

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

GEOGRAPHY: THE GLOBAL DIMENSION

KEY STAGE 3





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Introduction

This booklet has been written for teachers, prospective teachers and advisers to enable them to consider the value and practice of addressing the global dimension in geography education. Its purpose is to:

- contribute to discussions on the meaning of the global dimension in geography
- show how the global dimension in geography can enrich the subject
- provide some practical activities, case studies and resources
- suggest links to further resources and support for developing classroom practice
- act as a stimulus and focal point for further work in this area.

The booklet can be used for long term planning when devising schemes of work or in the medium and short term for adapting modules and teaching one-off lessons. It will also be useful for those who shape the geography curriculum and develop materials to support it.

The authors are conscious of the potential traps of writing on the global dimension for geographers, many of whom will justifiably argue that they 'do it already'. We hope that new perspectives on familiar territory presented here offer an important focus for discussion and opportunities for professional development. Few geographers would disagree that it is vitally important to develop the global dimension with pupils in their attempts to 'make sense of the world'.

The questions remain:

- what exactly is meant by the global dimension, and
- how best can we as geographers address it?

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Further support for the booklet

This booklet is part of a project, funded by the Department for International Development (DFID) and the Community Fund, assisting development and teaching for global perspectives across the curriculum through curriculum booklets, websites and continuing professional development.

As it is not possible to include detailed lesson plans within this booklet, the activities, ideas and resources featured here are developed at www.geography.org.uk/global. Information about workshops and CPD on the global dimension to geography education can also be found there. Further support can be gained from the resources and organisations listed at the end of this booklet.

This document can be downloaded from www.geography.org.uk/global as a pdf document.



Where you see this symbol, further resources are available online including the marked sections as downloadable, editable Word documents.

What is the global dimension?

The global dimension in geography could be taken simply to mean learning about places or themes at the global scale. However, global understanding requires more than describing the world. The global dimension is concerned with exploring interconnections between people and places. It asks us to observe the similarities and differences that exist around our world today and relate these to our own lives.

The ultimate goal is to stimulate thinking about the responsibilities of 'global citizens'. This can often begin with looking closely at familiar and everyday experiences. For example, the local corner shop may be taken for granted and it is strongly associated with living in the local neighbourhood. But start to scratch below the surface and a whole range of 'other worlds' or contexts can be discovered.

This can be illustrated through the following account. Read it as a story and try to get inside the storyteller's head. Note also how some well-worn geographical concepts may need renewing if geography is to help connect to pupils' lived lives. This account can be analysed in several ways. Indeed, older pupils may wish to do this. The guiding question may simply be 'in what ways does the storyteller place her/himself as a global citizen?'

In short, we can see how technology (which brings people, goods and information from around the world to the doorstep) and this person's geographical imagination (which enables her/him to make global connections) combine powerfully to provide a rich and deep understanding of the world.

I am sharing in a curiously British habit that is performed all over the British Isles but is unlikely to be replicated in exactly the same way in other parts of the world. However, the general experience is far more universal.

I choose freshly baked croissants like many other people this morning in the rest of Europe (and beyond). I am able to make my purchases easily because I am skilled in this kind of exchange – I can communicate easily in the local language (English), handle the local exchange system (Pounds Sterling – perhaps soon to become Euros) and find what I am looking for by reading appropriate cultural signs (e.g. newspaper strap lines, food packaging).

Place me in another context and it would be a different story at first, but I would soon be able to cope because of the commonality of the shopping experience the world over.

I have a day off work in common with a large proportion of the world's population but by no means all – some have a different 'holy day' (following cultural traditions reaching back hundreds or thousands of years); others have to work, they do not have the luxury of leisure time.

I have a shared cultural understanding with the shopkeeper, Mr. Mahmood, because, although we were born in different parts of the world, we live in the same neighbourhood. This is a consequence of an historical process associated (for better or worse) with the British Empire and current trends of worldwide migration.

I flick through a scuba diving magazine which ties me in to a 'global culture', largely made up of relatively affluent Westerners, skipping past other magazines for soccer, fashion, music and youth.

I could also buy a can of Coca-Cola, which has strong associations with the United States and yet it is available and recognisable virtually anywhere on the face of the earth.



I'm just popping out to get some breakfast and a magazine



THE CULTURAL CONTEXT



THE CONTEXT OF SCALE



THE ECONOMIC AND GEOPOLITICAL CONTEXT



THE SUBJECTIVE CONTEXT, PERSONAL FEELINGS AND VALUES

Whilst flicking through my diving magazine I daydream about exotic locations that I have visited and warm memories flood back encouraging me to make future plans. Then scanning some of the headlines in the papers about events around the world, I feel both sad and angry at the same time. I reflect on some of these very forces operating in my own neighbourhood and I feel equally incensed.

On the way home I smell an overhanging bush, probably from somewhere exotic, in someone's garden and it gives me an emotional lift. As I turn the corner I come across someone behaving a bit oddly which makes me uncomfortable – an emotional reaction which curiously reminds me that usually I feel quite at ease and at 'home' in the neighbourhood.

Hearing a noise I look up to see a huge jet overhead, once again making me dream about places to visit. Then, suddenly, my thoughts turn to 9/11 and immediately the plane is transformed from a reminder of the positive aspects of living in a globalised world to a sign of the extreme dangers.

My corner shop, as all geographers know, is a 'low order retail outlet' serving a relatively small geographical sphere of influence i.e. it caters for a small population living nearby. However, in order to perform this function, it is intimately tied into systems that operate far beyond the 'local' scale. The milk and newspapers, quintessentially low order goods, have been transported some distance (the former travelling much further now due to refrigeration).

The 'news' in my paper is likely to be less local and more national or international in content, bringing recent events from the wider world within my immediate 'life world'. In the window I notice adverts for cheap international phone cards to call Kenya, Pakistan, Australia reflecting the multicultural mix of this urban neighbourhood. So, the apparently small sphere of influence of the shop (probably not much more than a 10 minute walking radius) holds the world in microcosm and demonstrates myriad connections across the whole globe.

Most of the products for sale are available to me as a consequence of networks stretching far beyond the local area. Many are associated with processes of industrial mass production and global transport infrastructures, which draw in raw materials from far and wide and distribute the finished products over an equally wide reach. These processes include very different economic and social characteristics at different points along the chain of production and consumption, impacting on people and environments in different ways. Where producing cheap products for consumers and achieving maximum profit are the goals, unequal power relations operate in favour of vested interests to maintain exploitative or unsustainable practices.

Many of the stories in the newspaper talk about conflicts over territory and resources across the world – oil, water, land, jobs – which reflect the intimate relationships between power, conflict and geography. Leaving the shop, I turn a corner and am asked if I can "spare any change please?"; on the wall opposite I notice graffiti screaming about injustice. Both remind me that similar global forces, with winners and losers, are operating on my own doorstep.

Contexts within contexts

It is impossible to think of the contexts identified in this account as operating separately. This is where geography comes in, providing a further context for our thoughts. The economic, social, political and environmental contexts operate simultaneously and interpenetrate to contribute to the development of our 'sense of place' – our overall understanding or impression of a locality.

Geography education encourages pupils to explore perceptions about place, literally using place as a means to better understand the different contexts and associated processes that have shaped them. Good geography then, requires investigation into how a particular place is linked into wider, global systems.

The story also shows how it is important to support learners to develop their own geographical imaginations, which will help shape their worldviews or 'global sense of place'. This means an understanding of their 'place' in relation to other places. This approach recognises the universality of these five 'contexts' across the world. They come together and operate in specific places to create something particular and unique.

In the distant past, geography was only concerned with describing such uniqueness. Now, the educational power of geography lies in understanding the relationship between the unique outcomes in particular places and the universal processes that impact on all existence, no matter where in the world we are.

This is why good geography both allows and requires study on different scales – if we only studied the local, or only studied the global, this insight would be lost, together with the possibility of recognising the interconnections and interdependence between places. Such work also encourages the development of critical thinking and an ability to comprehend multiple perspectives.

In this way pupils come to a better understanding of an increasingly complex world, and are able to develop a positive and responsible understanding of their place in the world.

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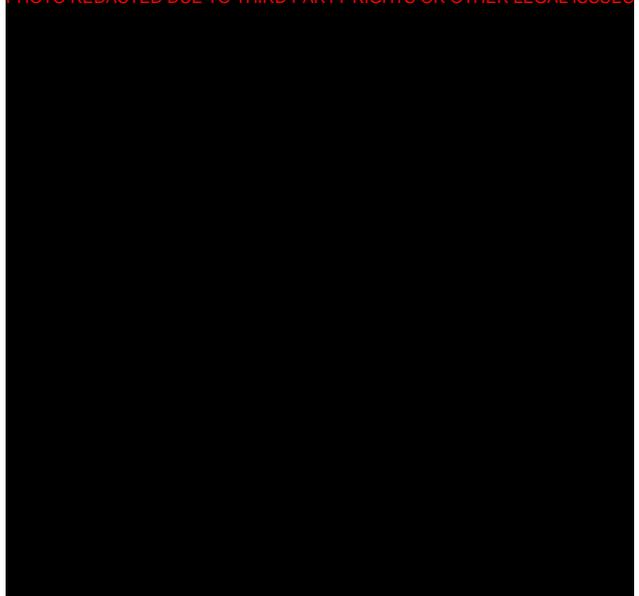


Geography teachers have an important role to play, therefore, because the subject provides a structure of concepts to make global understanding possible:

- place
- scale (local, regional, national, international and global)
- interconnectedness (not only of places, but of the physical, economic, political, and social contexts in which we live)
- universality (global systems)
- uniqueness (local outcomes).

Through their choices and actions teachers can help expand and liberate pupils' 'geographical imaginations' and their 'global sense of place'.

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Why teach the global dimension?

Teaching about place is core to the subject of geography. A global dimension builds on this to develop pupil's 'geographical imaginations' and understanding of the interconnections between places (and scales). The school subject has for many years played an important part in promoting development education but developing the global dimension implies a step change from the stereotypical geography of 'development indicators' and 'case studies'.

