

KS1		KS2
<b>Knowledge and Understanding</b>		
<b>Social justice and equity</b>	<ul style="list-style-type: none"> <li>what fairness means</li> <li>examples of what it can mean to be rich or poor in local and other contexts</li> </ul>	<ul style="list-style-type: none"> <li>how fairness may not always mean equal treatment</li> <li>some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li> </ul>
<b>Identity and diversity</b>	<ul style="list-style-type: none"> <li>similarities and differences between peoples in local setting and also in wider contexts</li> <li>what contributes to self-identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>diversity of cultures and societies within and beyond own experience</li> <li>contributions of different cultures to our lives</li> <li>nature of prejudice, racism and sexism and ways to combat these</li> </ul>
<b>Globalisation and interdependence</b>	<ul style="list-style-type: none"> <li>similarities and differences between places in various parts of the world, including own setting</li> <li>links between local community and wider world</li> </ul>	<ul style="list-style-type: none"> <li>global connections between peoples and countries (e.g. through trade and communications)</li> <li>how local actions affect the wider world</li> </ul>
<b>Sustainable development</b>	<ul style="list-style-type: none"> <li>positive and negative impacts of people's actions (including own personal choices) on others and the environment</li> <li>how people can damage or improve the environment</li> </ul>	<ul style="list-style-type: none"> <li>people's dependencies on the environment</li> <li>basics of climate change (causes and effects)</li> <li>environmentally responsible living and global inequalities in ecological footprints</li> </ul>
<b>Peace and conflict</b>	<ul style="list-style-type: none"> <li>causes of disagreement and conflict at personal, classroom and household levels</li> <li>some ways of avoiding, managing and resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>some causes and effects of conflict at all levels from personal to global</li> <li>strategies for managing, resolving and preventing conflict, including 'win-win' solutions</li> <li>examples of conflicts past and present in own society and others</li> </ul>
<b>Human rights</b>	<ul style="list-style-type: none"> <li>rights in class and school</li> <li>the need to respect the rights of others</li> <li>basic human rights and how some people have these denied</li> </ul>	<ul style="list-style-type: none"> <li>UN Convention on the Rights of the Child</li> <li>reasons why some people have their rights denied.</li> <li>those responsible for rights being met (e.g. teachers, local and national government)</li> </ul>
<b>Power and governance</b>	<ul style="list-style-type: none"> <li>how to take part in making and changing rules in own class / school</li> <li>uneven sharing of power and how some people are excluded from decision-making</li> </ul>	<ul style="list-style-type: none"> <li>the need for rules in own school and wider society and how people can take part in making and changing them</li> <li>basics of how own country and region is governed</li> </ul>
<b>Skills</b>		
<b>Critical and creative thinking</b>	<ul style="list-style-type: none"> <li>ask relevant questions</li> <li>consider merits of different viewpoints</li> <li>use different approaches to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>begin to identify bias and opinion</li> <li>give evidence for an argument, assess different viewpoints and present counter-arguments</li> <li>imagine alternative possibilities and suggest new ideas to solve problems</li> </ul>
<b>Empathy</b>	<ul style="list-style-type: none"> <li>show awareness of, and concern for, people's feelings</li> <li>show interest in, and concern for, others outside immediate circle and in contexts different to own</li> </ul>	<ul style="list-style-type: none"> <li>adapt behaviour to take into account feelings of others</li> <li>empathise with people in local and more distant contexts</li> <li>understand impacts of prejudice and discrimination</li> </ul>
<b>Self awareness and reflection</b>	<ul style="list-style-type: none"> <li>recognise effects of own behaviour on others and use this to help make choices</li> <li>identify matters that are important to self and others</li> <li>learn from mistakes and use feedback</li> </ul>	<ul style="list-style-type: none"> <li>identify connections between personal decisions and issues affecting people locally and globally</li> <li>explore reasons for negative feelings towards others and in new or difficult situation</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>participate in discussions about issues that affect self, others and the wider world</li> <li>state opinions and start to give reasons for these</li> <li>listen carefully to others</li> </ul>	<ul style="list-style-type: none"> <li>listen attentively, question and respond to others</li> <li>express own views and ideas on issues clearly, using a range of appropriate methods</li> <li>give reasons, evidence and examples in support of an opinion</li> </ul>

