

## Global Dimension Concepts

**Citizenship** Inspiring pupils to have a confidence about their own place in the world. More confident of the layout of their place and a confidence of finding their way, then more likely to actively participate in their place.

**Sustainable Development**, thinking about the consequences of decisions made in the past about a place help recognise the effects of decisions made now about a place.

**Interdependence**, considering the links between their identity and places, including their own place. Consider representing these spatially

**Conflict Resolution**, consider the conflicts over resource use and spatial distribution

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

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

**Values and Perceptions**, ways that places are represented spatially can have an effect on people's views and reactions to those places

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

14-16 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 an awareness of the ways in which people and environments interact.

2.1.v acquire and apply the skills and techniques – including those of mapwork, fieldwork and ICT needed to conduct geographical study and enquiry.

Key Skills, including:- communication, information technology, improving own learning and performance

Geography Enquiry and Skills including (1e) appreciating how people's values and attitudes, including their own affect contemporary, social, environmental, economic and political issues, and to clarify and develop their own values and attitudes about such issues, by (1f) drawing an annotated sketch map(2e) (2f)

Breadth of study, this activity supports pupils in developing an understanding of how conflicting demands on an environment arise (ji) and the study of a place within the local scale (7a)

## Geography Key Stage 3 National Curriculum

## Developing maps

**Critical Thinking.** This activity helps empowers pupils to think critically about how maps are constructed to transmit meaning. Different map projections, different information on maps is a representation of reality not an unquestionable truth.

**Creative Thinking.** Using a map to transmit their own views and feelings helps pupils to appreciate better maps constructed by others and to consider the views that they are transmitting.

**Futures Thinking.** Considering how the place could be different leads pupils into a reflection of how decisions made now will affect future associations and personal connections with that place.

## Thinking Geographically

Geography's Contribution to the wider curriculum. Developing in pupils the ability to recognise how maps and spatial representations are liable to be used to communicate meaning. Consider the ways that maps are used on the web to transmit views and perceptions. Maps are not an unquestionable truth, they are a representation. Develop this critical confidence about maps empowers young people.

Elements of Key Stage 3 Strategy. Assessment for Learning. Map construction, what makes a good map...analysing and devising a key. Explaining. Concepts Place, Space and Identity. Explaining these concepts, through maps demonstrates student experiences and use these to explain place association. Modelling. Activity lend itself to teacher demonstration, particularly since this activity will be outside the experience of many students. In this way students are encouraged to map independently.. Engagement, Pupils are likely to be interested, involved and challenges by this activity. Big Concepts and Skills. This activity emphasises space, place and identity and explores with students their understanding of these