

Cross-curricular approaches to global learning: guidance for primary schools

1 Introduction

Addressing global learning through cross-curricular approaches makes sense in primary schools. Global learning, by its very nature:

- is real, topical and relevant
- lends itself to addressing broad topics and questions
- encourages pupils to connect learning across subjects to cross-cutting issues
- motivates pupils to ask questions and take ownership of learning
- encourages pupil teamwork and leadership.



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Global learning lends itself to cross-curricular approaches. Such approaches:

- enrich and strengthen cross-curricular learning experiences
- enable teachers and pupils to link their learning across and beyond the curriculum
- support broader and more integrated learning outcomes across the school
- motivate pupils and teachers to tackle global issues in a more coherent way.

The aim of this guidance

This guidance document demonstrates how cross-curricular approaches can make global learning more meaningful and effective. It will help teachers and schools to understand what is meant by cross-curricular approaches, why global learning can be addressed in this way, and give practical advice, support and signposts to take this forward.

It is intended to be used flexibly, depending on where schools are at in their development of global learning. So while not all activities may be appropriate for all schools, it should support any school that wishes to reflect on current practice, and consider new ideas and approaches.

Who is this guidance for?

This guidance document is for any co-ordinator, teacher or school leader who is looking to plan and support the effective teaching and learning of global learning at Key Stage 2 **through cross-curricular approaches**. In particular, it has been designed to support schools working on the **Global Learning Programme (GLP) in England**. However it will also be of use for any primary school wishing to embed global learning more effectively.

It has been produced by Oxfam and the Citizenship Foundation, supported by a group of teachers at various stages of promoting global learning in their schools.

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2 Taking a cross-curricular approach to global learning

What is global learning?

Global learning¹ is about helping young people to gain a critical understanding of **global poverty and development**. It aims to provide pupils with the knowledge, skills and experiences to understand key dimensions of poverty and development, and to understand, explain and consider solutions to poverty and development issues. This gives pupils opportunities to:

- **acquire knowledge** to help them understand the causes and effects of global poverty and uneven development – including globalisation and interdependence; and social, economic and political processes – recent progress and challenges, and possible solutions
- **develop skills** through engaging with this knowledge to explore issues critically and to examine the actions individuals and communities can take to overcome global poverty, including their own responses
- **explore their own values** when looking at key global issues, and considering issues such as fairness, human rights and tolerance.

The **Global Learning Programme (GLP)** in England supports schools to embed global learning at Key Stage 2 and Key Stage 3, to equip their students to make a positive contribution to a globalised world. It supports schools through networks based around GLP Expert Centre schools, and advocates a whole-school approach to global learning. Alongside this guidance for taking a cross-curricular approach, the programme also provides guidance for how to embed global learning within specific core subjects including English, maths and science.

For more information see www.glp-e.org.uk

Global learning is crucial to help prepare children to live with confidence and make meaningful contributions in fast-changing, interdependent 21st-century societies, where many challenges facing us in the world are global ones that demand global solutions.

¹ There are lots of definitions of global learning but this guidance uses the one developed by the GLP.

