

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

1 Introduction

Addressing global learning through cross-curricular approaches makes sense in secondary 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 3 **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 secondary 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 young people 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 Global Learning Programme (GLP).

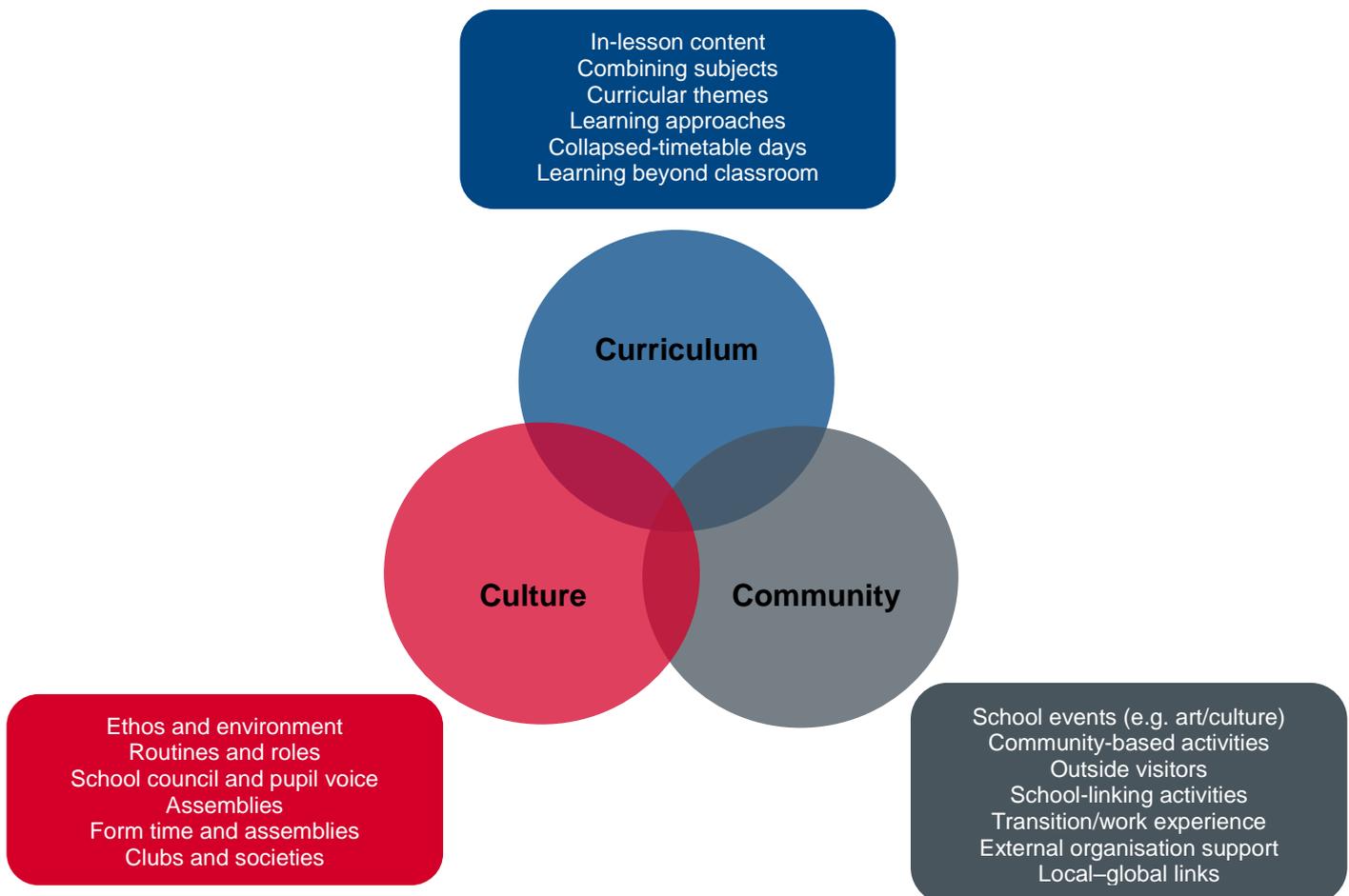
What is a cross-curricular approach to global learning?

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 here: <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 in 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 secondary 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 through 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 secondary 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 help to bring learning to life – 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 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 secondary schools

Based on the experience of schools to date, a number of key example ideas for cross-curricular global learning in secondary schools are suggested below. They may sit within, or between, the curriculum, culture or community aspects 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 circumstance such as Beverley Naidoo's *The Other Side of Truth*, (Puffin Books. This can encourage links to be made between subjects such as English, geography and citizenship.

