

Global Learning at The Henry Moore Primary School

Intent

Global learning plays a vital role in building a better future for our learners through teaching them about their relationships to each other and our planet. In our approach to Global Learning, we examine global and local issues, while promoting an awareness of the impact that our learners can have as global citizens.

In a rapidly changing world, we support the long-term development and success of our learners, by enhancing their critical thinking skills, promoting their development of positive values and attitudes, and providing opportunities for active learning across all subjects in our curriculum through Global Learning.

The Global Learning aims for our school are:

- To better help our learners understand their role in a globally connected world.
- To explore strategies and future solutions by which our learners can make the world more just and sustainable.
- To stimulate critical thinking and help promote greater awareness around global and local issues.
- To teach key concepts around Global Learning linked to the United Nation's 17 Global Goals.
- To actively take part in projects that have an impact on citizens both locally and globally.
- To enable our learners to connect with others globally and share their learning journey.

By the end of their primary school learning, we want our learners to understand global issues, respect difference, identify their rights and responsibilities, and think critically about their impacts as global citizens. We want our teaching and learning to provide the skills, values, and motivations to build a more compassionate and sustainable world, both globally and in our local community.

Implementation

We believe Global Learning is an integral part of our curriculum and helps develop a richer experience using real-world context to enthuse, inspire and engage learners.

We teach the following key Global Learning concepts across the school:

- Social Justice and Fairness – Promoting equal opportunities, human rights, diversity and peace.
- Poverty and Global Inequality – Understanding income, assets, power and effective voice.
- Globalisation and Interdependence – Exploring how people, places, economies and environments are interconnected.
- Sustainable Development – Being able to meet the needs of the present without compromising the future.
- Equality – Tackling stereotypes, generalisations and inequality between and within countries.

Sustainable Development Goals

We teach these key concepts in line with the Sustainable Development Goals. In September 2015, all United Nations member states adopted the 2030 Agenda for Sustainable Development. This is a vision for a future that protects the planet and ensures all people enjoy peace and prosperity by 2030.



Global Goals Grid

We use these goals to support planning and link our Global Learning curriculum. Our Global Goals Grid shows where learning is taking place across the school and which goals are being met. This document is continually updated with any new projects or learning.

Global Events Calendar

We use a global events calendar to incorporate important school-wide days over the year which allow the whole community to learn, celebrate or remember together.

Examples include: International Women's Day, Fair Trade Fortnight, World Oceans Day and Human Rights Day. These days are biannual to allow for freshness, reflection and the ability to include a greater range of days over a learner's time at Henry Moore.

10 WAYS TO REBOOT THE FUTURE 2021-22

Global Learning Wall Planner

How will you reboot...

For more resources and ideas to support your teaching, visit www.globaldimension.org.uk and sign up to The Dimension. For any requests email info@globaldimension.org.uk

Reboot the Future

Global Dimension

10 WAYS TO REBOOT THE FUTURE 2021-22

Global Learning Wall Planner

This wall planner is produced by Reboot the Future for their education partners Global Dimension. Global Dimension supports primary and secondary school teachers with resources to bring global awareness, conversation and action to their classrooms.

2022 is the year of COP26 - the United Nations Climate Change Conference, which will be held in Glasgow in November - and there is no better time for us to be talking about the future of our planet and the role that we can all play in building a more sustainable and sustainable future. In April we launched our campaign 'How Will You Reboot the Future?' prompting conversations in classrooms across the UK on what the world could look like in 5 years' time. To continue this conversation, we've created this plan - will please focus on '10 Ways to Reboot the Future' each identified by www.globaldimension.org.uk

Treat others and the planet as you would wish to be treated.

Reboot the Future

Global Dimension

Pearson

SEPTEMBER

Reboot The Future

Do you think the future will be better or worse than today?