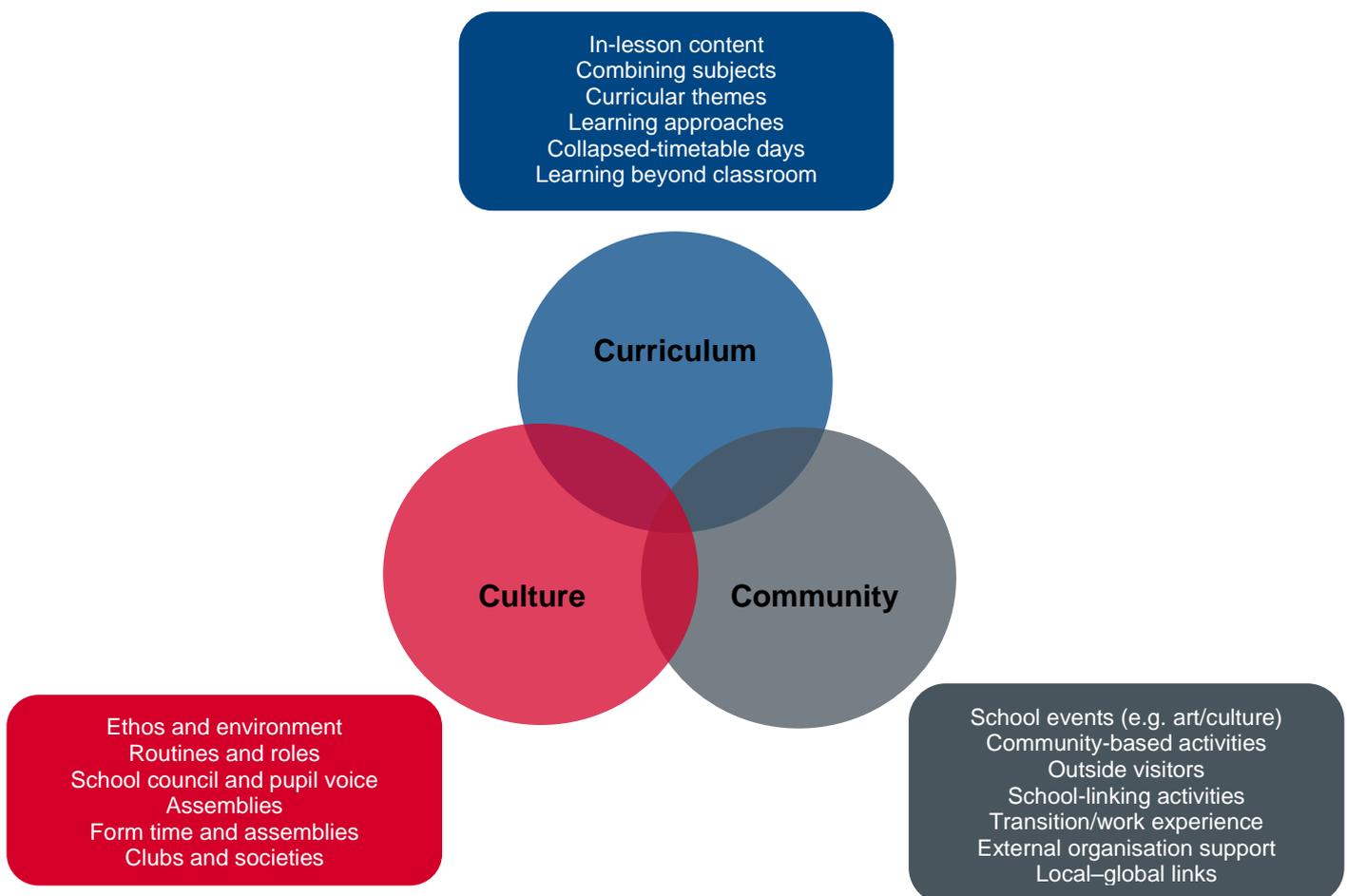
What is a cross-curricular approach to global learning?

A cross-curricular approach, by definition, is about bringing together a number of curricular areas. This can mean the contribution of different subjects (including: knowledge; understanding; skills; attitudes and behaviours), but can also include the broader aims a school may have, for example, related to pupils' personal and social development. These can be promoted not just in the formal curriculum, but also informally through both school culture and community activities. Therefore cross-curricular approaches can be created and taken within and/or between any of these three areas, combining both the 'formal' and 'informal' curricula in a more holistic or 'joined-up' approach.

Global learning encompasses many topics and themes around poverty and development that encourage cross-curricular approaches within and/or between these spaces. Figure 1 illustrates some of the main opportunities for this to happen within each of the three areas, or '**levels**' of activity: the curriculum level, school culture level and school community level. Each level is then discussed further below. Any individual cross-curricular global learning activity could sit within or between one, two or all three of these areas.

By encouraging collaboration and a more holistic approach, cross-curricular approaches to global learning can be an important aspect of a wider *whole-school approach* to global learning,² which the GLP also promotes.

Figure 1: Opportunities for cross-curricular approaches to global learning



² See more about whole-school approaches in the GLP-E at <http://globaldimension.org.uk/glp/page/10558>

Curriculum level is about cross-curricular global learning activities and experiences delivered through the formal school curriculum. Subject-specific actions can give rise to some of the most memorable ‘touchstone’ learning experiences that pupils remember well into later life. The opportunities and activities may be invested in one or more subjects, and do not have to embrace every curriculum subject at all times. Opportunities in primary schools are likely to include:

- specifying cross-curricular content within ‘discrete’ subject lessons
- one or more curriculum subjects coming together for a specific topic, theme or activity
- combining many curriculum subjects into cross-curricular themes and topics
- collapsing the timetable for special events that bring all subjects together (themed weeks, drop-down days or events).

Curriculum subjects become richer and deeper when considered together, as the curriculum knowledge, skills and values that they address are often interdependent and mutually supportive. This is especially valid for global learning about poverty and development through cross-curricular approaches.

Culture level is about the routines, behaviours and activities that together create the ethos and atmosphere within a school. This usually sits outside the ‘formal’ curriculum, and will dovetail with the school’s values. It includes cross-cutting themes and dimensions such as SMSC outcomes (pupils’ spiritual, moral, social and cultural development), SEAL outcomes (social and emotional aspects of learning) and pupil voice. Global learning can support these through activities that help bind the school together, such as assemblies, clubs and societies, pupil-led activities and school council activities. This area also relates to how schools put these principles into practices, for example through ethical purchasing, energy efficiency measures and sustainable waste management.