# Global Learning Progression of Skills

<b>Cooperation and conflict resolution</b>	<ul style="list-style-type: none"> <li>play and work cooperatively</li> <li>help to ensure that everyone in own group is included</li> <li>begin to show tact and diplomacy</li> </ul>	<ul style="list-style-type: none"> <li>work cooperatively to solve problems or achieve goals</li> <li>use strategies to manage anger, frustration and aggressive feelings</li> <li>use knowledge of others' viewpoints to resolve problems and compromise</li> </ul>
<b>Ability to manage complexity and uncertainty</b>	<ul style="list-style-type: none"> <li>describe feelings about changes in own life and locality</li> </ul>	<ul style="list-style-type: none"> <li>describe feelings about changes and events in own setting and the wider world</li> <li>use strategies to cope with challenging times</li> <li>recognise when there may be no single right or wrong answer</li> </ul>
<b>Informed and reflective action</b>	<ul style="list-style-type: none"> <li>contribute actively and constructively to the life of own class and school</li> <li>take action when something is unfair</li> </ul>	<ul style="list-style-type: none"> <li>participate in decision making in school</li> <li>contribute to the well-being of the wider community</li> <li>share opinions and evidence on issues with others including decision-makers and elected representatives</li> </ul>
<b>Values &amp; Attitudes</b>		
<b>Sense of identity and self-esteem</b>	<ul style="list-style-type: none"> <li>sense of belonging and valuing of relationships with others</li> <li>awareness of, and pride in, own individuality</li> </ul>	<ul style="list-style-type: none"> <li>positivity about the ways in which one is both similar to others and uniquely different</li> <li>value what contributes to own identity</li> </ul>
<b>Commitment to social justice and equity</b>	<ul style="list-style-type: none"> <li>willingness to stand up and speak up for others</li> <li>fairness in dealings with others</li> </ul>	<ul style="list-style-type: none"> <li>offence at unfair treatment of others locally and globally</li> <li>sense of justice</li> <li>growing interest in world events and global issues</li> </ul>
<b>Respect for people and human rights</b>	<ul style="list-style-type: none"> <li>respect for other people's feelings and ideas</li> <li>respect for the rights of others</li> <li>belief that everyone has equal rights</li> </ul>	<ul style="list-style-type: none"> <li>readiness to think through consequences of words, actions and choices on others</li> <li>belief that it is everyone's responsibility to challenge prejudice and discrimination</li> </ul>
<b>Value diversity</b>	<ul style="list-style-type: none"> <li>valuing others as equal and different</li> <li>willingness to listen respectfully to the ideas and views of others even when one disagrees</li> <li>willingness to learn from the experiences of others</li> </ul>	<ul style="list-style-type: none"> <li>valuing difference</li> <li>recognising the benefits of listening to a range of different perspectives and viewpoints</li> </ul>
<b>Concern for the environment and commitment to sustainable development</b>	<ul style="list-style-type: none"> <li>concern about the local environment and willingness to care for it</li> <li>taking care of resources and not wasting them</li> </ul>	<ul style="list-style-type: none"> <li>sense of responsibility for the environment and the use of resources</li> <li>commitment to taking action to protect and improve the environment and quality of life for people locally and globally</li> </ul>
<b>Commitment to participation and inclusion</b>	<ul style="list-style-type: none"> <li>willingness to participate in activities both inside and outside of the classroom</li> <li>belief that that everyone should be included and able to participate</li> </ul>	<ul style="list-style-type: none"> <li>active participation in school-based decision making</li> <li>proactive inclusion of other people, especially those who may face barriers to participating fully</li> </ul>
<b>Belief that people can bring about change</b>	<ul style="list-style-type: none"> <li>belief that people can make a difference, both on their own and when they work together</li> </ul>	<ul style="list-style-type: none"> <li>belief that individuals and groups can improve situations</li> <li>willingness to cooperate with others to change things for the better</li> </ul>