

**Global Dimension Concepts**

**Citizenship**, how to be involved in local decision making,  
**Sustainable Development**, enquiries into ways of life in the context of environmental impact, including consumption.  
**Interdependence**, understanding some of the local global links.  
**Conflict Resolution**, understanding how conflicting demands arise, for example from different perspectives  
**Human Rights**, aware of both the rights and the responsibilities associated with decision taking  
**Diversity**, relating local needs to the ideas of universal human needs, recognising the distinctive character of places.  
**Values and Perceptions**, appreciating that any resource in geography is partial and based in the time place and voice of the constructor  
**Social Justice**, developing an awareness that the level of development is related to quality of life.

**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...including decision making, which affect their development, and 2.1.ii develop a sense of place and an appreciation of the environment...and the opportunities, challenges and constraints that face people in different places, 2.1.iv appreciate that the study of geography is dynamic. 2.1.v acquire new skills and techniques.  
Key Skills, including:- communication, problem solving, working with others

**Geography Enquiry and Skills**, including (1a) asking geographical questions, (1b) gathering evidence and reaching a conclusion about a local issue(1c) collecting, recording and presenting evidence, (2b) using appropriate fieldwork techniques, (2e) drawing plans  
Knowledge and Understanding of Places including, (3a) the location of places, (3d) explain changes and the issues that arise.  
Knowledge and understanding of patterns and processes including, (4b) describe impact of human processes.  
Knowledge and understanding of environmental change and sustainable development, including (5a) describing and explaining environmental change  
Breadth of study, including (6g) the changing characteristics of settlements, (6h) changing distribution of economic activity, (6j) environmental issues

**Geography Key Stage 3 National Curriculum**

**Developing the future**

Geography's contribution to the wider curriculum. Futures thinking is fundamental to empowering participation in informed decision taking. It helps students to understand that there may be more than one way of tackling specific real life issues.

**Critical Thinking.** Students develop a confidence through this activity of maps as a resource and maps to give meaning. They are developing a critical spatial literacy.  
**Creative Thinking.** The futures frame is a scaffold within which the students can be purposefully creative about the future. It gives space, structure and meaning to their thinking.  
**Futures Thinking.** In this activity pupils are actively and meaningfully projecting their geography into the future with a view to how global systems illustrate themselves locally.

**Thinking Geographically**

Elements of Key Stage 3 Strategy.  
**Explaining.** Through the use of the futures frame and their map, students ability to explain change and the purpose of that change is strengthened. Their thinking has been scaffolded by resources that they have created themselves. These resources represent stages in their thinking  
**Modelling.** The teacher devised map supported students in the standards and quality that was to be expected of them.  
**Challenge.** The students thinking about the future was supported and grounded. Given this structure they could creatively express their thinking  
**Engagement.** The maps from memory activity engages students with a variety of teaching and learning styles that engages them.  
**Reflection.** The students were supported in making purposeful connections with elsewhere.