Community level is about global learning activities and experiences that connect pupils to the community, and take place either within or beyond the school. These can originate within or beyond the classroom, and can link to both curriculum and school culture activities. They may include cultural and artistic events or visits, local to global community activities (such as school linking), and globally themed transition activities with feeder schools or projects run with support from outside organisations such as international charities (often called international NGOs).

Effective global learning in primary schools can be strengthened and reinforced when meaningful connections are made for pupils across their learning at curriculum, culture, and community levels. The use of real-world contexts helps to bring learning to life – by engaging and motivating pupils, as well as supporting the raising of standards.

3 The benefits of a cross-curricular approach to global learning

Global learning lends itself to cross-curricular approaches as topics and themes are naturally cross-cutting, and global learning projects can logically support wider school and community links, helping to realise links between these different areas of school life. The benefit of global learning to learners is most apparent where a range of activities contribute towards a coherent curriculum offering.

The **key curriculum benefits** of a cross-curricular approach to global learning include:

- helping to create richer learning opportunities
- making learning more real, relevant and meaningful
- allowing learners to make connections between subjects
- providing opportunities for the wider development of skills and values.

There is recognition from the government that the 2014 National Curriculum in England is a slimmed-down curriculum and is distinct from the overall 'school curriculum'. The National Curriculum sets out the minimum core of knowledge that each subject should teach, leaving it up to schools to decide how best to teach this knowledge in an interesting and meaningful way for pupils. This approach enables schools to consider greater use of cross-curricular approaches where learning about topics and themes can be enlivened and strengthened through curriculum subjects collaborating in that learning. It should also ensure that schools continue to offer a broad and balanced curriculum to all pupils.

Global learning through cross-curricular approaches also supports more **impactful global learning** as it allows a wider range of subjects to consider global learning and it also supports more in-depth and pupil-led active projects. This can demonstrate to pupils that global learning is valued and is a whole-school priority that permeates the curriculum. It can encourage them to take advantage of those opportunities and to make connections so as to strengthen their own learning about poverty and development as they progress through the school.

4 Example ideas for cross-curricular global learning in primary schools

Based on the experience of schools to date, a number of key example ideas for cross-curricular global learning in primary schools are suggested below. They may sit within, or between, the curriculum, culture or community levels of school life to greater or lesser degrees.

Specifying what happens in lessons of separate subjects

Each curriculum subject leader could identify where global learning takes place in their subject curriculum in the school and how they can bring in wider curricular objectives in exploring it. This might be a particular English unit with a reader set in a particular location or circumstances such as Beverley Naidoo's *The Other Side of Truth* (Puffin Books), *Migrant*, by Maxine Trotter (Groundwood Books), *Hope for Haiti* by Jesse Joshua Watson (G.P. Putnam's

Sons Books for Young Readers), *Azzi in Between* by Sarah Garland (Frances Lincoln Children's Books), *The Breadwinner* by Deborah Ellis (OUP) and *Tasting the Sky: A Palestinian Childhood* by Ibitsam Barakat (Farrar Straus Giroux). This can encourage links to be made between subjects such as English, geography, history, citizenship and PSHE.

Two or more subjects coming together for a specific topic or activity

There is scope for designing and making projects in pursuit of global learning in topics such as water supply or disaster-proofing buildings. Bringing such ideas together with real locations chosen for study in geography can engage and motivate pupils.. A science topic on the senses could include work around the consequences of river blindness that is prevalent in some African countries, yet easily treated. The theme of modern-day child slavery might be related to historical studies around the slave trade or child labour in Victorian Britain. The topic of fair trade has the potential to be combined with learning about healthy eating. For ideas on global learning and clothes see:

http://clients.squareeye.net/uploads/global/resources/GD_in_my_classroom_007_Clothes.pdf

The Citizenship Foundation's Go-Givers project lesson on '[Climate and Farming](#)', through the use of an interactive 'World Viewer', addresses the issue of how climate and climate change affect food production across the world.

Combining many subjects into cross-curricular themes and topics

A topic on a fundamental human need, such as food, water or shelter, can be approached from many different angles, and it is therefore possible to combine such a topic with various subjects. For example, the source countries of particular food items can be explored and related to the serious issues of food security and food sovereignty. The different ways that countries preserve, collect and use water supplies can be related to changes in technology and settlement patterns. Research into variations in healthcare can involve the children in statistics (maths) relating to life chances, and link with a study of microorganisms and hygiene (science). Useful background reading and teaching resources for different development education topics are available here: <https://globaldimension.org.uk/glp/page/10705>

Collapsing the timetable for special events (themed weeks, drop-down days)

It is very common for schools to collapse the timetable for a period of time to tackle a topic or theme. This can be easier from a planning perspective, as it gives pupils more time and space to consider an issue in more depth, and allow for project-style activities. A variety of 'big' global topics such as climate change, food or water could form the basis of such an activity.

