

Geography Alive Theme: Interdependence

	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 10	<p>Investigating how human actions are threatening Ecosystems</p> <p>GA quiz at Bristol University</p> <p>Investigating global inequality in development and responses to it</p> <p>Fieldwork on the Holford River investigating change along river</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 5</p>	<p>Understanding how our actions are having global consequences</p> <p>Working in teams to complete quiz against other schools</p> <p>Understanding how development is linked to global and regional actions</p> <p>Working in teams to collect and then analyse data on river characteristics</p>
Year 11	<p>Investigating impacts of Climate change</p> <p>Fieldwork investigating the impacts of urban regeneration</p>	<p>Term 2</p> <p>Term 3</p>	<p>Understanding how our actions have global impacts</p> <p>Working in teams to collect and then analyse data on urban regeneration at Temple Quarter</p>

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We value Justice and Respect We are interdependent	Sustainable management of deserts and rainforests including considering international role in environmental degradation. Role of international community in addressing environmental problems in other countries eg. Debt for Nature Swaps, FSC.	Students learn the value of sustainable practices in meeting long rather than short term goals Students appreciate that value of interdependence in helping tackle some of our global challenges
2	We can question	Investigate uses of deserts and forests	Students gain confidence in questioning the actions of stakeholders by considering their impacts on local communities and their impact over a longer time scale
3	We value Justice and Respect We are interdependent/ we value justice and respect	Historical causes of the development gap to consider role of colonialism and the economic world order in creating inequality. Role of fair trade in closing the development gap Role of international community in closing the development gap eg. Trade rules, fair trade, FDI Importance of Nigeria at a global level.	Students appreciate that historical factors have played a part in stunting the development of many nations across the planet Students appreciate that value of interdependence in helping tackle some of our global challenges
4	We value justice and respect	Impact of TNCs on nations – Nigeria – exploitation / lack of corporate responsibility	Students understand that global corporations can have both positive and negative impacts on place
5	We are interdependent/We can plan/We value ourselves	Rivers fieldwork to collect enough data via group work, in a safe manner including risk assessments.	Students appreciate the planning considerations and their role within a team to collect fieldwork data that is used in their assessments
6	We can plan, we can review, we value ourselves, we are resilient, we are organised,	Help students to explore the best way to prepare for revision for their mock exams and then reflect on this process through feedback	Students become more proficient at understanding how best to learn and review material

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1	We value ourselves/we can review	Engagement with support sessions for underachieving students identified from the year 10 exam.	Students are supported in targeting specific generic skills with the aim that mastery will build confidence and improve outcomes
2	We are creative / we can communicate / we are interdependent / we value ourselves	Take teams of students to compete in an inter school quiz against other Bristol schools	Students work together to overcome geographical challenges against other schools. Provides students with wider educational enrichment
3	We value ourselves/we can review	Engagement with support sessions for underachieving students identified from the year 11 mock exam.	Students are supported in targeting specific generic skills with the aim that mastery will build confidence and improve outcomes
4	We can review/we are resilient/we are interdependent/we are creative	Explore a range of exam revision techniques with students in the lead up to their exams	Students appreciate that there are a wide range of strategies that along with a clear plan and some creativity that can make revision engaging
5	We are interdependent/We can plan/We value ourselves We are organised/We can plan/ we can review	Urban fieldwork to collect primary data via group work, in a safe manner including risk assessments. Preparation for the Paper 3 pre-release	Students appreciate the planning considerations and their role within a team to collect fieldwork data that is used in their assessments Students draw on synoptic links to help them prepare for the pre-release issue for the paper 3 exam