1 st WEDNESDAY
2 nd THURSDAY
3 rd FRIDAY
4 th SATURDAY
5 th SUNDAY
6 th MONDAY
7 th TUESDAY
8 th WEDNESDAY
9 th THURSDAY
10 th FRIDAY
11 th SATURDAY
12 th SUNDAY
13 th MONDAY
14 th TUESDAY
15 th WEDNESDAY
16 th THURSDAY
17 th FRIDAY
18 th SATURDAY
19 th SUNDAY
20 th MONDAY
21 st TUESDAY
22 nd WEDNESDAY
23 rd THURSDAY
24 th FRIDAY
25 th SATURDAY
26 th SUNDAY
27 th MONDAY
28 th TUESDAY
29 th WEDNESDAY
30 th THURSDAY
1 st FRIDAY

OCTOBER

Social Justice

How can you use your voice to help others to be heard?

1 st FRIDAY
2 nd SATURDAY
3 rd SUNDAY
4 th MONDAY
5 th TUESDAY
6 th WEDNESDAY
7 th THURSDAY
8 th FRIDAY
9 th SATURDAY
10 th SUNDAY
11 th MONDAY
12 th TUESDAY
13 th WEDNESDAY
14 th THURSDAY
15 th FRIDAY
16 th SATURDAY
17 th SUNDAY
18 th MONDAY
19 th TUESDAY
20 th WEDNESDAY
21 st THURSDAY
22 nd FRIDAY
23 rd SATURDAY
24 th SUNDAY
25 th MONDAY
26 th TUESDAY
27 th WEDNESDAY
28 th THURSDAY
29 th FRIDAY
30 th SATURDAY
31 st SUNDAY

NOVEMBER

Climate

Who is responsible for tackling climate change?

1 st MONDAY
2 nd TUESDAY
3 rd WEDNESDAY
4 th THURSDAY
5 th FRIDAY
6 th SATURDAY
7 th SUNDAY
8 th MONDAY
9 th TUESDAY
10 th WEDNESDAY
11 th THURSDAY
12 th FRIDAY
13 th SATURDAY
14 th SUNDAY
15 th MONDAY
16 th TUESDAY
17 th WEDNESDAY
18 th THURSDAY
19 th FRIDAY
20 th SATURDAY
21 st SUNDAY
22 nd MONDAY
23 rd TUESDAY
24 th WEDNESDAY
25 th THURSDAY
26 th FRIDAY
27 th SATURDAY
28 th SUNDAY
29 th MONDAY
30 th TUESDAY
1 st WEDNESDAY

DECEMBER

International Cooperation

What could we achieve if we all work together?

1 st WEDNESDAY
2 nd THURSDAY
3 rd FRIDAY
4 th SATURDAY
5 th SUNDAY
6 th MONDAY
7 th TUESDAY
8 th WEDNESDAY
9 th THURSDAY
10 th FRIDAY
11 th SATURDAY
12 th SUNDAY
13 th MONDAY
14 th TUESDAY
15 th WEDNESDAY
16 th THURSDAY
17 th FRIDAY
18 th SATURDAY
19 th SUNDAY
20 th MONDAY
21 st TUESDAY
22 nd WEDNESDAY
23 rd THURSDAY
24 th FRIDAY
25 th SATURDAY
26 th SUNDAY
27 th MONDAY
28 th TUESDAY
29 th WEDNESDAY
30 th THURSDAY
31 st FRIDAY

JANUARY

Compassionate Values

Do you treat people and the planet in the way you'd like to be treated?