However, care should be taken to avoid repetition, and to build in progression of ideas and activities. Where possible, such activities should deliver formal curriculum requirements such as science and geography content, or communication skills in English. Similarly there is potential for an arts focus: for example taking a musical production such as 'Yanomamo' as the centrepiece; creating works of art in the style of artists such as Henri Rousseau and

Mokwaledi Gontshwanetse; and writing poetry, while learning about ecosystems and the implications of the destruction of the rainforest on the people and wildlife who live there.

Fundraising

In different forms, this activity is very widespread in primary schools, and a global learning approach could be applied in most circumstances. While not detracting from the purpose of raising money, it remains recommended to adopt a critical approach towards charitable giving. Fundamental questions concern why the fundraising is necessary, and what is implied about the relationship between the donor and beneficiaries. Pupils should know why they are carrying out the activity.

- Structured schemes such as the Citizenship Foundation's [Go-Givers](#) provide support in generating a spirit of giving and compassion within the school ethos and offer access to a wealth of curriculum material.
- [Comic Relief](#), the associated Red Nose Day and Sport Relief, as well as their broadcast partner the BBC, provide free resources to help teach pupils about key issues that face vulnerable people around the world.
- Oxfam Education offers teachers [support for fundraising](#) in a 20-page booklet.

Being poor concerns what you can do about it, not just what you have or don't have. When someone is in extreme poverty, it means that they don't just lack resources, but also power and opportunities. They lack life chances that should be held as a right. Fundraising is – on its own – unlikely to solve these underlying injustices and, therefore, a more critical approach is recommended.

School linking

Many schools have their own identified schools for linking young people's experiences. With participation in [British Council Connecting Classrooms](#), and other funding mechanisms, international professional partnerships and visits have become a valuable part of school activity, and can make a significant contribution to cross-curricular global learning. They can be most effective with some deep thinking and serious planning: 'linking ideally involves people-to-people contact, leading to equal, mutually beneficial relationships across cultures, with the aim of understanding the reality of each other's lives, and thereby contributing to changes in both of their societies.' (UKOWLA, 2006)

Further guidance on embedding school linking in the curriculum, and how to promote good practice and avoid some of the pitfalls, is provided by *Building Successful School Partnerships* (Oxfam, 2007) and the British Council via <https://schoolsonline.britishcouncil.org>

Pupil voice and participation

Active participation by pupils often starts with local concerns but it does not take much prompting to lift their eyes to the horizon of global learning through connections to global issues. It is important to mediate contexts with authentic information to avoid mere repetition of

opinion, and provide scaffolds to support actions being increasingly led by pupils. Schools may use the UN Convention on the Rights of the Child as a vehicle to promote pupil voice and participation, and embed this through various school structures – including student councils and curriculum planning. See for example:

Promoting Action – The Oxfam Youth Ambassadors Scheme

<http://www.oxfam.org.uk/education/global-citizenship/youth-ambassadors>

Rights Respecting Schools – The UNICEF awards programme

http://www.unicef.org.uk/Documents/Education-Documents/RSSA_Quick_Guide.pdf

Celebrations and commemorations

International Children's Book Day is celebrated on 2 May each year. To find out more about global issues and literature, see <https://globaldimension.org.uk/literature-global-issues/> For other global events see the calendar at <http://globaldimension.org.uk/calendar>

While there is advantage in reflection on the positive in common human experience, there is also a risk of stereotyping and patronising. Thinking through the real purpose of such celebration and how it relates to more hum-drum global activity might avoid such pitfalls. How about Global Handwashing Day on 15 October? www.unicef.org.uk/Latest/News/Global-Handwashing-Day/

In the news

While there are many subject-based opportunities to relate learning to world events, some teachers also make use of registration time to stimulate an interest in how the news impacts on our lives. A digital display can show a streamed television newsfeed or an aggregator such as [The Paper Boy](#), which allows selection by world news and from specific countries. Caution is urged with live news. To avoid those potential difficulties, and to emphasise substance of reports, a mediated service could be made available through the school network such as [The Day](#) – ‘explaining matters: current affairs in schools’.

