

Aims

At Totley All Saints, we aim to ensure that all pupils:

- develop the knowledge and understanding, skills, values and attitudes that they need both to participate fully in a globalised society and economy, and to secure a more just, secure and sustainable world than the one they have inherited.
- become aware of the wider world and have a sense of their own role as a world citizen.
- build their own understanding of world events and have an understanding of how the world works.
- think about their values and what's important to them
- respect and value diversity.
- challenge ignorance and intolerance
- are passionately committed to social justice.
- develop an argument and voice their opinions
- see that they have power to act and influence the world around them
- works with others to make the world a more equitable and sustainable place.
- participate in their local, national and global communities.
- take their learning into the real world.

Our Curriculum for Global Learning

Global Citizenship: FS2 Knowledge and understanding

Early learning goal – people and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

Social justice and equity	Identity and diversity	Globalisation and interdependence	Sustainable development	Peace and conflict	Human rights	Power and governance
<ul style="list-style-type: none"> what is fair and unfair importance of caring and sharing 	<ul style="list-style-type: none"> uniqueness and value of every person similarities and differences between self and others 	<ul style="list-style-type: none"> immediate and local environment simple links with other places (e.g. through food) 	<ul style="list-style-type: none"> living things and their needs how to take care of immediate environment possibility of change in the future 	<ul style="list-style-type: none"> how own actions have consequences some basic ways to avoid, manage and resolve conflict 	<ul style="list-style-type: none"> basic needs for human life 	<ul style="list-style-type: none"> rules in class and school how rules can help us
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FS2 <u>Identity and diversity</u> Throughout the year Children follow Barnaby Bear as he spends time with different children. They learn to compare and recognise similarities between their own and others' lives.</p>	<p><u>Power and governance</u> <u>Peace and conflict</u> <u>Social justice and equity</u> Ourselves The children learn about following rules in classroom; being safe and using resources safely. They learn about sharing, caring and taking turns. What fair and unfair means. They are taught how to resolve conflict by explaining their thoughts / feelings to others. They develop independence skills and how to care for each other in school like a family would. Texts/ resources Goldilocks and 3 bears Humpty Dumpty Owl Babies by Martin Wadell</p>	<p><u>Identity and diversity</u> Festivals & Celebrations Children learn about celebrations (Christmas/ Diwali) in Britain and other countries around the world. They learn about family routines/ cultures and similarities and differences between families.</p>	<p><u>Globalisation and interdependence</u> Buildings & structures Children learn about famous structures in different countries around the world. E.g. They learn that in China bamboo is used to build with, and in Kenya, why mud and natural resources are used Texts/ resources Three Little pigs Three Billy Goats Gruff</p>	<p><u>Identity and diversity</u> <u>Sustainable development</u> Animals Children learn about different animals (farm and jungle) They learn where jungles are in the world, and about learn about African culture – villages/ fruits/ clothes and way of life by reading Handa's Surprise. Texts/ resources Rosie's walk by Pat Hutchins Little Red Hen Walking through the jungle by Julie Lacombe Handa's Surprise by Eileen Browne</p>	<p><u>Human rights</u> <u>Sustainable development</u> Growing Plants and mini beasts Children learn that plants and Mini beasts are part of the environment. They learn food is grown and is a basic need (along with water) for all animals. They learn about healthy eating. Texts/ resources The Enormous Turnip- Insy Winsy spider The Very Hungry Caterpillar by Eric Carle</p>	<p><u>Sustainable development</u> Australia Children learn about the Great Barrier Reef and endangered animals Texts/ resources Rainbow fish by Marcus Pfister Dinosaurs Children touch on conservation and looking after the environment through the dinosaur book. They Can help make a difference to their local and Global environment Texts/ resources Dinosaurs and all that Rubbish by Michael Foreman</p>

Our Curriculum for Global Learning

Key Stage 1

Pupils begin to make connections between different parts of their life experience and develop a sense of their own and others' worth, becoming aware of their relationships to others and of the different communities that they are part of. They extend their horizons and develop a sense of themselves as part of a wider world, gaining awareness and simple knowledge of a range of places, environments, cultures and religions, and making simple comparisons. They begin to understand the need to care for other people and the environment, and to be sensitive to the needs and views of others, learning that people share the same basic needs, but that there are differences in how these needs are met.