A global approach inevitably presents teachers with a number of challenges and opportunities, but provides distinct benefits to pupils, in particular a more connected understanding of the world and how it works.

Opportunities for teachers

Teachers can:

- participate in curriculum renewal, finding new ways to teach current issues such as poverty reduction, food security, population movement, sustainable development
- create lessons that connect to pupils' lives and imaginations, enlivening geography and giving it renewed relevance
- provide renewed focus for the study of the home locality – more as a dynamic global 'meeting point', less as a closed 'container'
- reinvigorate the basic concepts of geography, namely place and scale, as powerful tools to analyse uniqueness of outcome with universality of human and physical processes
- contribute through geography teaching to the development of global perspectives and global citizenship.

Benefits to pupils

- Geography becomes a powerful tool and learning resource for addressing issues about which many young people are keen to understand more – the rich and the poor of the world, global communications, uneven consumption, culture and lifestyle, environmental degradation and risk.
- Geography lessons help pupils develop a deeper understanding of the cultural diversity and interconnectedness of the UK and their own locality within the UK. It enables them to explore ideas such as identity and belonging.
- Geography lessons help pupils deconstruct everyday events ('geography in the news') and begin to construct an understanding of the multiple perspectives on events, issues and global debates.
- At its best geography provides a sense of empowerment, when pupils feel they can make a difference locally and globally, helping to counterbalance a sense of powerlessness and negative stereotyping when the focus is on insoluble problems 'out there'.
- Good geography lessons provide opportunities for pupils to envision possible, probable and alternative futures within a context of positive change towards sustainable development.
- Open and exciting geography lessons. Lessons which encourage debate and develop deliberative and communication skills will contribute to a desire and confidence in pupils to participate in democratic processes armed with the ability to think critically, to argue effectively, to challenge orthodoxy, to negotiate and to mediate. In this way geography helps pupils become responsible global citizens, equipped not only with knowledge but also with key intellectual skills.
- Understanding that human rights (and responsibilities) are universal helps pupils to empathise with the lives of others.

Looking at the three statements below it is clear that these approaches are inextricably linked. In auditing and analysing practice it is useful for both teachers and pupils to consider which they recognise in geography lessons. For example, the eight expanded global dimension concepts (see pages 16-17) can be used for departmental discussions and as a planning checklist for making global learning explicit and for involving pupils in their own learning.

The DEA sees development education as encompassing the following principles:

- It enables people to understand the links between their own lives and those of people throughout the world.
- It increases understanding of the economic, social, political and environmental forces which shape our lives.
- It develops the skills, attitudes and values which enable people to work together to bring about change and take control of their own lives.
- It works towards achieving a more just and sustainable world in which power and resources are more equitably shared.

The DfES in *Developing a Global Dimension in the School Curriculum* set out eight key concepts as the framework for global perspectives in learning:

- citizenship
- sustainable development
- conflict resolution
- interdependence
- values and perceptions
- social justice
- human rights
- diversity.

The Geographical Association believes that the purpose of geography, which demonstrates the power and relevance of the subject today, involves the following key elements:

The physical world: the land, water and air –

Can involve the spiritual dimension ('awe and wonder') in addition to physical, chemical and biological processes.

The human environment: work, homes, consumption, leisure – Can involve the moral dimension and centre on the relationship between people and nature.

Interaction: movement (the spatial) and interdependence – Takes in the economic and the political as well as the social, cultural and environmental.

Place: the 'vocabulary' (the 'facts') and the 'grammar' (how the 'facts' link) of geography – Can involve ecological perspectives, integration and synthesis.

Scale: the construct, lens or dimension through which the subject matter is 'seen' – Helping pupils understand locality in relation to regional, national and international contexts and global perspectives.

Pupils' lives: images, change, experience and meaning, identity – Can take an explicit futures orientation.

The Geographical Association's position statement of 2002, summarised this list as:

- developing knowledge and understanding of current events – from local to global
- making connections between natural, economic, social, political and technological systems
- stimulating an interest in, and a wonder of, the world around us
- empowering all young people to become active global citizens.

How do we teach the global dimension?

This section discusses some issues that geography teachers might like to consider as a backdrop to planning the global dimension in lessons. Fundamentally, there are two main purposes:

- to develop a clear idea, which can be communicated to pupils, of what it means to ‘think geographically’ in a global context
- to rediscover and further develop strategies of values education which not only help pupils see values as a variable that affects and explains human behaviour but helps them to understand their own feelings about places and the people who make them.



Geographical thinking

“Thinking geographically involves exploring the spatial consequences of connections and interconnections. It involves thinking about places as ‘meeting points’. Here (and there) economic, social, political and physical processes interconnect resulting in unique places... Thinking geographically involves thinking about you, your place and how your place connects with other people’s places.” (Valuing Places, GA)

Geographical thinking can be seen as incorporating critical thinking, creative thinking and futures thinking, explored below.

Critical thinking

“If teachers assume that a geographical theme has little or no concern with questions of race, the very fact of ignoring it can contribute to the formation of distorted and possibly racist ideas. Pupils should be made aware of the dangers of partial explanations.” (Respect for All, QCA)

A positive way teachers can respond to a statement such as this is by building into their teaching programmes opportunities for pupils to practise critical thinking.

In essence, what this means is to create structures and space to help pupils to consider the underpinnings of presented facts, information or ideas and to question them. Put simply, critical thinking involves recognising that ‘things are not always what they seem to be’ or ‘there’s more to this than meets the eye’.

The global dimension encourages critical thinking by engaging pupils with complex issues such as trading systems in a globalised economy; poverty and inequality; discrimination and social exclusion; and environmental protection at both local and global scales.

The ability to think critically is an essential skill for active citizenship for a number of reasons. It prepares young people to question their own and others’ assumptions, particularly in relation to issues of power, decision-making and discrimination. Being autonomous citizens implies not blindly following others, but critically reflecting on actions and taking responsibility for them. Critical thinking also leads to the realisation that certain things, which at first appear inevitable, are not necessarily so and we can all act to change them.

Creative thinking

Geography provides a structure for imaginative thought. This booklet places great emphasis on developing ‘geographical imaginations’. Finding ways to release pupils’ imaginations in geography classrooms is as important as it is enjoyable - and it is in essence a creative act. Creative thinking is important if pupils are to see connections, to take on board other worldviews that are not immediately obvious to them, to develop imaginative solutions to challenges, and to identify ways to achieve positive change. It is essential for empathy and the understanding of diverse perspectives.

Futures thinking

“We surely would not want to teach geography for a ‘worse world’ or the existing ‘unjust and inequitable world’? If this is the case, it leaves us no choice but to teach for a ‘better world’, debatable though the meaning of that may be.” (Hicks, 2001)

Much of the creative thinking described above requires pupils to imagine themselves in other places. In some cases, it requires them to project themselves into the future.

This approach can empower and motivate pupils by providing opportunities to apply their learning to complex scenarios such as a proposed trans-national oil pipeline. The learning activity on page 22 provides a ‘futures framework’.

Futures thinking is an important basis for active global citizenship. It is only when we have a vision for the future that we can act towards it.

Emotional intelligence

Pupils need to be aware of their emotional responses to issues around them and how their emotions, experiences, actions and learning are interlinked.

Through geography, pupils can learn to feel comfortable with uncertainty, for the alternative is the tendency to rush to conclusions. For example: ‘what will be the effects of global warming around the world?’, ‘can the world feed itself for the remainder of my lifetime?’, ‘what will happen if the Amazon rainforest disappears?’, and ‘why should it bother me?’. Hope is essential for dealing with this uncertainty and geographical understanding can give pupils hope.

Pupils can be asked to map their own personal geographies, and to undertake exercises that help them develop a critical take on the information they use to shape their images and perceptions of the world. Such activities are fun, interesting and engaging as well as developing pupils’ awareness of their own emotions.

Values and attitudes

“We need a stronger focus on the needs of the learner as a potential consumer, employee or citizen. This takes us beyond listing the knowledge and skills students should achieve, to provide opportunities again for them to explore feelings, emotions and responses to people and places they study. Geography teachers must rediscover the techniques of good values education.” (Carter, 1999)

Some argue that the geography curriculum is, and should be, ‘value neutral’. This arch-traditionalist position seems to deny that geography lessons help pupils to think and that ‘facts’ are often value laden. Others acknowledge that all teaching is value-laden and that geography teaching takes place in an educational environment that is shaped by its values.

Accepting a diversity of values does not imply ‘anything goes’. Human rights concepts, for example, provide an important framework for shared values.

Underpinning a global dimension in geography is the recognition that everything that teachers decide to teach, or not to teach, and how they decide to teach it, is in some way a reflection of the values they hold, for it is values that shape educational goals. Pupils also bring to their learning their own set of values which have been formed by a wide range of influences, including their home-life experiences, peer group, TV and the virtual world on their computer screens.

Teachers need to be willing and able to take account of the values brought into the school, both by themselves and by pupils. They also need to be confident in practising teaching approaches, structures and frameworks that help pupils explore and question their own values and worldviews. This may mean starting from their own perceptions and experiences, something teachers are familiar with.

In abandoning the relative safety of the traditional view of knowledge, as objective, neutral and uncontested, in favour of the idea of knowledge being contingent, often transitory and usually shot through with values, teachers can rediscover their subject and invigorate it with increased relevance and meaning.

Integrity

The content and methodology of the global dimension to geography cannot be separated from each other. This implies ‘geography with integrity’.

One way in which the global dimension may be radical to some geography teachers is that it assumes a ‘socially constructed’ view of knowledge. Under this assumption, ‘delivering’ the programme of study is no longer an appropriate metaphor for what teachers do.

Global geography lessons try to involve pupils in complexity and open-endedness, where clear-cut answers to enquiry questions do not always exist. This implies geography lessons operating in a ‘culture of argument’ more than a traditional ‘answer culture’. The appropriate replacement metaphor for geography lessons may therefore be ‘conversation’ rather than ‘delivery’.