Potter, Molly (2010) *Poverty: tackling difficult issues in the news* (Headlines), A & C Black
www.citizenshipfoundation.org.uk/main/resource.php?s420

Model United Nations/parliaments

Formal debating might be the province of older pupils. However, structured activities that introduce the operation of a Model United Nations General Assembly (MUNGA) or a parliament can be powerful for learning about empathy and making a case for an issue you don't necessarily support. Good preparation and research is as crucial as the operation of the session, and de-briefing is essential.

UNA-UK Model United Nations www.una.org.uk/globe

Search out local youth parliaments and UK Youth Parliament www.ukyouthparliament.org.uk/

Arts and culture

Numerous opportunities exist for global learning in activities such as field, theatre and museum visits. School plays and musical performances could also make a strong contribution to global learning. See:

‘Participate: global citizenship through art and design’ www.octobergallery.co.uk/participate/

Exploring the global dimension through art and design

<https://globaldimension.org.uk/resource/exploring-the-global-dimension-to-art-and-design/>

Global learning in drama and music

<https://globaldimension.org.uk/resource/global-learning-in-drama-and-music/>

The display and performance of the arts in and around the school offers an engaging and highly visible sign of the school’s commitment to global learning. For example, workshops of practical tasks with artists can explore ways in which different cultures produce images, symbols and objects to convey meanings.

5 Making cross-curricular global learning happen

Achieving cross-curricular approaches in primary schools is not always easy. You might try to make it happen everywhere, but you must be clear where it does happen deliberately and consciously. Teachers are encouraged to avoid tokenism, and the cross-curricular approaches should be as rigorous and challenging as any other learning. It may begin within just one subject area, but to be successful it will need to be extended across all subjects and involve all staff. It is widely recognised that the vision of senior leaders is crucial to the lasting effectiveness of cross-curricular approaches to global learning. This will entail audit activities and action or improvement planning. However, it remains possible to demonstrate its power at a smaller scale and build up incrementally.

The collaboration required for fully engaged cross-curricular approaches often starts with a meeting of key school personnel.

- How might such a meeting be managed most effectively in your school?
- What would be the intended outcomes and actions from such a meeting?

It is possible to recognise underpinning principles that support the decision-making process to promote global learning through cross-curricular approaches. Listed below are some of these principles as suggested by the teachers who helped to put this guidance together. You may be able to add more from your own experience and that of your school:

- engage senior leaders
- plan carefully
- think long term
- avoid ‘one-size-fits-all’
- build in training and support for all staff

- evaluate and review
- motivate pupils and give them real responsibility
- make full use of community expertise and links.

With these principles in place, the results will be: an enriched curriculum; links between different subjects; and broader, more impactful outcomes.

Making choices

Following the above, schools need to make choices about where to try to apply more holistic cross-curricular approaches to global learning. This requires weighing up the pros and cons of a particular approach in relation to the school priorities and context. Taking time to consider this will support schools to make whatever they do more effective.

The table below suggests some possible advantages and disadvantages of some common approaches.

Figure 2: Considering modes of pupil engagement

Mode of pupil engagement	Advantages	Disadvantages	Implications
Registration time	More frequent and routine Different groupings can create a collaborative dynamic	Relatively short periods in most schools Seen as less important	Make it worthwhile for all concerned to overcome the competing demands
Events	High profile More distinctive Learners respond well	Planning required Disruption is possible	Requires proper co-ordination to be effective
Discussion and debates	Focus on global issues	Preparation is necessary Risks being non-inclusive	Structure to develop participation Based on knowledge, not opinion
Visits	Different location stimulates interest	Travel costs limiting scope	Maximise opportunity by doubling-up purpose
Fundraising	Fun/novelty Wide range of possibilities	Distraction from learning purpose	A clear rationale and criticality is required

6 The outcomes of cross-curricular approaches to global learning

Schools engaging through the Global Learning Programme will help their pupils gain additional knowledge about the developing world, the causes of poverty and what can be done to reduce it. They will also develop the skills to interpret that knowledge in order to make judgements about global poverty, and consider the values that thinking about such issues raises. More on the outcomes of global learning in the GLP can be found here:

<http://globaldimension.org.uk/glp/page/10724>

Cross-curricular approaches can support the development of these global learning pupil outcomes by helping pupils to consider this knowledge through a variety of different curriculum areas, in either discrete or combined ways (e.g. through topics). Some examples of global outcomes that can be achieved in this way are listed below:

Figure 3: Example outcomes of global learning through cross-curricular approaches