1 st SATURDAY
2 nd SUNDAY
3 rd MONDAY
4 th TUESDAY
5 th WEDNESDAY
6 th THURSDAY
7 th FRIDAY
8 th SATURDAY
9 th SUNDAY
10 th MONDAY
11 th TUESDAY
12 th WEDNESDAY
13 th THURSDAY
14 th FRIDAY
15 th SATURDAY
16 th SUNDAY
17 th MONDAY
18 th TUESDAY
19 th WEDNESDAY
20 th THURSDAY
21 st FRIDAY
22 nd SATURDAY
23 rd SUNDAY
24 th MONDAY
25 th TUESDAY
26 th WEDNESDAY
27 th THURSDAY
28 th FRIDAY
29 th SATURDAY
30 th SUNDAY
31 st MONDAY

WARNING: No school use during the year

Progression Map

To show progression of knowledge, understanding, skills and attitudes across the school, we use the following progression map:

		Foundation	Key Stage 1	Key Stage 2
Knowledge and understanding	Social Justice and Fairness	What is fair/unfair?	Awareness of wealth and poverty.	Fairness between groups.
	Poverty and Global Inequality	What is right and wrong?	Value of Education. Change starts with us.	Causes and effects of poverty and inequality. Differing communities. Role as local and global citizens.
	Globalisation and Interdependence	Sense of immediate and local environment.	Sense of the wider world.	Trade between countries.
	Sustainable Development	Awareness of different places. Recycling.	Links and connections between different places. Pollution.	How we rely on other places. Whose responsibility is it to save the planet? Fair Trade.
Skills and capabilities	Critical Thinking	Listening to others. Asking questions.	Looking at different points of view. Developing an enquiring mind.	Detecting bias, opinion and stereotypes. Assessing different points of view.
	Ability to Challenge injustice and inequalities	Beginning to identify unfairness and take appropriate action. Expressing a view.	Beginning to identify unfairness and take appropriate action. Beginning to state an opinion based on evidence.	Recognising and starting to challenge unfairness. Finding and selecting evidence. Beginning to present a reasoned case.
Attitudes and Values	Empathy and sense of common humanity.	Concern for others in immediate circle.	Interest in and concern for others in wider sphere.	Empathy towards others locally and globally.
	Commitment to social justice and equity.	Sense of fair play. Awareness that we are all different.	Sense of personal indignation. Why are we different? Willingness to speak up for others.	Growing interest in world events. Sense of justice. Belief that things can be better and individuals can make a difference.

The Big Question

For each of our curriculum topics there a Global Learning goal linked to it. By means of a 'Big Question' poster in each classroom's topic area, we can:

- Make visible to our learners what Global Learning is taking place.
- Provide an area for learners to reflect with their thoughts and ideas on sticky notes.
- Assess learners' knowledge and understanding at any point of the learning journey.
- Encourage learners to think of their own related Big Questions.



Newsround and Espresso News

Our learners are engaged daily with Newsround and Espresso News to spark a conversation and keep up to date with global and local issues. These news stories are often about topics to which our learners can relate in our Global Learning curriculum.

Social, Moral, Spiritual and Cultural development (SMSC) links

Global Learning compliments our SMSC curriculum by supporting learning including:

- Cultural days such as Chinese New Year, Diwali and Christmas around the world.
- Debates on a range of related topics.
- Collective worship and reflection.
- Language of the Month where we celebrate the languages of our English as an Additional Language (EAL) speakers.

Global Learning Library

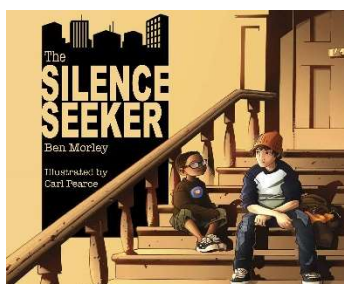
We have a comprehensive collection of Global Learning books which are used to support learning. They include a range of topics for our key concepts and Global Learning Goals. We also use stories for inspiring English lessons which include:

Foundation and Key stage 1:

- *The Way to school* by Rosemary McCarney describes the remarkable and often dangerous journeys children make to school.
- *Change starts with us* by Sophie Beer helps us discover the small changes we can all make to save the planet.
- *Finn the Fortunate Tiger Shark* by Georgina Stevens tells the story of a shark who eats too much plastic who is saved by his friends' ingenious plan.
- *Our Diversity Makes Us Stronger* by Elizabeth Cole teaches us to accept ourselves and others for who we are.