Does the work:

- Help the learners to explore their own values in relation to others and to the local and global context?
- Help them understand how these values affect their perceptions of, attitudes to, and relationship with the global environment, human rights and interdependence?
- Represent the needs and values of different groups?
- Avoid stereotypes and combat prejudice?

Does the work:

- Help develop geographical thinking, including critical thinking, creative thinking and futures thinking?
- Help develop decision-making and problem-solving skills?
- Enable learners to be more effective in bringing about change?
- Help develop communication and argumentation skills?



VALUES & ATTITUDES ↗

↗ **SKILLS**

PLANNING TOOLKIT

KNOWLEDGE & UNDERSTANDING ↘

↘ **INTEGRITY**

Does the work:

- Relate to real people and places and avoid generalities to ensure that the work is grounded in reality?
- Draw links between local and global, economic, social, political, and environmental issues?
- Demonstrate links between global issues and the learners’ own experiences?
- Contribute towards an understanding of the 8 concepts outlined on pages 16-17?

Does the work:

- Include the voices and/or perspectives of named people from the ‘South’?
- Acknowledge any inherent bias?
- Take steps to avoid imposed consensus and recognise that there are sometimes no clear-cut solutions to issues?
- Encourage exploration, involvement and action?
- Respect the human rights of the pupils and of others?

Fig 1. A planning toolkit for the global dimension in geography

Departmental audit

The global dimension is applicable right across the geography curriculum, not just in the obvious areas of ‘development’ and ‘population’. Teachers will find it useful to audit what they are currently teaching and to identify opportunities where they can more fully incorporate the global dimension. Departments who have done this find it has involved looking not only at the content of the curriculum but also the emphasis placed on values and attitudes, on methodology and appropriate assessment techniques. The following questions and examples provide useful starting points:



How can we make our geography curriculum more relevant to our pupils?

- Start with issues important to pupils (clothes, sport, environment, health) – make clear the global connections.
- Focus on topical issues (e.g. asylum seekers, the heroin trail) and their relevance to local and national events.
- Build the curriculum around the pupils’ knowledge of other places and communities.

How can we avoid a one-culture approach?

- Ensure a wide range of case studies – a thematic approach.
- Develop displays.
- Seek alternative perspectives from people involved in the themes and issues we are studying, seek to communicate with them (e.g. using email or the web).

How can we use the expertise of staff and pupils?

- Utilise staff’s enthusiasms, experience and knowledge of particular places.
- Canvas pupils – encourage ‘virtual fieldwork’ through the internet.

How can we ensure that the commitment to the global dimension is sustainable?

- Write the global dimension into work schemes and assessment systems.
- Ask department members to identify the global dimension in lesson plans.

How can we place a greater emphasis on values and attitudes in the geography curriculum?

- Encourage closer work with other departments like RE and English – and debate through role-play and simulation.
- Base teaching more on issues and encourage more questioning from pupils.

How can we develop ‘global citizens’ through the geography curriculum?

- Use strategies like ‘thinking skills’ for deeper understanding of issues and a sense of responsibility.
- Develop and apply transferable concepts like social justice and sustainable growth.
- Consider the impact of individual and collective action on the issues.
- Consider the global effect of local action.

Do we need to examine our own roles as teachers?

- Give pupils more responsibility for learning and collaborative effort with teachers acting as facilitators.
- Take care not to impose teacher attitudes and values.

How can we recognise values and attitudes in geography?

- Start with a baseline assessment of pupils’ thinking and reassess after the unit.
- When studying distant places ask:
 1. What does it look like?
 2. Are they rich or poor?
 3. What do people do?
 4. What is their life like?
- Pupil self assessment:
 1. What have I learned?
 2. What have I realised?
 3. What do I appreciate now that I didn’t before studying this unit?

Adapted from Brentwood County High School’s Geography Audit.

The whole school

Pupils' experiences of the whole school can play an important role in reinforcing and developing their classroom learning. Their experiences are influenced by 'North'-'South' school partnerships (see page 28); the whole school policy; whole school audit; displays and school grounds; assemblies; events/weeks; clubs; the school council; and peer education as well as the broader 'ethos'.

Developing the global dimension in the geography classroom can impact on the whole school. For example, geographical knowledge may influence decisions made by the school council such as work on both trade and the environment leading to an investigation of the school's purchasing and recycling policies.

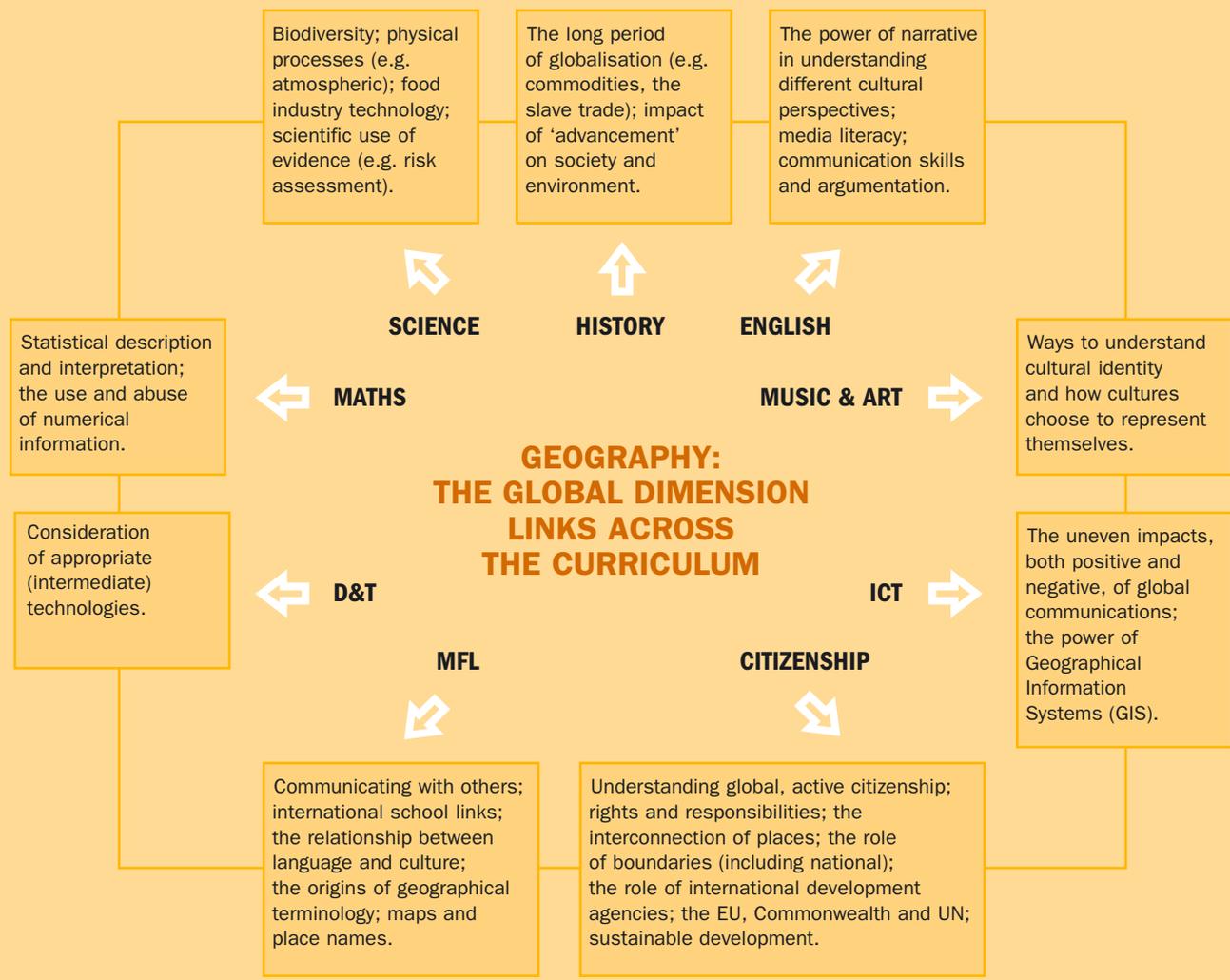


Fig 2. Links across the curriculum

For more ideas on curriculum links for each subject area see the DfES publication, **Developing a global dimension in the school curriculum** (2000).

Framing the global dimension: ‘thinking geographically’

This page explores some questions that may help frame a geographical enquiry with a global perspective. Pupils will need to learn how to use such questions and understand that the way in which people answer them will depend on their values, beliefs and views of the world. The questions are not designed as an all-embracing route for enquiry, but aim to draw attention to, and emphasise, the geographical interconnections. In summary, an umbrella geographical question may be put as:

“What is where, why there and who cares?” (Gritzner, 2002)

The following questions relate to the substantive issues in a geographical enquiry. The examples given are all from one particular case, the transfer of call centre jobs from England to India. Readers will be able to identify other examples.

What are the pros and cons in this situation as seen by the various participants? How might they conflict?

e.g. Finding a location for a new call centre for a major bank.

Do you think that the resolution of the issue (or rule, behaviour) is fair? Why, or why not?

e.g. The call centre goes to Mumbai in India, resulting in the loss of 4,000 jobs across several English cities.

Who in the situation do you sympathise with? How do you think they feel? Is it possible to empathise equally with all actors/participants in the scenario?

e.g. It may be easier to empathise with those who have lost their jobs – and feel sympathy for them. But does this mean that the Mumbai decision was wrong?

What might be the consequences of the decision (for individuals or the group)?

e.g. In London (where there have been job losses), in Sheffield (where there have been job losses) and in Mumbai (where there have been job gains)?

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Who had the power and/or authority to make this decision? How did they use it?

e.g. What was/is attractive about an Indian location to senior bank staff at the head office in London’s Docklands? On what basis was the decision made – to whom are the decision makers answerable?

Who should be consulted in a decision such as this? Individuals? Representative groups (such as trade unions)?

e.g. If the head office considered moving the call centre back to the UK or elsewhere in the world, should the Indian workforce be consulted first?

How far should people be treated as equal or different and on what grounds?

e.g. Do the English workforce have greater rights than the Indian workforce?

Questions on the procedures of discussion

What do you think about this situation, and why?