Theme	What pupils could learn	Sample topics from curriculum areas
Actions of governments	Understand how governments can act at local, national and global scales, including global agreements such as the Sustainable Development Goals, trade agreements and climate change targets	Citizenship: democracy and decision-making processes Religious education: the role of faith organisations Design and technology/science: principles of nutrition and health
Actions of citizens	Recognise the role people themselves play in overcoming poverty and achieving sustainable development	Individual and collective responsibilities in subjects such as PSHE, citizenship and geography Community participation in development programmes
Sustainable development	Recognise the impacts of our activities on the environment and other people	Science: explore examples of human impact on the environment Geography: economic activity including trade links
Skills developed through global learning	What this means for pupils	
Enquiry and discussion	Being able to use evidence to structure their thinking about key global development issues; to use this evidence to discuss these issues constructively with others; and form their own opinions	Art and design: representing different viewpoints Geography: access to water, food and energy
Planning	A structured approach to taking action on development issues, either individually or with others; working through a logical sequence considering what they want to	English: persuasive writing to inform and influence others Design and technology (cooking and nutrition): understand the source, seasonality and

	achieve, and how they will know they were successful	characteristics of a broad range of ingredients
Values considered through global learning	What this means for pupils	
Diversity	By thinking about different viewpoints and perspectives about development issues, and valuing the experiences and views of those living in different circumstances, pupils can consider the importance of diversity for themselves and others.	Drama and music: expressing diversity and common experience English: books from other cultures and traditions
Empathy	By learning about the experiences of those facing global development challenges, pupils can consider what feelings and emotions they may have. They can also consider why empathy is important, what having empathy means for their views and actions related to global development, and if this necessarily requires 'charitable' activities.	Religious education: relationships between faith and action Geography: access to education, fair trade

For the complete list of 'Pupil Outcomes- GLP global learning pupil outcomes, see <http://globaldimension.org.uk/glp/page/10724>

This could be used to identify further topics from a wide range of curriculum areas.

7 Primary school snapshots: how are schools doing this already?

These snapshots show three schools already taking cross-curricular approaches to global learning. These schools were identified as being 'global learning experts' prior to the launch of the GLP. These case studies may help with your own consideration and planning.

Snapshot 1. World Water Day and Water Week

St James's C of E Primary School, Bermondsey, London

A variety of cross-curricular activities takes place at St James's CE Primary School. The table below shows a summary of some of these, and how they link to the school curriculum, culture and community.

Figure 4: Where cross-curricular global learning takes place at St James's

		Curriculum	Culture	Community
School partnerships (whole school, autumn term)	Each class, renamed after a different country, was paired with a school overseas to engage in correspondence-based activities, including: introductions by Skype; letter correspondence and blogs; sharing fact files on different festivals and traditions; and art work on the view from our respective school windows.		✓	
Black History Month (annually)	In celebration of Black History Month, each year for one week, St James's pupils enjoy a range of activities including Soca and other traditional dance, storytelling and drumming workshops. Cross-curricular lessons in history, art and literacy are planned and delivered during this week on a variety of issues relating to Black History.	✓		
Water Week (spring term)	A wide range of activities were held throughout the school in a drop-down week building up to World Water Day. Teachers looked at a range of issues including flooding and the commonality of water and drought. Water Aid visited to talk to the children in assemblies, and pupils also participated in workshops with the charity. Trips were arranged with the Thames Explorer Trust group to learn more about the health of the Thames.	✓		✓
Assemblies	Global-related issues are tackled in assemblies, and speakers from charities and other NGOs visit to talk to the children regularly.		✓	✓

A specific project on World Water Day and Water Week is discussed in more detail below:

In the week leading up to World Water Day, a wide range of activities were held throughout St James's School in an off-timetable week dedicated entirely to the theme of water. The week complemented the school-wide creative curriculum and ethos of explicit real-life purpose learning. Teachers planned cross-curricular lessons on global issues related to water, including: flooding; drought and sustainability issues. In a literacy/design and technology unit of work, the children read about rain harvesting devices and designed plans for their own devices, which were then shared with our main partner school in Brazil. We planned to create the devices sent from our partner school (and vice versa) in design and technology using junk modelling, but unfortunately there was insufficient time to do this in the end. Elsewhere, pupils created artwork and conducted class-based science experiments on the water cycle before

learning and reflecting on the impact of climate change in their writing. Children also looked at sewage pipe and water mains systems, and studied directional language to create their own unique mathematical artwork using collage materials and art straws.

The school held poster competitions and a 'design a logo' competition for brand new water bottles, which were then ordered for every child. In order to engage parents and visitors, 'Think Tanks' were placed around the school leading up to World Water Day with questions such as 'Which is more important: money or water?' designed to stimulate enquiry skills.

In addition, Water Aid visited to talk to the pupils in assemblies and run workshops with the children, and trips were arranged with the Thames Explorer Trust group to learn more about the health of the Thames and water pollution issues.

