

	What we do	When we do it (e.g. Term 3)	How it helps students to develop our Alive theme (use language of descriptors if possible)
Year 7	<p>Fieldwork around Redcliffe</p> <p>Completing Great Africa quiz in teams</p> <p>Decision-making exercise – Mt Pinatubo</p> <p>Aseismic design – Building earthquake resistant building</p> <p>Global impacts of hazards</p> <p>Team map quiz</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 5</p> <p>Term 5</p> <p>Term 6</p> <p>Term 6</p>	<p>Working collaboratively to collect and analyse data about local area</p> <p>Working in teams to navigate a quiz on place and location</p> <p>Working together to make decisions about reducing hazard risk</p> <p>Working in teams to apply learning to build aseismic building Spaghetti</p> <p>Understanding how countries are linked through hazard impact and response</p> <p>Working in teams to complete map skills task</p>
Year 8	<p>Decision making tasks in groups includes team working activities – such as what parts of a coast to defend</p> <p>Global impacts of plastic pollution</p> <p>Global impact of palm oil production</p> <p>Investigating impacts of climate change</p> <p>Investigating the global impacts of crime</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 4</p> <p>Term 6</p>	<p>Working together to make decisions about coastal management</p> <p>Understanding how global consumption has global impacts</p> <p>Understanding how global consumption has global impacts</p> <p>Understanding how our actions have global impacts</p> <p>Understanding how crime connects countries around the world (Heroin Trail)</p>
Year 9	<p>Investigating the global consequences of climate change Antarctica</p> <p>Investigating the power of global cooperation – The Antarctic Treaty</p> <p>Investigating the impacts of our consumption both positive and negative</p> <p>Globalisation the outsourcing simulation game</p> <p>Data collection and analysis – Global fashion industry project</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2 /3</p> <p>Term 4</p>	<p>Understanding how our actions are having global consequences</p> <p>Understanding how global collaboration can have powerful positive impacts</p> <p>Considering socio-environmental impact of our consumption of phones and rising awareness of the circular economy</p> <p>Working in teams to strike deals around global outsourcing</p> <p>Working in teams to analyse data collected from primary + secondary sources</p>

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We value justice and respect; We value diversity and choice	Consider Bristol today as a multicultural society reflecting on its past (Colston and the Colston statue) Designing a sustainable urban development	This helps students understand how our past actions impact our current and future and our local place must reflect our diverse communities Helps students understand how our actions can reduce our negative impacts through careful planning
2	We can review, we are resilient, we value ourselves We can communicate, we are creative We value justice and respect	Help students explore a range of revision techniques in advance of an assessment and review + target set after Role plays focusing on varied job roles in Horn of Africa Students consider the history of Africa to challenge stereotypes about the continent and consider role of colonialism is creating inequality.	Students become better at learning how to learn (metacognitive strategies) and setting targets based on reflection Helps students to visualise / empathise
3	We can question, we value justice and respect	Students investigate the socio-economic and environmental impacts of dams	This helps students understand the impacts of our actions can be far reaching with consequences being are complex and interlinked.
4	We value justice and respect	Evaluate strategies to reduce the environmental impacts of fashion such as recycling	Students learn to appreciate that there are a number of initiatives that are being introduced to reduce impact and to try to judge effectiveness
5	We are creative	Students apply learning to build an aseismically designed building	This helps students understand the time and effort needed to try to reduce risk from hazard threat
6	We are creative We can communicate We are organised We can plan	Students build a contour map Students use map skills to decide on location of wind farm Students use map skills like grid references to plan routes and understand the importance of planning for successful activities.	This helps students visualise 2d contours in 3d form This helps students understand the complexity of decision-making and the importance of map detail in supporting these decisions

Geography Year 8 Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We are creative, we can review We value justice and respect, we value ourselves	Students build and peer review coastal landscape model Investigate the oceans as a global commons through the lens of plastic pollution	This helps students embed their understanding of coastal landscapes and the processes that form them. These are then peer reviewed against success criteria Students appreciate the fact that we have shared resources that need global management to protect them for future generations.
2	We can research	Consider various characteristics of Asian nations	Students learn that places are characterised by many factors that can be researched and that together develop a picture of regional difference
3	We can communicate, we value truth, we have justice We value justice and respect, we value diversity + choice	Write a protest letter to major consumers of palm oil Consider the recent history that links China and Tibet	Students better understand the impacts of our consumption are often not sustainable. Students appreciate that places can be shaped by current and historical events not all of which are positive
4	We can research	Encourage students to complete a weather diary using learning from the lesson	Students understand that there are many aspects of weather that can be measured to build a comprehensive picture of change in the atmosphere
5	We can communicate, we value justice and respect	Write a speech outline the injustices of climate warming on Tuvalu	Students better understand that the main producers of our global emissions are not the main victims. Climate injustice
6	We can research	Research secondary and primary data on crime in their local area	This helps students to improve their awareness of sources of information, analyse data and to evaluate source credibility

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We are creative, we can review We value justice and respect	Design an Antarctic research station Look at the local and global impacts of climate change on Antarctica	Students apply their learning of environmental factors and climate change to develop a station Students learn to appreciate that our actions can have impacts at a range of scales.
2	We are questioning, we value trust and truth We value justice and respect	Consider the ethical / moral / environmental aspects supply chains Investigate the power of good governance and ethical consumption in driving development	Encouraging students to question the ethics, morals and environmental consequences of some of our consumption choices linked to mobile phones and sweatshop conditions (Rana Plaza) Students develop awareness of the importance of good governance diamonds in Botswana and ethical consumption - fair phone initiative
3	We can communicate	Group work investigation on the global fashion industry	Students learn to work as teams to produce a presentation on awareness of the global fashion industry and its global impacts. These are then peer assessed
4	We value justice and respect	Investigate ethical fashion consumption	Students consider more sustainable options and try to assess their future viability encouraging them to look beyond unsustainable consumption patterns.
5	We can review	Analyse the global and national energy resource picture in the UK	Students become more confident in practicing describing distribution and analysis as well as practicing maths skills by considering a range of stimulus materials as well as completing and
6	We value justice and respect	Investigate cleaner energy alternatives to fossil fuel consumption	Students develop awareness of more sustainable energy options that are more socially equitable, economically viable and environmentally bearable