What is the range of opinion on this issue in this class, and more generally? Which are good arguments and which are less good? What are the criteria for judging ‘good’ arguments?

What do we agree/disagree on? Why is this?

Has the discussion covered the important issues, or have there been some significant silences?

e.g. the role of women/men; environmental impact.

Learning activities

This section offers ideas for examples of classroom practice that contribute to developing a global dimension in geography that you can adapt and refine for your own needs. We hope there is something in this section for everyone to use, be it part of a lesson or a more sustained project.

The main aims of the section are to show how the geography Key Stage 3 programme of study can be transformed with the eight global dimension concepts (Fig 4, pages 16-17), and to encourage 'thinking geographically'.



The Venn diagram (Fig 3, page 15) demonstrates how basic planning can be done. The diagram is flexible and for your own use when developing activities. It is available on www.geography.org.uk/global in a form that you can edit. More detailed Venn diagrams have also been developed for each of the six themes in this section:

- developing talk
- developing maps
- developing sustainable futures
- developing empathy and understanding
- developing interpretations
- developing partnerships.

The first five classroom activities, which are described in detail, have used the learning sequence overleaf, first developed by the Geographical Association's GeoVisions team. Whilst it is presented here as a sequence, the learning process is not that neat or logical. Teachers may wish to start at different points, and there is no set timescale; sometimes the whole sequence can be accomplished within a single lesson, but often the processes take place over a longer period of learning. It is simply a guide.

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The following teaching and learning sequence could be said to describe an 'education for conversation'. Conversation is a great metaphor for educational processes that aspire to engage learners in 'travelling with a different view', and an antidote to the rather reductive 'delivery' metaphor. The six themes seek to use a variety of scales and emphasise different global dimension concepts within the context of geography. Each can be adapted and developed using a variety of stimulus materials.



A teaching and learning sequence

INITIAL STIMULUS

Generates the motivation to find out more. Creates the need to think geographically in order to understand more. Creates the 'need to know'.



MEDIATION OF GEOGRAPHICAL UNDERSTANDING

What do we need to do to find out about and to describe, analyse and explain this geographical phenomenon or narrative? Engages learners in making connections with their earlier learning, to refine their thinking.



MAKING SENSE OF THE MATTER

Applying learning and developing learners' understanding through activities that develop their abilities to 'think geographically'. These may be both in groups and individually based. They will involve creative and critical thinking. Space needs to be created for making sense of the geography in our heads, and refining it in the light of new perspectives.



REFINING THINKING

Learners sort and re-present in some form their own geographical understanding to others. They refine and develop their conceptual understanding through having to communicate to others.



REFLECTION

Learners reflect on their own geographical understandings. How have they been challenged to develop their ability to think in new ways? This often happens best in response to listening to others.

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Planning through Venn diagrams

There is also a Venn diagram available on the website for each of the six 'themes' to help planning.

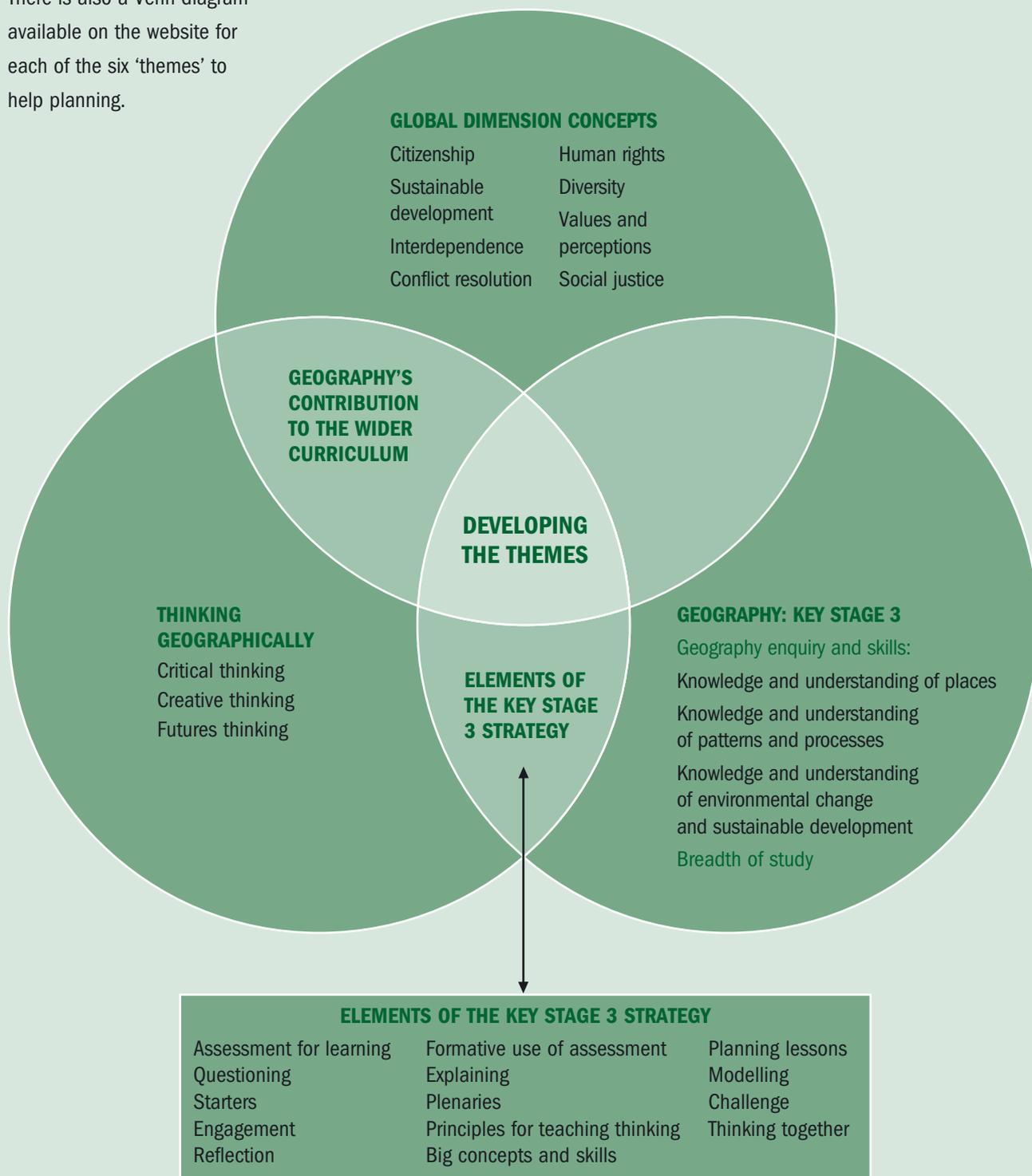


Fig 3. Developing the themes, a Venn diagram

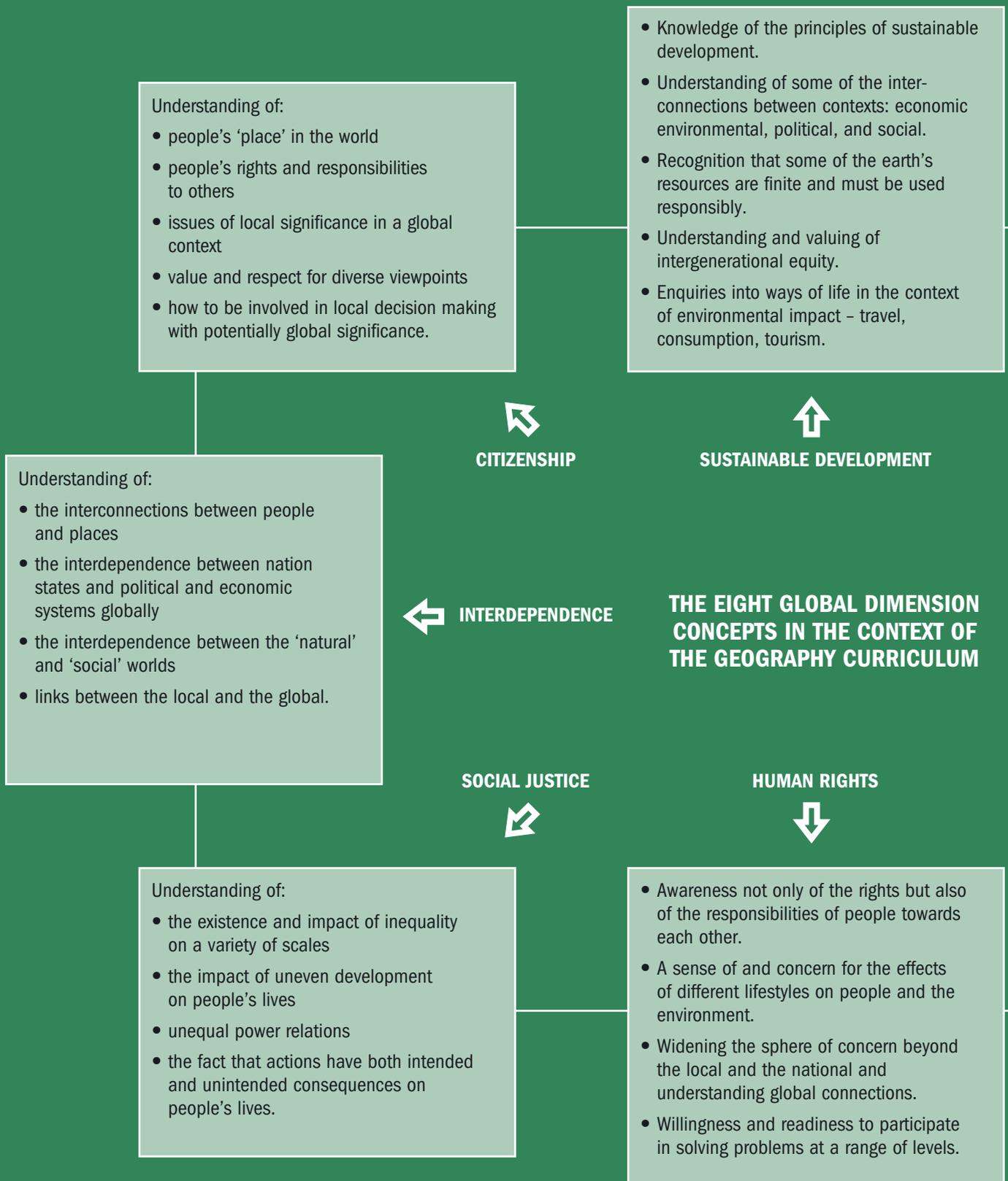


Fig 4. The eight global dimension concepts. Adapted from: DfES, 2000

Understanding of:

- how conflicting demands arise, e.g. from different perspectives on the environment, or on resource availability and use
- the possible impact of such conflicts
- how some conflicts have been resolved
- skills of negotiation and compromise in the context of argumentation.