Social justice and equity	Identity and diversity	Globalisation & interdependence	Sustainable development	Peace and conflict	Human rights	Power and governance
<ul style="list-style-type: none"> what fairness means examples of what it can mean to be rich or poor in local and other contexts 	<ul style="list-style-type: none"> similarities and differences between peoples in local setting and also in wider contexts what contributes to self-identity and belonging 	<ul style="list-style-type: none"> similarities and differences between places in various parts of the world, including own setting links between local community and wider world 	<ul style="list-style-type: none"> positive and negative impacts of people's actions (including own personal choices) on others and the environment how people can damage or improve the environment 	<ul style="list-style-type: none"> causes of disagreement and conflict at personal, classroom and household levels some ways of avoiding, managing and resolving conflict 	<ul style="list-style-type: none"> rights in class and school the need to respect the rights of others basic human rights and how some people have these denied 	<ul style="list-style-type: none"> how to take part in making and changing rules in own class / school uneven sharing of power and how some people are excluded from decision-making

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Sustainable development</u> Science (Animals inc Humans) Discuss endangered animals and how the world would be different without them</p> <p>Texts/ resources : 'Wild and free' by Mick Manning and Brita Gransom</p>	<p><u>Sustainable development</u> Geography (Weather around the world) An introduction to Global warming. Child learn what climate change is and that it has a negative impact on people and wild life around the world.</p> <p>Texts/ resources : <u>Identity and diversity</u> PSHE Britain introduce British Values concepts, such as diversity, communities, neighbourhoods, identities and respect.</p>	<p><u>Sustainable development</u> Science (Materials) Which materials can be recycled and why recycling is important.</p> <p>Texts/ resources: 'What if' by Mick Manning and Brita Granson.</p>		<p><u>Social justice and equity/ Human rights</u> History(Victorians) Learn that whist we are lucky to go to school, some children live In poverty. They can't afford to go to school and some have to work. Child labour</p>	<p><u>Identity and diversity</u> Geography (china) Link to what the children have learnt about child labour in previous half term. Children learn that in China some children still have to work and do not go to school.</p>

Our Curriculum for Global Learning

Year 2	<p><u>Social justice and equity / Human rights</u> History (Florence Nightingale) Compare medical provision around the world. Medical Aid such as Christian Aid, Oxfam, MSF in some majority world countries. How Christians (and others) choose to respond to medical injustices.</p> <p>Texts/ resources Various websites Christians Aid Oxfam MSF/ Doctors without borders</p>	<p><u>Globalisation and interdependence</u> PSHE (One World) Comparing how family life is different around the world Places/ schools/ homes/ activities & games are different and how we can look after the earth.</p> <p>Texts/ resources : Let's build a house by Mick Manning & Brita Granstrom</p> <p>'Homes around the world.' By XXX</p>	<p><u>Sustainable development</u> History (Great Fire of London) and Science(Habitats) Impact of deforestation / bush fires on homes and habitats around the world.</p> <p>Texts/ resources: Christian Aid's 'Forest Foods Forever' simulation game to consider poverty in Amazon Rainforest communities</p>	<p><u>Globalisation and interdependence Social justice and equity/ Human rights /</u> English Fairtrade Work of the Fairtrade Foundation.Children Learn what 'Fairtrade' means and how raising awareness helps relieve poverty around the world. Children learn that in this country not everyone can afford enough food.</p> <p>Texts/ resources: Poverty and Hunger by Louise Spilsbury and Hanane Kai It's a No Money Day by Kate Milner</p>	<p><u>Human rights</u> PSHE (Respecting Rights) explore fundamental human rights and making sure that our rights and those of others are met</p>	<p><u>Sustainable development</u> Geography : Plastic Pollution in the Ocean Children study the positive uses of plastic and how lack of care about God's creation leads to plastic pollution and problems in the oceans. They learn that they can impact God's creation by their actions locally.</p> <p>Texts/ resources: A Planet Full Of Plastic by Neal Layton</p>
---------------	---	--	---	---	---	---

Our Curriculum for Global Learning

Global Citizenship: Key stage 2 Knowledge & Understanding

Pupils develop understanding beyond their own experience, building up their knowledge of the wider world and of diverse places, societies and cultures, and becoming more adept at making comparisons between people and places. They begin to explore reasons for these disparities, and different types of connections between people, places and environments. They express and explain their opinions and learn to consider others' views, develop their sense of fairness/justice and begin to understand that people's choices can affect local and global issues such as sustainability.

