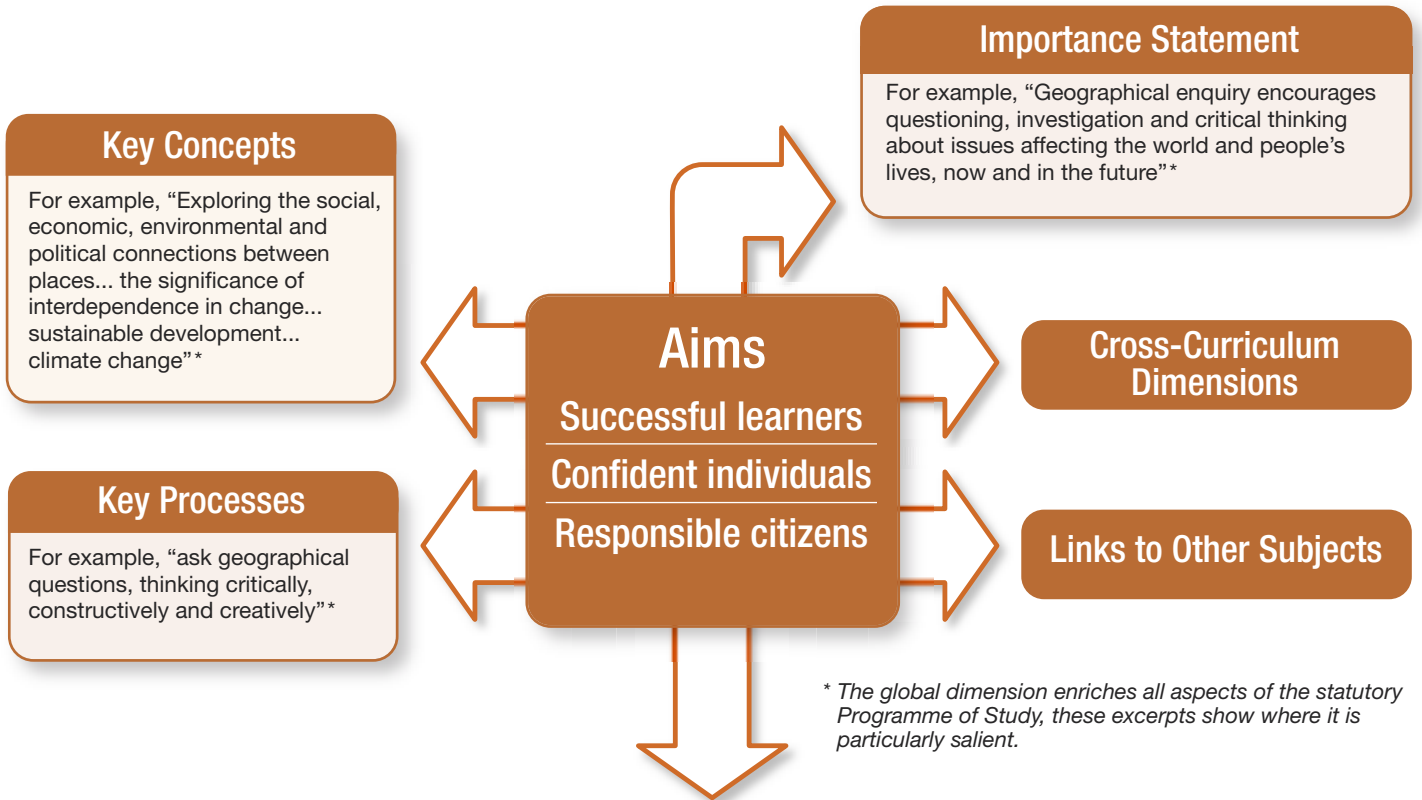


Exploring the Global Dimension to Geography

Geography provides opportunities for young people to make links between local and global issues and between global economic, environmental and social processes.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, understanding issues of local significance in a global context.

Interdependence

For example, exploring the social, economic, environmental and political connections between places.

Social Justice

For example, understanding the existence and impact of inequality on a variety of scales.

Human Rights

For example, relating local differences around the world to universal human rights.

Conflict Resolution

For example, investigating access to and use of particular resources, such as oil or diamonds, from a range of perspectives.

Diversity

For example, appreciating the distinctive character of places and people.

Sustainable Development

For example, considering probable and preferable futures and how to achieve the latter.

Values and Perceptions

For example, understanding that people have many different perceptions of places.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Population and migration

Students can explore the reasons for and the consequences of population movements both within and between countries. Students can explore the ways in which population movements impact on people's lives and environments both in the place left behind and the receiving communities. There are many issues and questions which arise relating to identity, human rights and citizenship. Students can investigate how different communities in their own country and in other parts of the world are influenced and changed through immigration and emigration.

The global fashion industry

Looking at the systems and processes of world trade allows explorations of social justice and human rights issues. Students can find out more about working conditions both in their own country and others, where fashion items are made. Further investigation into the lives of working children can highlight how and where changes in the law have impacted on their lives and raise questions about the rights of the child.

Sustainable development

Students can use examples such as wind farms, conservation areas, factories or mines to investigate the interrelationship between the natural and human worlds. Their investigation can draw out the possible tensions between economic prosperity, social justice and the environment and make links between these issues and sustainable development. Some of these issues can be represented through written and oral activities to explore the complexities of the problem and to consider different people's viewpoints and perspectives.

Find out more

The Global Dimension Website

Search for a wide range of global dimension teaching resources; find local organisations to support you, including Development Education Centres; and sign up to the termly Global Dimension newsletter at: www.globaldimension.org.uk

To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

The Geographical Association

www.geography.org.uk

The Action Plan for Geography

www.geographyteachingtoday.org.uk

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>