CONFLICT RESOLUTION

- Understanding that there are different images of the world and that these affect people's values and attitudes.
- Developing multiple perspectives and new ways of seeing.
- Exploring pre-existing perceptions and geographical imaginations, and how these can develop.
- Understanding that the values people hold often shape their actions.
- Understanding that values and facts are intertwined.



VALUES AND PERCEPTIONS



DIVERSITY

- Relating local differences around the world to ideas of universal human rights.
- Recognition of the distinctive character of places and people.
- Understanding and respecting difference in culture and ways of life.
- Developing a sense of awe at the variety of peoples, landscapes and environments around the world.



Developing talk

This activity describes how a teacher scaffolded pupils' talk. Talk was encouraged to include issues to do with citizenship, human rights and social justice. Pupil talk was used to refine thinking about the global dimension in geography. The questions on page 12 (thinking geographically) could stimulate some useful learning here.

In this case, the activities related to settlement and development issues focusing on urban development in Rio de Janeiro, Brazil. The stimulus material was taken from the Geography in the News website. This aims to reveal the geographical patterns, processes and understandings behind news items, so is useful as a stimulus for exploring up-to-date topical issues within geography.

1. INITIAL STIMULUS

Pupils were asked to think about a place that they visit or use regularly (e.g. sports centre) that had changed for the better. This could be anywhere, but it must be at a personal scale (i.e. known at first hand). There was some class discussion as to what the local or personal scale could mean and how scale was a significant concept in geography. Discussion then focused on change. Pupils were asked to think about winners and losers in the change they had noted for their chosen place. Pupils then considered a definition of development (Fig 5).

An enlarged copy of this text was displayed on the classroom wall. The teacher asked the pupils to refer to these statements whilst they undertook the following investigation.

Fig 5. Development – a shorthand definition

- Development is about people
- Development is about people...
making choices based on values
- Development is about people...
making choices based on values...
about the quality of life.

(TIDE, 1985)

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2. MEDIATION OF GEOGRAPHICAL UNDERSTANDING

The Development Compass Rose (DCR) (Fig 6-7) was used to generate talk and discussion relating to a favela in Rio de Janeiro. In this case the DCR was used to support the pupils in noting down observations about the place represented by the image of Rio. The pupils were encouraged to think about what constitutes a high quality geographical description.

The class was divided into two groups A and B. A were given Fig 6, and group B, Fig 7. The pupils worked individually at first, and then in pairs within the same group. After the pairs had shared their descriptions, a pair from group A was asked to work with a pair from group B. They then pooled their descriptions from two different sources. At this point the teacher shared with the class some text giving more of the background to the images.

The Development Compass Rose was developed by the Development Education Centre, Birmingham (TIDE)





Group	_____
Topic	_____
Talk title:	_____
Paragraph no:	_____
Main themes:	_____
'Big Point' to begin paragraph	_____
Sentences which offer detailed evidence relating to the 'Big point'	
1.	3.
2.	4.

Fig 8. Oral Presentation Thinking Matrix



3. MAKING SENSE OF THE MATTER

The groups of 4 were each handed an Oral Presentation Matrix (Fig 8). The whole class discussed what they thought would make a good presentation. The groups of 4 were then asked to prepare presentations. They were asked to focus on a different aspect of the favela, using the DCR. Thus, group 1 were asked to think about the natural elements (N), group 2 the natural and economic (NE), group 3 the economic (E) and so on. This ensured that each group had something different to say, encouraging the pupils to learn from each other.

4. REFINING THINKING

The pupils learnt from each other's presentations and were encouraged by their teacher to think about how their understanding of the slum development programme was growing.

5. REFLECTION

The purpose of talk was considered in a plenary. Links were made with political forums and the importance of representing ideas and arguments, using evidence and judgement. The ability to present ideas orally was valued as a learning medium. Pupils were encouraged to relate how they learned to aspects of the global dimension concepts. The pupils were challenged to think deeply about this issue.



Developing maps

It is important that opportunity is provided in geography classrooms for pupils to explore their geographical imaginations, that is, the geography that they carry in their heads. This supports the development of the global dimension concepts in a number of ways.

Affective mapping is a powerful activity in supporting pupils to develop an understanding of the key concepts of space, place and identity.

1. INITIAL STIMULUS

The pupils were asked to complete Multiple identities exercise (Fig 9), in answer to the question, ‘What places do I connect with?’. This was meant to unmask the complexity and diversity of places. Pupils soon realised they connected with different places on different occasions, and that they formed relationships with places that helped shape their identity. Pupils were then encouraged to think about how an understanding of place may help them become informed and active global citizens.

“The great adventure of geographic exploration is far from over. But in the future, we must also venture forth on an internal landscape – on the mental maps that we all carry with us. These maps are built of very personal and local ingredients; our streets, families and livelihoods; our likes and dislikes; our convictions and prejudices. More and more, however, global considerations are pressing in – new products, people and ideas: new opportunities, but also new threats. Our mental maps are stubborn constructs and in some respects as individual as fingerprints. But make no mistake, they are being redrawn by the forces of globalization. Our challenge today is to retain their diversity, while stimulating greater awareness of our common heritage, values and interests. The idea of interdependence is old hat to geographers, but for most people it is a new garment they are only now trying on for size.”

(Kofi Annan, 2001, speaking to the American Association of Geographers)

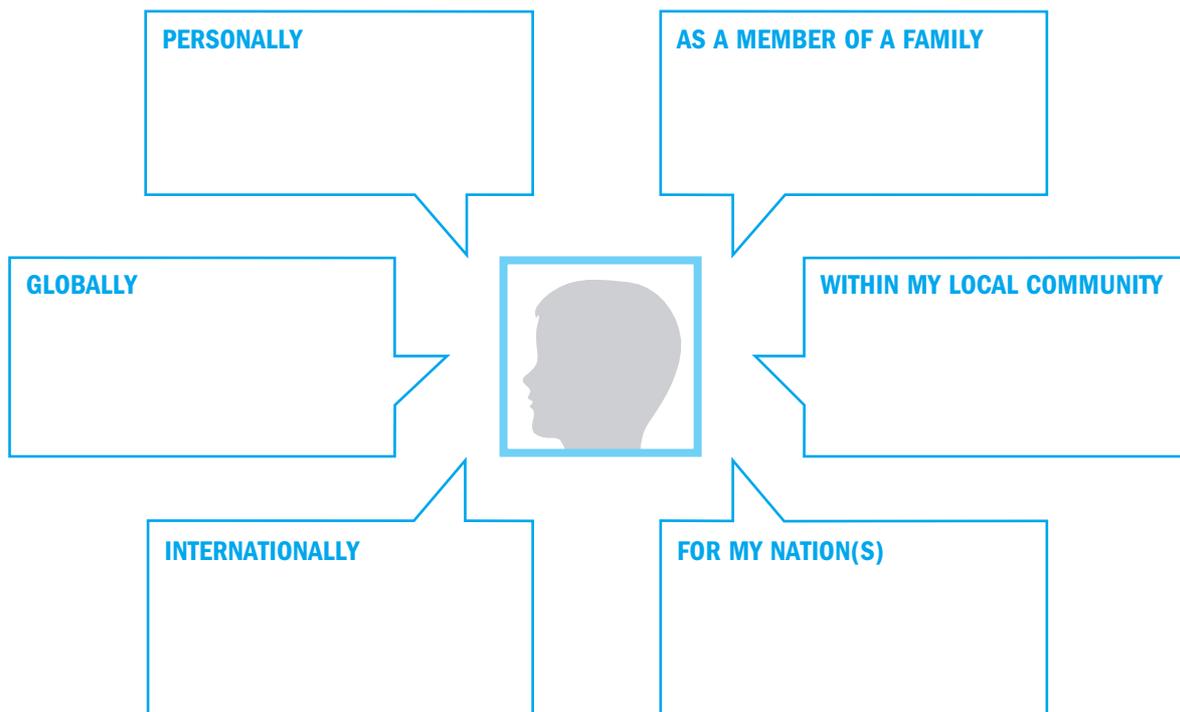


Fig 9. Multiple identities

2. MEDIATION OF GEOGRAPHICAL UNDERSTANDING

Pupils chose one place, or part of one place, that they ‘connected with’. The pupils were then asked to produce an ‘affective map’. The creation of the map gets the pupils thinking more deeply about the place, and in this case their own connections with that place. Affective mapping can be described as:

“Plotting on maps the feelings that particular places evoke. Feelings are shown by symbols, possibly supplemented by annotation. Where patterns of feelings can be identified on maps then areas can be shaded accordingly..... An issue that has arisen in mapping feelings is that students may have conflicting feelings about the same place; one student put both a smiley face and a sad face (together).” (Roberts, 2003)

Affective mapping can also be used in *Developing empathy and understanding* – pupils can consider how a particular person might feel about a specific place.



Steps to producing an ‘affective map’

1. Sketch an area you know well.
2. Think of about 10 feelings. (A good starting point might be the six categories of feelings identified by Charles Darwin in 1872: anger; disgust; fear; enjoyment; surprise; sadness.)
3. Create symbols for each feeling to make a key.
4. Annotate the map with the symbols.