Snapshot 2. The World We Want After 2015 – A World Fit for Children Project

Torriano School, Camden, London

Torriano School is a UNICEF Rights Respecting Level 2 school. In spring 2013, it took part in a UNICEF consultation with children and young people about the kind of world in which they wanted to live after 2015; when the Millennium Development Goals (MDGs) had expired. Five of our Year 5 pupils attended a workshop sharing their views and listening to those of others. UNICEF produced a video of this consultation, available on YouTube (UNICEF – What kind of world do you want to live in?, duration: 4:30 mins).

These five pupils decided to form a task force to raise awareness about the MDGs within the school and the wider community. At an assembly, they sought applications from pupils in Years 3 to 5 to join them, recruiting seven more in total. We agreed to devote the summer term to the project and arrived at these aims:

- inform children about the MDGs across the curriculum subjects
- help them develop an understanding of the underlying issues
- think about interconnectedness and relate the MDGs to their own lives
- raise awareness of their conclusions in a creative way.

The whole school had earlier focused on the second MDG, 'Achieve universal primary education', by participating in the [Send My Friend](#) 'Every Child Needs a Teacher' campaign and asking our then MP, Rt.Hon. Frank Dobson, to take our views to the Prime Minister.

It was decided that each year group would focus on one of the other MDGs, see below:

Year 3 MDG 7: Ensure environmental sustainability.

Year 4 MDG 1: Eradicate extreme poverty and hunger

Year 5 MDG 8: Develop a global partnership for development.

Year 6 MDG 7: Ensure environmental sustainability.



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The outcomes of the project were agreed in advance by the Senior Leadership Team and partner organisations. These outcomes included:

1. a case study for UNICEF's virtual learning environment
2. children 'blogging' during the project, giving their perspective
3. learning activities on the MDGs, which were subsequently devised and delivered by our children at a UNICEF House conference in the autumn: 'A World Fit for Children', attended by school councils from Level 2 Rights Respecting London schools
4. raising the profile of the MDGs and Rights Respecting School Award within the school community
5. developing creative partnerships.



UNICEF meeting the task force. © UNICEF

All Torriano projects are co-created with partner organisations and this project was no exception, including work with local creative organisations such as The October Gallery (Y3), The Photographers' Gallery (Y4) and The Place Dance Studios (Y5). Year 6 contributed to the project by devising their annual end of year musical production, based on *The Jabberwocky*, with an MDG7 sustainability theme.

In order to evaluate our whole-school projects we always incorporate activities to answer the question: How do we know it's working? These are derived from RISC's toolkit of the same title.

Year groups began the project with an appropriate baseline activity (see below) chosen from RISC's publication: How do we know it's working? These were repeated at the conclusion of the project to determine any attitudinal shifts and/or knowledge gains.

Year 3 What's the best way to protect the environment?

Year 4 Why are people hungry?

Year 5 What does this picture mean: co-operation?

Project learning experiences

Cross-curricular whole-school projects require rigorous planning to maintain subject rigour and progression. This one was introduced using the book 'If the World Were a Village' enabling the youngest Key Stage 2 child to begin to comprehend the levels of inequality and social injustice in the world. Additional activities were planned using a range of resources, notably from Oxfam (see Resources), and questionnaires and homework tasks were prepared to involve and educate parents.

Creative outcomes

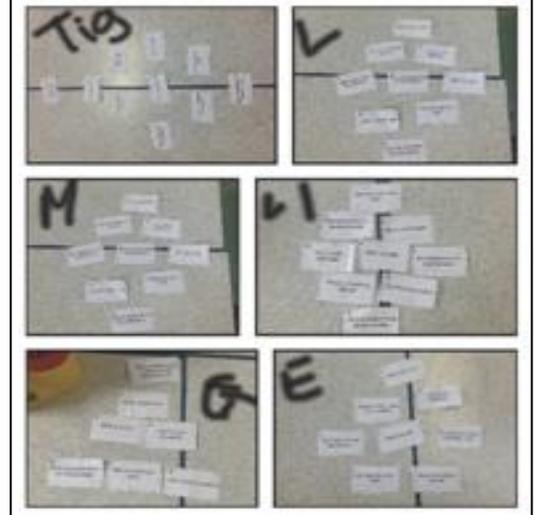
Teaching staff went on to co-create their own year group contribution to the project both with the Curriculum Development Leader and their partner organisations. In some cases organisations' staff attended learning activities in school to immerse themselves in the project before their own respective planned creative activities.

Detailed accounts of the activities by the year groups can be found in the archive section of the school website <http://www.torriano.camden.sch.uk/>



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We diamond-ranked the actions to do with environmental sustainability in order of importance. We noticed that the actions fell into three categories: reduce, reuse and recycle.