Social justice and equity	Identity and diversity	Globalisation & interdependence	Sustainable development	Peace and conflict	Human rights	Power and governance
<ul style="list-style-type: none"> • how fairness may not always mean equal treatment • some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels 	<ul style="list-style-type: none"> • diversity of cultures and societies within and beyond own experience • contributions of different cultures to our lives • nature of prejudice, racism and sexism and ways to combat these 	<ul style="list-style-type: none"> • global connections between peoples and countries (e.g. through trade and communications) • • how local actions affect the wider world 	<ul style="list-style-type: none"> • people's dependencies on the environment • basics of climate change (causes and effects) • environmentally responsible living and global inequalities in ecological footprints 	<ul style="list-style-type: none"> • some causes and effects of conflict at all levels from personal to global • strategies for managing, resolving and preventing conflict, including 'win-win' solutions • examples of conflicts past and present in own society and others 	<ul style="list-style-type: none"> • UN Convention on the Rights of the Child • reasons why some people have their rights denied. • those responsible for rights being met (e.g. teachers, local and national government) 	<ul style="list-style-type: none"> • the need for rules in own school and wider society and how people can take part in making and changing them • basics of how own country and region is governed

Our Curriculum for Global Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Social justice and equity</u> English (Food poetry) How people eat around the world and food poverty in some majority world countries. Link to local food bank/ harvest. <i>Learn about the work of foodbanks, how they work and why they are needed in this country.</i></p> <p>Texts/ resources Maddi's Fridge by Lois Brandt</p>	<p><u>Human rights/Identity and diversity</u> PSHE (Britain) What it means to be British: The liberty and human rights people have living in Britain and why a diverse society is important. The need for rules in own school and wider society and how people can take part in making and changing them; what does it mean to live in a democratic society?</p> <p>Texts/ resources Twinkl PowerPoints Minute Videos; Democracy – A short introduction (YouTube)</p>	<p><u>Social justice and equity</u> Geography/ science (Volcanoes / rocks) <i>Learn that the impact of disasters are worse on people living in poverty; natural disasters e.g. earthquakes.</i></p> <p>Texts/ resources <i>Christian Aid 'Disaster Strikes' video clip & Disaster Simulation Game</i></p> <p><u>Peace & Conflict</u> History (advancement of the Roman Empire; Boudicca's revolt & Hadrian's Wall) How conflict arose as a result of the advancing Roman Empire and resistance to this. Explore the different ways the Celts in Britain dealt with this (e.g. Queen Cartimandua vs Boudicca - using the presence of the Romans to their advantage e.g. for trade vs revolting against it). Explore win-win solutions to resolving conflict.</p> <p>Texts/ resources History Van Visit (Queen Cartimandua Visits the children to ask for their help)</p>		<p><u>Sustainable development</u> Science (plants) How the destruction of trees and plants in different parts of the world affect people and the environment. <u>Globalisation and interdependence</u> English (Persuasive Writing) How people have changed local environments gradually but that over time whole ecosystems can be significantly reduced or destroyed. Use satellite imaging to see such changes at a global scale and predict what it will look like in the future.</p> <p>Texts/ resources Window (by Jeannie Baker) <i>Children will write a persuasive piece about protecting the local environment.</i></p>	<p><u>Sustainable development</u> Geography (Sheffield - Steel City) <i>Climate change and the impact of the industrial revolution on the local landscape.</i></p> <p>Texts/ resources; Greta and the Giants by Zoë Tucker and <u>Zoe Persico</u> Christian Aid: 'Fumes or Futures' <i>teacher resources & game</i></p> <p><u>Identity and diversity</u> English (stories/ poems from other cultures / persuasive writing) Children will look at Indian folktales and how people interpret them, how these can give an idea of how people live and write their own folktale.</p> <p>Texts/ resources Seasons of Splendour by Madhur Jaffrey</p>