3. MAKING SENSE OF THE MATTER

The pupils used their maps to share their thinking. Their maps had become a thinking scaffold for developing and sharing their ‘sense of place’. This contributes to the development of several aspects of the global dimension including citizenship, interdependence, values and perceptions, and social justice – mainly through a focus on identity and their personal response to place.

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4. REFINING THINKING

The teacher then developed these ideas with pupils in order to think critically about how maps are often used to represent meaning. The teacher prepared a PowerPoint presentation by carrying out an internet search for world images through maps. In this way pupils were supported developing a form of spatial literacy and a critical awareness of the ways that maps can be used (and abused). Pupils can be asked to find their favourite examples – and explain the ‘representation’ of the place they have found.

5. REFLECTION

The pupils were encouraged to think about other occasions when maps could be used to transmit a view, value or perspective. In this way pupils were encouraged to consider maps as a resource, maps as (sometimes unreliable) evidence, but above all, maps with the ‘voice’ of the cartographer and as a purveyor of meaning. By this stage, pupils may be able to transfer such ideas even to OS map sheets, particularly if they have access to historic maps so that they can trace how an area has changed (in the way it is portrayed as well as in fact).



Developing sustainable futures

All the learning activities in this booklet are linked to education for sustainable development. Futures thinking is a specific way of thinking about sustainability. A considered sense of the future gives meaning to many of the activities that develop the global dimension. Thinking about the future demands that pupils focus on alternatives, change and action. It also provides purpose to their exploration of a place or of an issue.

Discussions of the future can sometimes turn out to be negative, because the weight of problems and issues can seem overpowering. In some geography classrooms pupils are left with a depressing future scenario, one that they feel that they can do little about. To counter this, pupils can use a futures frame (Fig 10), an apparently simple device that helps to generate high level thinking and a more positive outlook with a focus on active citizenship and a search for constructive solutions.



The activity described below was carried out in a Staffordshire Middle School with Year 8 pupils. The global dimension in geography may often be associated with issues and relationships with the 'South', however, the global is also found in the local, as demonstrated here.

In this particular activity pupils were encouraged to think about the future of their own town. The pupils were conscious of several alternative future scenarios, but all were encouraged to think in a global context. No town or place exists in isolation.

1. INITIAL STIMULUS

This activity came towards the end of a unit of work on 'settlement'; the theme was 'change' and how changes happen. The pupils carried out a 'maps from memory' activity from a teacher prepared map of the high street. 'Maps from memory' (Nichols et al, 2000) involves pupils working in groups to remember and redraw, in this case a map of their town.

2. MEDIATION OF GEOGRAPHICAL UNDERSTANDING

The teacher gave the pupils the futures frame (Fig 10) and asked them to complete this as individuals. Many developed their probable futures into unambitious and conservative scenarios, whereas their possible scenarios were more adventurous.

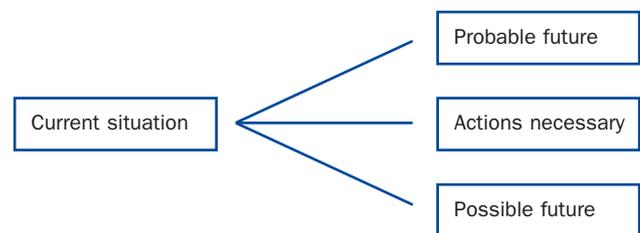


Fig 10. Futures frame (Hicks, 1994)

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3. MAKING SENSE OF THE MATTER

Pupils were then asked to map the results of their thinking. In effect, the futures frame was the thinking scaffold, the map, the presentation of their thinking. In presenting their thoughts they were able to further clarify them, particularly the distinction between 'probable' and 'possible' futures.

4. REFINING THINKING

The futures frames and maps were used as resources for pupils to describe and explain to each other the futures that they aspire to for their town, and the reasons for any pessimism - or optimism - in what they anticipate as probable or likely. The pupils were encouraged to consider the global links in this local setting. For example: 'what kind of jobs may people be doing in the future?', 'what kinds of transport will people use?', 'where will food come from?' and so on.

5. REFLECTION

In some ways learning about the global dimension in geography is about decreasing pupils' egocentricity. Often, this can be developed through pupils considering their own place and then transferring this understanding to other places, both near and at a geographical distance. Distant places and people can become more familiar and people and places nearby can emerge as a little less familiar. In this way pupils can become increasingly comfortable with similarities and differences.

Once pupils are comfortable with the futures frame, it can be used to explore both distant localities and topical global issues. The main emphasis in this needs to be reflection by pupils on whose values inform the probable and possible scenarios which they develop.

Ecological footprints

A powerful classroom activity to encourage pupils to consider the impact of their own lifestyle on the possibility of a sustainable future is to engage them with measuring their ecological footprint. The [Ecological Footprint Quiz](#) estimates how much productive land and water you need to support what you use and what you discard. After answering straightforward questions, pupils will be able to compare their Ecological Footprint to what other people use and to what is available on this planet. The results can be used for statistical investigation with the pupils. National data can also be interrogated through statistical packages in the context of geography to enhance the global dimension. A broader definition of 'global footprints' as well as activities (designed for younger pupils) can be found on the [Global Footprints project](#) website.



Visit the QCA website - www.qca.org.uk/esd - for a definition and further learning activities on education for sustainable development.



Developing empathy and understanding

Pupils are often asked to empathise, but this is easier said than done. Even as adults it is difficult to really understand what it is like to be in someone else's shoes. The following activity has been developed by the Geographical Association's Valuing Places project to provide teachers with a geographical lens into other people's realities and experiences.

It uses the concept of scale to reveal to pupils how connections may be seen differently at different scales. The activity can be adapted in many ways and used with a variety of stimulus materials. Depending on the scale selected, you will focus on aspects of an issue. Take the example of the 2001 Bradford riots. Seen from a local scale, issues to do with housing, poverty and policing may come to the fore. At the global scale, colonialism, migration issues and the UK's international human rights commitments could be explored.

Studies of distant localities or of developing countries provide opportunities to make connections with people who at first glance lead quite different lives from those of the pupils. But often, at the local scale, similarities in lifestyles are striking. The emphasis in such studies should be on the daily experiences of people rather than on extraordinary or one off events.

Where possible it is helpful to use the voice of the people from that place, so that pupils can find out about real people and learn to appreciate, value and view positively the differences and similarities with their own lives. The theory here is that it may be easier for pupils to empathise with difficulties, hardship and profound differences with their own lives if they can connect on a human scale (the local scale of daily experience).

1. INITIAL STIMULUS

Asking pupils to complete the Multiple identities exercise (Fig 10, page 20), with reference to their own lives could provide a useful introductory activity. This encourages pupils to consider how their lives can be viewed from different scales and be seen quite differently.

Pupils are asked to read and think for a moment about Chemjor's story or another story of a named person from the 'South'. These are available through many development agencies and development education organisations or could be developed through school partnerships for example.

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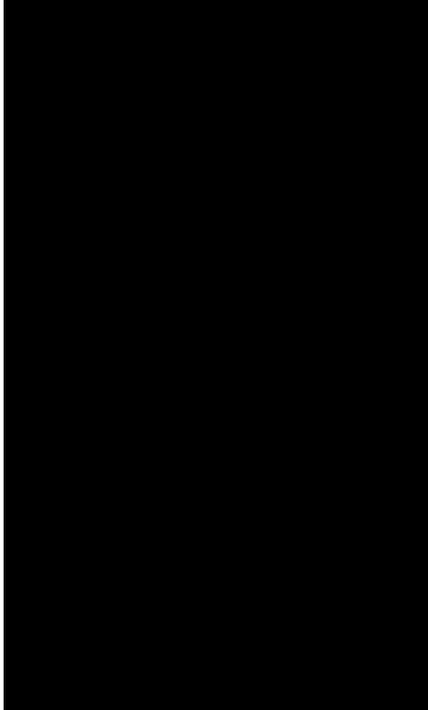
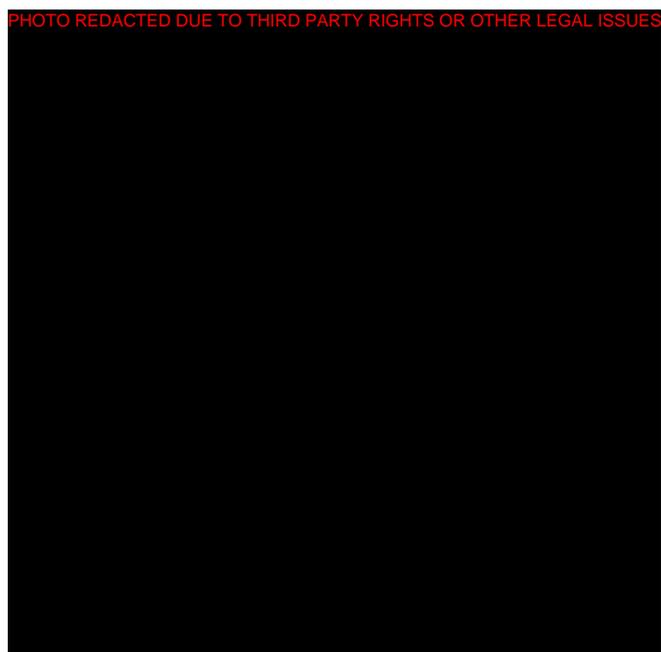


Fig 11. Chemjor's story, Oxfam website (2004)





2. MEDIATION OF GEOGRAPHICAL UNDERSTANDING

The concept of 'interdependence' is sometimes difficult to grasp fully. This activity tries to help by creating space for pupils to explore personal connections. It does so partly by using geographical approaches to thinking, particularly the use of scale and the different layers of that concept. Scale should not be seen as discrete and separate; to encourage interdependence pupils can be invited to 'zoom in' and 'zoom out' of a geographical issue or place.

Pupils are asked to complete the Multiple identities exercise (Fig 10, page 20), with a photo of Chemjor in the centre, having read his story. The zoom lens metaphor for geographical thinking is really helpful in this way. Scale (the zoom lens) helps us see the same picture differently.

