

	What we do	When we do it	How it helps students to develop our Alive theme
Year 12	Unit on globalisation GA competition Fieldwork and decision-making exercise with TQ community engagement team Fieldwork in sand dune ecosystem and Coastal community Decision making activities in teams Coursework	Term 1/2 Term 3 Term 3 Term 4 Term 4 Term 6	Understanding the causes, impacts and responses to a more globally integrated world Working in teams making decisions in a competition against other schools Working in teams to make decisions based on fieldwork observation + data collection Working in teams to collect + analyse data on coastal ecosystems, process, place characteristics and regeneration Working in teams to make decisions (synoptic task) Dyson's impacts Working in teams to collect data for the NEA
Year 13	Investigating causes, consequences and responses to Climate change Investigating actions on global inequality Investigating geopolitical actions through the lens of conventions and interventions	Term 1 Term 3 Term 4	Investigating global drivers, impacts and solutions including global agreements Considering global collaboration such as MDGs and SDGs Investigating global agreements on human rights protections such as UDHR and extent of global interventions

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We can Research, We Can Communicate We value Ourselves	Encourage students to use research skills to investigate the role of IGOs and to assess their role in a more globalised world and to present back their findings We take students to lectures at Bristol University and to competitions against other schools	Students develop confidence in research and planning in a collaborative setting as well as developing confidence in public speaking in a small-scale setting. It provides students with cultural capital to support them in their enjoyment of the subject and to strengthen their applications should they choose the university route
2	We value Truth and Trust	Explore the role of governments in restricting access to a globalised world	Students appreciate the importance of governments in the degree to which we experience personal freedoms considering free access to information but also how they try to ensure safety from negative global interactions such as human and drug trafficking
3	We can Communicate/We can Question	We support students in practicing a route to enquiry through fieldwork experiences in Porthcawl and Boscombe	Student learn to communicate as a team and with members of the public in completing fieldwork data collection and analysis
4	We can Research We can Plan, We can Review, We value Ourselves, We are Resilient, We are Organised	Investigate the impacts of gentrification on the community of St Paul's Help students to explore the best way to prepare for revision for their mock exams	Students are encouraged to use a range of sources, thinking critically about sources Students become more proficient at understanding how best to learn and review material
5	We can Review, We Value ourselves	Reflect on the year 12 mock and set targets for future focus and improvement	Students benefit from reflection, learning from their mistakes and sharing best practice to better equip them for future mock and summative experiences.
6	We can research, we are resilient, We can question, We can review, we value choice	Complete an NEA (coursework) which involves planning and executing a route to enquiry on a specific focus area	Students have to take time to set up an enquiry question, plan a methodology to investigate the investigation, collate data and then analyse it and reflect back on their findings and procedure

Geography Year 13 Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We value Ourselves	Take students to lecture programme at Bristol University as part of our link with the Geographical Association	It provides students with cultural capital to support them in their enjoyment of the subject and to strengthen their applications should they choose the university route
2	We are Questioning	Encouraging students to question the ethics, morals and environmental consequences of some of our decisions linked to greenhouse gas emissions	Students consider a wide range of sources to help them form opinions about global climate injustices
3	We value Justice and Respect, We Value Diversity and Choice, We value Faith	Investigate inequality in access to representation and service provision through the lens of variation in the rights of women and minority groups across the planet	Students learn to appreciate the importance of governments in the personal freedoms or lack of them that people experience based on factors such as gender, faith and ethnic background
4	We can Research, We value Justice and Respect We are Questioning	Help students research various interventions that have taken place across the globe Encourage students to question the ethics, morals and environmental consequences of some of our decisions as well as critically consider sources of information that may inform our decisions in health and human rights topic	Not only to develop thorough research skills but to develop an understanding that interventions are contested often due to a lack of engagement Students learn to be cautious by considering the authenticity and bias involved in shared data. Students also build confidence in questioning the actions of stakeholders such as governments and IGOs
5	We can Review, We can Question We value Justice and Respect	Work through multiple data sources to help inform decisions in preparation for the synoptic paper Investigate globally shared resources – focus on rivers	Students are encouraged to question decisions and the data that it is built upon as well as review their data analysis skills from across the key stages to make informed judgements Students develop awareness of geopolitical issues and complexities that arise from sharing resources like water