Our Curriculum for Global Learning

Year 4	<p><u>Sustainable development</u> Science(electricity) How greener sources of power would be better for the environment</p> <p>Look at the impact of lack of electricity in some countries</p> <p>Texts/ resources Various websites Christians Aid Oxfam Old green day resources</p>	<p><u>Human rights /Sustainable development / Globalisation and interdependence</u></p> <p>PSHE One World human rights, inequality, climate change, sustainability and charity</p> <p>Science Explore famine and effects of malnutrition on the body.</p> <p>Texts/ resources Various websites Christians Aid Oxfam</p>	<p><u>Peace and conflict</u> Theme (Saxons and Scots) Explore how people used to invade and often 'strongest' team won and consider strategies for managing, resolving and preventing conflict today.</p> <p>Compare conflicts past and present in own society and others</p> <p>Texts/ resources Various websites Christians Aid Oxfam</p>	<p><u>Identity and diversity</u> Science (Sound) explore how music expresses identity, belonging and feelings in personal life</p> <p>consider how music is used to protest at social injustice and promote visions of positive change</p> <p>develop appreciation of musical traditions and their common elements</p> <p>Texts/ resources Various websites Christians Aid Oxfam Use global music lesson from Oxfam to discover how music has an effect http://www.oxfam.org.uk/education/resources/globalmusic-lessons-for-ages-5-7</p>	<p><u>Globalisation and interdependence</u> Theme (Seas and Settlements) Global trade links and how this supports the economy of other countries. What do we get imported to Britain? http://global-literacy.yolasite.com/classroom-resources.php</p> <p>Link to Fair trade</p> <p><u>Human rights</u> PSHE (Respecting Rights) explore human rights and find out how we can be rights respecting and respect the rights of others.</p>	<p><u>Sustainable development</u> Science(Habitats) Biography of David Attenborough Impact of deforestation, pollution and human interference on habitats around the world.</p> <p>Climate change and the effect on the world and our closer environment.</p> <p>Texts/ resources; possible book https://www.amazon.co.uk/David-Attenborough-Little-People-DREAMS/dp/0711245630/ref=sr_1_7?dchild=1&fst=as%3Aoff&qid=1586448398&rnid=69&s=books&sr=1-7</p>
---------------	---	---	--	--	---	--

Our Curriculum for Global Learning

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>		<p><u>Power and governance/ Identity and diversity</u> PSHE (Britain) British Values, Local and National Government, community, identity and making a positive contribution.</p>	<p><u>Globalisation and interdependence/soci al injustice and inequality</u> Links to Fairtrade fortnight. Explore how people are not always paid a fair wage across the globe and how Fairtrade are trying to help with this. Texts/resources: Fairtrade resources</p>		<p><u>Human rights / Social justice and equity/Sustainable development</u> Geography: Rivers Children look at how access to water can be controlled through links to looking at dams. Look at possible impacts of not having access to clean water. Link to issues of drought/ climate change. Texts/resources: CAFOD resources for water https://cafod.org.uk/Education/Primary-teaching-resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p><u>Power and governance</u> School elections for different roles as Y6 e.g. TASS Crew Council, Merit Captains <u>Peace and conflict/ Human rights/ Social justice & equity</u> History (WW2) Causes and effects of WW2, impact on different groups of people. Holocaust Refugees – look at evacuees and the Kindertransport, compare with refugees today. Texts/resources: Goodnight Mister Tom, Kindertransport poems</p>	<p><u>Peace and conflict</u> History (WW2)/R.E. Remembrance Day, visit to Sheffield Cathedral, looking at different conflicts represented within the cathedral. <u>Human rights / Social justice and equity/Sustainable development</u> PSHE One World energy use, water conservation, climate change, biodiversity, human rights and protecting the environment.</p>	<p><u>Human rights/ Social justice and equity/ Identity & diversity</u> English (Biography) Malala Yousefzai Texts/ resources: Malala’s Magic pencil <u>Sustainable development</u> Science (Evolution and Adaptation) how the destruction of habitats can lead to extinction of different animals when they cannot adapt quickly enough Resources: Yorkshire Wildlife Park visit <u>Geography (Brazil)</u> Sustainable development Rainforest deforestation, urbanisation and economic Causes and effects of climate change Globalisation and interdependence Effects of deforestation on the rest of the World. Trade -soybean</p>	<p><u>Human rights</u> PSHE(Respecting Rights) explore human rights and how rights respecting people protect and respect human rights around the world</p>	<p><u>Sustainable development</u> Science (Electricity) How our understanding of electricity has changed over time and how its use has become widespread – focus on changes to the sources of electricity and their effect on the environment</p>