupils with opportunities for reflection.
- Encouraging an informed response from pupils.
- Moral, personal and political issues which may be explored through geographical issues.
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There are 5 principal dimensions in exploring issues:

- CONTEST: What is the issue?
- CHANGE: What is the issue changing?
- WHAT is the issue changing?
- FUTURES: What is the issue going to be?
- CHOICES: Who decides?
- VIEWPOINTS: What can the quarry owner do in terms of restoration, meeting the needs of the future?
- What will the impact be on others?
- Political, economic, social, environmental, cultural aspects.
- What role does the planning authority have and how is it used?
- What control does the planning authority have and how is it used?
- What can the quarry owner do in terms of restoration, meeting the needs of the future?
- What will the impact be on others?
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1 A report to DEE and QCA from the Partnership for Education for Sustainable Development, 14 September 1999
2 Final report of the Advisory Group on Citizenship, 22 September 1999
CHOICES AND DECISIONS

- What do others think?
- What will be the consequence?
- How will it affect others?
- What would it be like if .....?
- What will be the impact of
- What decisions could be made?
- What were the processes?
- How and why did it happen?
- How is it changing?
- How is it the same as/different
- How can I find out?
- What is it?

QUESTIONS

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GAIN

- skills and dispositions;
- values and attitudes;
- legal and moral rights and responsibilities of individuals and
- consider and appreciate the experience and perspectives of others
- concern for human rights
- commitment to active citizenship
- willingness to be open to changing one's opinion and attitudes
- courage to defend a point of view
- tendency to act responsibly
- concern to resolve conflict
- tend towards and importance
- flexibility and resourcefulness
- respect for the rule of law
- the nature of political and voluntary action in communities
- identifying causal links and processes, power, stake-holders
- ability to monitor, map and analyse changes
- the nature of democratic communities, including how they function and change
- the nature of social, moral and political challenges faced by individuals and
- sustainable development and environmental issues
- topical and contemporary issues - local to global
- ability to use modern technology critically to gather information
- ability to identify issues, make a problem and evaluate different approaches
- ability to identify, evaluate and respond to global, national and local environmental issues
- ability to construct a written or oral argument
- the ability to make a balanced argument
- the ability to develop a problem solving approach
- the ability to look for evidence.
- A critical approach to evidence.
- To think critically and
- To find information, weigh evidence and present reasoned argument.

ISSUE:- THE PARK: HOW DO PEOPLE USE THE PARK? (LITTER ENQUIRY)

KEY STAGE 1

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