Key Stage 2:

- *Where will I live?* by Rosemary McCarney shows the journey of children as refugees and why they migrate.
- *The Great Kapok Tree* by Lynne Cherry tells the story of a woodcutter in the rainforest who sleeps and hears the animals plead with him to stop destroying their world.
- *Masai and I* by Virginia Kroll allows the reader to compare urban life with a Masai tribe.
- *The Silence Seeker* by Ben Morley tells the story of an asylum seeker moving to a chaotic city.



Eco-Warriors and School Council

Our school has 2 teams of Eco-Warriors and School Council who represent every class. The Eco-Warriors maintain an eco-centric approach to the school in recycling and saving energy. They meet regularly and are involved in eco-projects projects around the school. On Fair Trade Fortnight they gave presentations to their classes about Fair Trade, created a display of clearing and ran a Fair Trade stall.

The School Council gives our learners a voice with which to be actively involved in school decisions and policies that will benefit everyone in the school community. Their role demonstrates democracy, justice and strong institutions within our school.

Examples of projects:

Memory Project - Our year 6 children were involved in a global art project which gets its name from its intention: to provide handmade, heartfelt portraits as special memories to children in deprived parts of the world. Northern Nigeria has one of the lowest rates of school attendance in the world, due to children facing the risk of kidnapping by local militia.

The Memory Project provided pictures of some of these children along with short messages about themselves. Our year 6 children then sketched portraits of them and have sent them back as gifts to Nigeria. We then received a video documentary video showing the Nigerian children's reaction to receiving these portraits.



Books 2 Africa – Some of our Eco-Warriors visited Books2Africa’s recycling centre where we donated around 1000 of our used, but much loved, reading books. Books2Africa ship donated books every day to countries like Nigeria, Ghana and South Africa. They have 3 warehouses with over 1,000,000 books on site. After emptying the carload of books, our team scanned them into the system and then packed the boxes ready for shipment. We were able to tour the rest of the warehouse and learned about the running of the charity from all the fantastic staff. Books2Africa mainly handle books but they also had rooms full of computers, clothes, toys and games. Our donation shipment had a tracking number so we could see when they arrived to Malawi and other countries.



Fairtrade Fortnight - During these two weeks, our Eco-warriors were busy giving presentations to their classes about Fairtrade. We learned about the lives of Fairtrade farmers around the world and how Fairtrade benefits them through our buying choices. They then shared examples of Fairtrade products on their Fairtrade stall. We also had a representative of the Fairtrade Foundation speak to some of our children. After learning about Fairtrade, the whole school was involved in making a giant Fairtrade mosaic, which was displayed in our hall. We received the Fairtrade Fair Aware award for our work.



World Oceans Day – The school took part in an upscaling project for World Ocean's Day. Children across the school used different waste materials and unwanted products, turning them into items of greater quality, artistic or environmental value. One of the highlights was a Trashion Show, which was shown to the local community. The learning from this day was presented at a local art gallery over the summer.



Impact

We believe that the skills we are teaching our learners enables them to live by compassionate values and motivates them to build a more sustainable and just world, both globally and in our local community.

Children are encouraged to present any projects they have been working on to a wider audience. A Global Learning display board shows the school what is currently happening with Global Learning, as well as publications in the local CM17 magazine, which is distributed locally to 3000 homes. Our global art projects appear in local galleries and have been sent to other countries. Our projects are often talked about and remembered throughout our learner's primary school experience.

The Global Learning coordinator is able to use pupil voice to inform the Global Goals Grid for the school. The progression map ensures that skills, knowledge and understanding are taught progressively. Learners are able to be assessed at any stage of their learning journey by The Big Question for each topic. Global Learning quizzes are also used as a fun way to assess learning.

At The Henry Moore Primary School, learners will leave with a better understanding of global and local issues, respect difference and diversity, identify their rights and responsibilities, and think critically about their impacts as global citizens as they continue their learning journey into a globally connected world.