3. MAKING SENSE OF THE MATTER

Pupils use their completed 'Multiple identities' sheets to consider all the ways in which 'interdependence' helps them think about their daily lives, and their similarities and differences with the daily lives of other people – both nearby and far away.

4. REFINING THINKING

This activity can be developed in a number of ways, for example, in relation to the consumption of food and other goods. Considering fair trade requires an understanding of different scales: first, the scale of experience of consumers and producers of chocolate or bananas for example, and secondly what is sometimes referred to as the scale of 'reality', the global scale dominated by trans-national companies with enormous power – of marketing (in the world of the consumer) and purchasing (buying products from the small producers).

This approach also encourages pupils to empathise with the producers of agricultural products more effectively and possibly surmount the basic issue that sometimes dominates discussions on fair trade – that the UK consumer may have to pay more for these products. It deepens pupils' thinking and enhances their understanding of a global issue that needs to be played out locally. Indeed, in this case, the part of the Oxfam website from which the stimulus material (Chemjor's story) is drawn is aimed at fundraising rather than development education. The representation of the story reflects this.

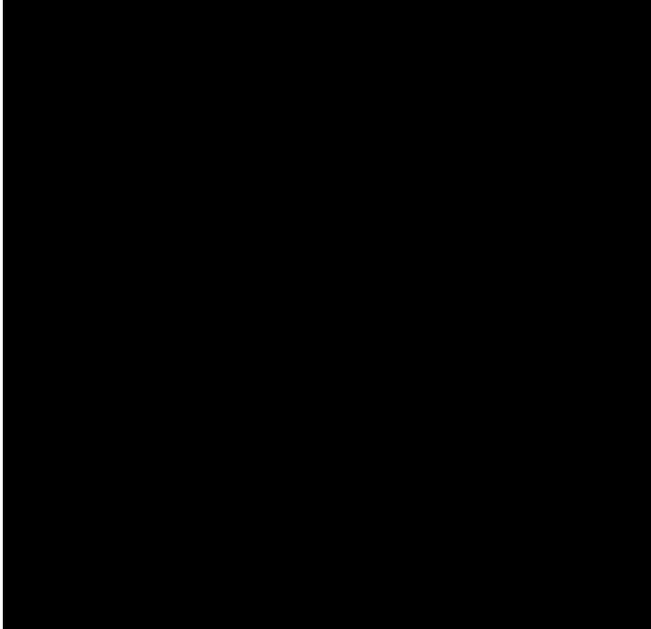
5. REFLECTION

This activity encourages pupils to think about how images and stories in geography are partial. They can glimpse into somebody else's place or life. However, to empathise with other people, especially other people who have different life experiences from the 'known world' of the pupil, takes a lot of time and pupils need rich and detailed information – certainly more than the classic cartoon head and speech bubble approach favoured in some textbooks. Developing the framework suggested here enables pupils to penetrate the interdependent scales of 'experience' and 'reality', helping them to grasp some of the ways in which people's lives are shaped by choices – both their own choices and the choices made by others maybe thousands of miles away.



Developing interpretations

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Using newspapers and other media in geography can be highly motivating. The following activity fits with other learning on plate tectonics.

To provide balance to the usual sensational media headlines of these disasters, geography lessons can help to challenge the image of people as passive, helpless victims of such events. Indeed, all such disasters need to be put within a political and economic context, or else they cannot be fully understood.

1. INITIAL STIMULUS

Newspaper articles and/or pictures of a 'natural disaster' can provoke a range of questions from pupils. Online newspapers give both teachers and pupils the opportunity to read how events are being interpreted and represented differently internationally. Global Express provides activities and resources on topical events. These can be supported by websites such as the Seismic Monitor, which map recent volcanic and earthquake activity and make local information accessible.

2. MEDIATION OF GEOGRAPHICAL UNDERSTANDING

The initial focus might be on the physical geography behind the event building on earlier work in this area.

3. MAKING SENSE OF THE MATTER

Media analysis requires critical thinking and an awareness that any presentation of the 'facts' is bound to be partial and from a particular perspective.

Groups of pupils take one of the following perspectives each and creatively compile a report of the event:

- international aid agency
- local humanitarian organisation
- national government
- local building regulations department
- individual who has lost their home.

Pupils can explore just how natural a 'natural' disaster is. It is not necessarily the severity of the event that determines the impact, but the human conditions - social, economic and political circumstances - that exist in a country or within a country. It is the human factors that govern the level of 'preparedness' of a country or region to respond to an event.



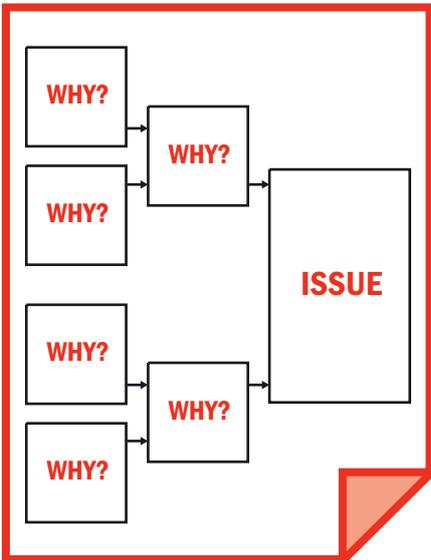
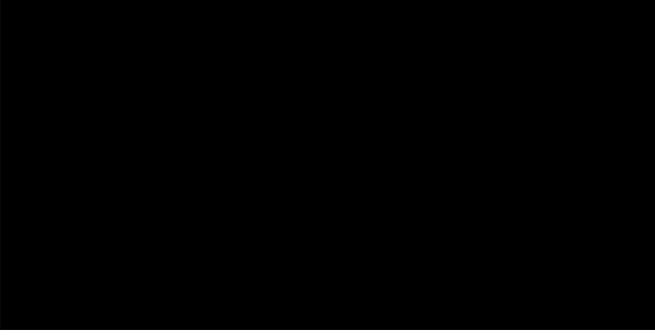


Fig 12. Why? Why? Why? chain (ActionAid, 2003)

4. REFINING THINKING

Pupils are asked to complete a ‘Why? Why? Why? Chain’ in pairs. The ‘Issue’ is the event in the newspaper. Where there are two ‘Why?’s in the template, pupils can add others and insert further ‘Why?’s before them. Prompting and research may be needed for pupils to identify the social, economic, environmental and political causes.

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5. REFLECTION

Groups present their ‘Why? Why? Why? Chain’ to the rest of the class. Since the chain will lead to ideas well beyond the initial starting point of the lesson, it is important that the teacher challenges any misconceptions that have arisen. This can be done in a non-threatening way as part of the presentation exercise.

Opinions

Newspapers and other media are not only useful for looking at the reporting of current events, they also provide a wide range of views on more enduring issues.

For example, one approach to the concept of sustainable development is to discuss it as if it were deeply problematic and contested - because it is! Older pupils may find this particularly stimulating. For example, an article entitled ‘Sustainable development is just dangerous nonsense’:

“Today, sustainable development is a ubiquitous, politically compliant phrase, a pleasant sounding palliative to inexorable and inevitable change. It is dished up as a placebo to eco-chondriacs the world over. Ecological and economic change are the norm, not the exception. Equilibrium solutions are impossible; we inhabit a disturbing non-equilibrium world, in which volcanoes erupt, earthquakes quake, seas rise and fall, and climate changes, whether under human influence or not.”
(Stott, 2002)



This thought provoking material could be adapted as a stimulating starter for this activity (‘why?’ might be applied to ‘why do certain people and groups hold certain views?’) or it could be used simply to motivate pupils to share their own understandings and views.



Developing partnerships

Partnerships can be a way of extending pupils' views of an interdependent world and developing their capacity to contribute to the positive choices that we can make. Partnerships between schools in the UK and schools in 'Southern' countries are a powerful and exciting way of bringing a global dimension into the lives of young people and teachers.

Successful school partnerships are equal relationships that embed a global dimension in the curriculum through a celebration and enjoyment of similarities and differences. Such partnerships require whole school effort; but the geography department is often the one that takes the lead. These partnerships can greatly enrich the geography curriculum.

Links can be supported by organisations such as the British Council, UKOWLA and LEAs as well as many DEA members. Their support can help to encourage good practice, for example:

“DFID Global School Partnership grants are intended to support partnerships which:

- emphasise equality and reciprocity
- build on successes
- work towards whole school involvement
- embed the link in the curriculum
- involve partners
- contribute to teachers' personal and professional development
- have long term aims
- engage with the wider community.”

There are case studies on linking on the website.

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The most successful educational partnerships are those where activities are agreed to suit the curriculum of both schools. Most of the learning activities in this booklet can be carried out in linked schools concurrently. In this way, perspectives and learning from both schools can enrich the experience and understanding of all pupils. Other examples of curriculum-based activities include:

- comparing the impact of tourism in both places
- collecting data on water sources using both localities
- investigating trade links between the two countries
- surveying members of both local communities on their attitudes towards land use, then comparing the results and reasons
- contrasting the localities through memory maps and the common places that pupils visit
- exploring shopping patterns in both locations.



Sources of guidance and support

This booklet was produced by:

The Development Education Association (DEA)

The DEA is the umbrella body for promoting global and international development issues and perspectives within education in England. It has over 200 member organisations and produces a range of material including booklets on global perspectives for the main curriculum subjects within schools. The DEA also facilitates training on the global dimension. A large number of DEA member organisations provide support to schools and teachers on the global dimension in geography, including classroom resources, visits, INSET training and advice. For further details of the work of these organisations, including your nearest local development education centre (DEC), contact the DEA.

Development Education Association

33 Corsham Street, London N1 6DR, tel: 020 7490 8108, email: dea@dea.org.uk, website: www.dea.org.uk

The Geographical Association (GA)

The Geographical Association is a subject association with a mission to further the teaching of geography and to communicate the value of learning geography for all. It has nearly 10,000 members including teachers in primary and secondary schools and further education, academic geographers and teacher educators and trainers. Thus, the Association crosses academic divides and can claim to be a specialist community of practice.