References

[Oxfam Education](#)

Change the World in Eight Steps – free online resource and poster pack

<http://www.oxfam.org.uk/education/resources/change-the-world-in-eight-steps>

If the World Were a Village, David J. Smith and Shelagh Armstrong (2004, A&C Black)

[NRich Maths](#)

Activities on data handling using the Book '*If the World Were a Village*'

<http://nrich.maths.org/7725>

RISC Development Education Centre publication: How do we know it's working?

<http://toolkit.risc.org.uk>

Snapshot 3. Dirty Water in Africa – a Go-Givers Make a Difference Challenge Campaign

Abbey Primary School, Sutton, Surrey

Abbey Primary School in Sutton chose dirty water in African countries for their Go-Givers Make a Difference Challenge campaign. They began with a Go-Givers lesson called 'Our Most Precious Resource' and carried out research in geography to find out as much as possible about the topic.



© Abbey Primary School

They invited Water Aid to come to speak to them. They created leaflets in

design and technology to raise awareness and inform others about how the lack of clean water affects people's lives. These were distributed to parents and the community, and the children got in touch with a local newspaper to tell them about what they were doing.

On World Water Day, they organised a 'Walking in Africa' experience that involved children from Year R to Year 6 walking round the school field carrying buckets of water.

Children across the whole school collected coins that were arranged in the shape of a huge water bottle on the playground. The coins were weighed and counted (providing links to the mathematics curriculum). A total amount of £350 was raised to donate to Water Aid, to help people help themselves.

The children wrote editorials (literacy), and compiled and filmed a news report that was shown to children from other schools in Sutton Town Hall.

8 Further support and resources

GLP (accessed April 2016) GLP Curriculum Framework

<http://globaldimension.org.uk/glp/page/10706>

GLP (accessed April 2016) Theories of Development

http://clients.squareeye.net/uploads/glp/GLP_pdfs/Curriculum/Theories_of_Development.pdf

GLP (accessed April 2016) Curriculum Framework – Overview

http://clients.squareeye.net/uploads/glp/GLP_pdfs/Curriculum/Global_Learning_Curriculum_overview.pdf

GLP (accessed April 2016) Whole School Framework

<http://globaldimension.org.uk/glp/page/10557>

GLP (accessed April 2016) Pupil Outcomes – GLP global learning pupil outcomes

<http://globaldimension.org.uk/glp/page/10724>

GLP (accessed March 2014) Curriculum & resources – Subject guidance

<http://globaldimension.org.uk/glp/page/10708>

Signposts to relevant resources

Naidoo, Beverley (2000) *The Other Side of Truth*, Puffin

Global learning and clothes

http://clients.squareeye.net/uploads/global/resources/GD_in_my_classroom_007_Clothes.pdf

The Go-Givers website has lessons to address global issues such as one on collaboration in Mali (registration required) <http://www.gogivers.org/>

Comic Relief Schools and Youth

<http://www.comicrelief.com/support-us/schools-and-youth>

The Oxfam Education website provides educational support for fundraising, with a 'Fundraising Guide for Schools' and 'Guidelines for good practice in fundraising with young people'

<https://www.oxfam.org.uk/education/teacher-support/educational-support-for-fundraising>

British Council Connecting Classrooms <https://schoolsonline.britishcouncil.org/about-schools-online/about-programmes/connecting-classrooms>

Oxfam (2007) *Building Successful School Partnerships*, Oxfam GB

http://www.oxfam.org.uk/~/-/media/Files/Education/Teacher_Support/Free_Guides/oxfam_gc_guide_building_successful_school_partnerships.ashx

The Grain Chain (cereals, bakers and flour industry funded): www.grainchain.com

The Paper Boy www.thepaperboy.com

The Day <http://theday.co.uk/> Subscription rate based on the number of pupils on roll

Smart School Councils Community: <http://www.smartschoolcouncils.org.uk/>

Who has produced this guidance?

Acknowledgements

This document has been compiled for the Global Learning Programme (GLP) in England by Oxfam Education and the Citizenship Foundation with a working group of teachers in primary and secondary schools.³

Susan Bush	Torriano School, Camden
Katrina Carroll	Ardleigh Green Junior School, Hornchurch
Helen Cox	Sir John Lawes School, Harpenden
Max Dalton	The Wroxham School
Graeme Eyre	St Mary Magdalene Academy, Islington
Elena Fernandez-Lee	Ringwood Academy
Gill Hickman	Ringwood Academy
Guy Maunder Taylor	St James' C of E Primary School, Bermondsey

³ Torriano School, Sir John Lawes School and The Wroxham School were GLP Expert Centres in 2012–2013, Houndsfield School was a GLP Expert Centre in 2013–2014 and St James' C of E Primary School was a GLP Expert Centre in 2014–2015. Ringwood Academy was a GLP Partner School in 2014–2015.

David Whitney

Haverstock School

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Oxfam Education

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