Geographical Association

160 Solly Street, Sheffield S1 4BF, tel: 0114 296 0088, email: ga@geography.org.uk, website: www.geography.org.uk

This project was funded by the National Lottery Community Fund and DFID.

Department for International Development (DFID)

DFID is the UK Government department responsible for promoting development and the reduction of poverty worldwide. In addition, DFID works to build public support for development across the UK by raising awareness of global interdependence and development issues.

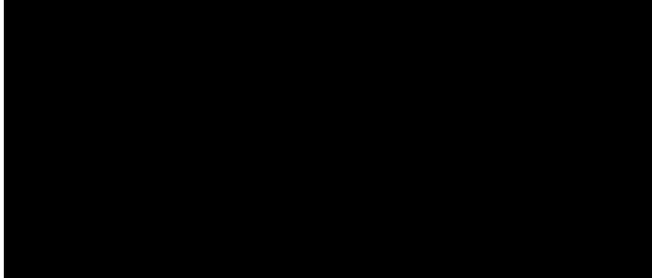
In response to the increased emphasis given to a global dimension in the revised National Curriculum, DFID produced *Developing a Global Dimension in the School Curriculum*. DFID's School Partnerships programme is managed and administered by the British Council. DFID has also established www.globaldimension.org.uk.

DFID public enquiry point, tel: 0845 300 4100, website: www.dfid.gov.uk

www.geography.org.uk/global

To complement this booklet a website has been developed which includes comprehensive information on who is producing what on the global dimension in geography. It provides online signposting to further advice, classroom resources and activities, and training for teachers and local authority advisers. This booklet can also be downloaded as a pdf from the website.

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Continuing professional development

TeachGlobal

The Teach Global courses and resources have been developed to support primary and secondary teachers wanting to extend their teaching of the global dimension through all aspects of school life. Located within the BBCW and Open University's TeachandLearn.net site, it offers a comprehensive range of resources and courses to support all aspects of professional development. Visit the innovative TeachGlobal site at www.teachandlearn.net/teachglobal

Valuing Places

Valuing Places is a CPD led curriculum development project funded mainly by DFID and managed by the Geographical Association. Valuing Places aims to generate curriculum materials relevant to teachers and pupils of geography at Key Stages 2 and 3. See www.geography.org.uk/vp.

Teacher's International Professional Development

Each year the DfES Teachers' International Professional Development Programme gives 2,500 teachers in England the opportunity to experience educational practice around the world and share expertise with colleagues. Visits are funded and organised through three bodies:

The British Council: www.britishcouncil.org/education

The Specialist Schools Trust:
www.specialistschoolstrust.org.uk/tipd/

The League for the Exchange of Commonwealth Teachers:
www.lect.org.uk/lect/

School partnerships

Funding, advice and support on North-South school partnerships are available from:

The British Council

World Links and Partnerships Team, British Council, 10 Spring Gardens, London SW1A 2BN, tel: 020 7389 4247, email: education.enquiries@britishcouncil.org, website: www2.britishcouncil.org/globalschools

UK One World Linking Association (UKOWLA)

The Upper Office, The Dutch Barn, Manton, Nr Marlborough, Wiltshire, SN8 1PS, tel: 01672 861001, email: pepi@ukowla.org.uk website: www.ukowla.org.uk

Key documents on the global dimension in geography

Sustainable Development Action Plan for Education and Skills, DfES (2003), available from www.dfes.gov.uk/sd/docs/SDactionplan.pdf

Developing a Global Dimension in the School Curriculum, DfES et al (2000), London: DfES, ref: DfEE 0115/2000, available from DFID's public enquiry point or as a pdf from www.dea.org.uk/schools/publications.html

Geography and the New Agenda – Secondary Curriculum, Grimwade, K., Reid, A. and Thompson, L. (2000), Sheffield: Geographical Association

Theory into Practice series: Place, 'Race' and Teaching Geography, Morgan, J. and Lambert, D. (2003), Sheffield: Geographical Association

Global Geography, Learning through Development Education, Robinson, R. and Serf, J. (ed.) (1997), Geographical Association and TIDE

Theory into Practice series: Global Citizenship Education, Walkington, H. (1999), Sheffield: Geographical Association

Theory into Practice series: Maps with Latitude, Wright, D. (2000), Sheffield: Geographical Association

Classroom resources

Resources to support teaching the global dimension in geography are available through mail order. The following resource catalogues include material published by a range of organisations:

Geographical Association,

www.geographyshop.org.uk/shop.asp

Oxfam, 274 Banbury Road, Oxford OX2 7DZ,

tel: 01865 313600, email: education@oxfam.org.uk,

www.oxfam.org.uk/coolplanet

Worldaware, 42 High Street, Croydon CRO 1YB,

tel: 020 8686 8667, email: education@worldaware.org.uk,

www.worldaware.org.uk

Resources are available for sale, to view or on loan from the network of local development education centres (DECs) and other resource centres across the UK. In addition, many DECs also provide a mail order service. For details about these organisations and their work, see www.dea.org.uk/dea/a_to_z_of_members.html.

Websites

Further website links can be found on

www.geography.org.uk/global

www.citizenship-global.org.uk

A portal site with links to many useful educational sites

www.dep.org.uk/globalexpress

Global Express is an up-to-the-minute magazine resource for teachers of 8-14 year olds on world events and global issues in the news

www.earthday.net

Useful for its ecological footprint quiz

www.geographyinthenews.rgs.org

The Royal Geographical Society (with IBG)'s 'Geography in the News' site

www.globaldimension.org.uk

A DFID website including a database of over 500 teaching resources reviewed by teachers and clearly structured by UK curricula, subject and pupil age

www.globaleye.org.uk

Up to date case studies on development issues

www.globalfootprints.org

Activities for younger pupils around global footprints

www.globalgateway.org.uk

Developed by the DfES and the British Council, this site draws together information on available websites, provides a powerful search engine and a service for finding overseas partners

www.nc.uk.net/esd/

The QCA Education for Sustainable Development site includes useful information, case studies and teaching and learning ideas

www.onlinenewspapers.com

This site provides links to newspapers from around the world

www.qca.org.uk/geography

The QCA/GA/RGS-IBG Innovating with Geography website

www.qca.org.uk/respectforall

The QCA Respect for All website

www.sln.org.uk/geography

The website of the Staffordshire Learning Network – lesson plans and ideas

www.tidec.org/projects%20folder/proj-a-z.html

Projects run by Birmingham Teachers in Development Education including classroom materials

www.unicef.org.uk/education/index.htm

Lesson plans and activities from a rights perspective

Further references

- ActionAid, CAFOD, Christian Aid, Oxfam, Save the Children (2003), *Get Global!* London: ActionAid
- Carter, R. (1999), Connecting Geography: an agenda for action, in *Geography* 84.4, Sheffield: Geographical Association
- Carter, R. (2000) Aspects of global citizenship in eds. Fisher, C. and Binns, T. *Issues in Geography Teaching* London: Routledge Falmer
- Gritzner, C.F. (2002) What is where, why there and why care? in the *Journal of Geography*, 101, No1. Alexandria, VA, USA: National Council for Geographic Education
- Hicks, D. (1994) *Educating for the Future: A Practical Classroom Guide* Godalming: WWF-UK
- Hicks, D. (2001) Envisioning a better world in *Teaching Geography* 26.2 Sheffield: GA
- Nichols, A and Kinninment, D (ed.) (2000) *More Thinking Through Geography* Cambridge: Chris Kington Publishing
- Roberts, M. (2003) *Learning through Enquiry: Making sense of Geography in the key stage 3 classroom* Sheffield: GA
- Stott, P. (2002), *Sustainable development is just dangerous nonsense*, www.greenspin.blogspot.com
- TIDE (1985) *People before places? Development Education as an approach to Geography* Birmingham: DEC (Birmingham)
- TIDE (1992) *Developing Geography: A development education approach at Key Stage 3* Birmingham: DEC (Birmingham)

Photo credits: Geography the global dimension

Front cover: Local grocers, Mongolia (see page 4); geography teacher and pupil, UK (see page 1); waste dump on Smokey Mountain, Manila, Philippines.

Inside front cover/back cover: Singapore skyline at dusk; Map of central America showing physiographic features; Farmers planting onions in Korea.

Page 1: Teachers planning meeting, UK, *Geographical Association*.

Page 4: English landscape, Shropshire; Mother buying sweets in local grocers, Khatgal, Mongolia, *Tim Durven/Panos Pictures*, www.panos.co.uk; tourists hailing rickshaw, Bangkok, Thailand, *Nic Dunlop/Panos Pictures*.

Page 13: Wind turbines providing alternative energy, San Geronio Pass, California, USA; Woman at tube well stranded by rising floodwater on Beel Dakatia near Khulna, Bangladesh; Monkey holding can of soft drink; Young girls collecting water, Udaipur, India.

Page 14: Call centre staff for major US computer supplier, New Delhi, India, *Mark Henley/Panos Pictures*; Lloyds Building, London; Geography teacher and pupils discussing ideas, UK, *Margaret Roberts, School of Education, University of Sheffield*.

Page 15: Year 8 pupils producing a spider diagram in geography, UK, *Margaret Roberts*.

Pages 18-19: Images of slum before and after upgradation/regeneration, Rio de Janeiro, Brazil, *World Bank*.

Page 21: Year 8 pupils doing DARTs activity in geography, UK, *Margaret Roberts*.

Page 22: Pristine rainforest; Bulldozer on a track cleared through forest, Solomon Islands.

Page 25: Maudrie Davroux, farmer selecting fair trade bananas on her smallholding for UK market, Castle Bruce, Dominica, *Philip Wolmuth/Panos Pictures*.

Page 26: Pupils using photographs as evidence in geography, UK, *Margaret Roberts*.

Page 27: TV cameraman filming during famine related to conflict in Southern Sudan, *Paul Lowe/Panos Pictures*; Reading a newspaper the day after a car bomb exploded outside a local hotel, Mombasa, Kenya, *Sven Torfinn/Panos Pictures*.

Page 28: Year 6 pupil, "I wonder", UK, *Chris Garnett*.

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