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 make learning very powerful. For example for ideas on global learning and clothes, in combining history with design and technology, see:

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

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. Another universal theme is 'a-day-in-the-life', which brings together the common experience and connects young people from around the world. 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 secondary 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 questions could form the basis of such an activity, for example resource-based issues such as food, water or climate change might be appropriate. However, care should be taken to avoid repetition, and to build in progression of ideas and activities. Where possible deliver formal curriculum requirements such as science and geography content, English communication skills and promoting action in citizenship.

Fundraising

In different forms, this activity is very widespread in 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 school ethos regarding giving and 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](#) with 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 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 others' 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 led increasingly 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 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 (tutor time)

While there are many subject-based opportunities to relate learning to world events, some teachers also make use of registration and tutor 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

Pupils at any age, but particularly older pupils, may be engaged through formal debating. In addition, structured activities that introduce the operation of parliament, or a Model United Nations General Assembly (MUNGA), 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/

GLP Climate Change Conference activities <http://glp.globaldimension.org.uk/pages/11178>

Arts and culture

Numerous opportunities exist for global learning in activities such as field visits, 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 secondary 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 Base 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 and sustainability: Model UN activities Religious education: the role of faith organisations Design and technology: 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
Business and technology	Recognise how the actions of businesses and corporations have positive and negative impacts on poverty and development, for example through global value chains	Design and technology: responsibilities of designers, engineers and technologists Geography: impact of trade, debt, inequality, economic growth
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 viewpoints Geography: water supplies as a human right, food sovereignty
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 achieve, and how they will know they were successful	PSHE: personal life-planning in global contexts Design and technology (cooking and nutrition): understand the source, seasonality and characteristics of a broad range of ingredients Geography: potential of micro-loans, supply-chain scrutiny
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,	Drama and music: expressing diversity and common experience Citizenship: collaboration and conflict

	pupils can consider the importance of diversity for themselves and others.	
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 English: seminal world literature Geography: informal settlements, access to education, labour rights

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 Secondary school snapshots: how are schools doing this already?

These snapshots show two 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: Oxfam Unwrapped leadership project

Sir John Lawes School, Harpenden

A variety of cross-curricular activities takes place at Sir John Lawes School. The table below shows a summary of some of these, and how they link to the school curriculum, culture and community.



© Sir John Lawes

Figure 4: Where cross-curricular global learning takes place at Sir John Lawes School

		Curriculum	Culture	Community
International Enrichment Day (annual event)	All Year 7–10 pupils are off timetable. Each year group has a different theme ranging from sport to nuclear weapons.	✓	✓	
Year 8 cross-curricular pilot project	One Year 8 teaching group undertook a pilot in which they worked on Oxfam Education's <i>Message in a Book</i> project. Subject teachers from about seven subject areas took	✓		✓

	responsibility for different elements of the project and planned lessons accordingly. This included learning about the Millennium Development Goals (geography), persuasive writing (English), creating a window display for Oxfam shop (art/textiles) and poster design (computing).			
Green Week (annual event)	The <i>Eco-Schools</i> group organise an annual Green Week in which they arrange various activities aimed at promoting sustainability. They also encourage teachers to incorporate sustainability into their lessons. This year there are plans to do some peer-led lessons.	✓		
Year 7 Leadership Project	11 Pupil Premium pupils from Year 7 chose to participate in a leadership project relating to 'Oxfam Unwrapped'. They were taken out of normal lessons for six afternoons and participated in a range of activities from learning about the work of international NGOs to making presentations, creating a shop window display, and taking part in fundraising. As part of this work they were able to gain the Sir John Lawes School Leadership Award.		✓	
Form time	The <i>Oxfam Youth Ambassadors</i> group regularly organise activities for pupils to participate in during form time. The most recent example includes writing postcards to their MP about the crisis in Syria.		✓	✓
Assembly provision	Each year some of the assemblies have a global theme – some of these are pupil led and others are given by visiting speakers.		✓	✓

A specific project on 'Oxfam Unwrapped' is discussed in more detail below:



© Sir John Lawes

During a half-term period, a group of 11 Year 7 pupils worked on a project linked to 'Oxfam Unwrapped'.

'Oxfam Unwrapped' is a scheme whereby people can buy 'gifts' that help improve people's lives in the countries where Oxfam works.

The pupils have:

- learned about the work of Oxfam
- visited the Oxfam shop in Harpenden
- made presentations about the work of 'Oxfam Unwrapped' and presented them to different audiences
- designed a new shop window display for the Harpenden Oxfam Shop and installed the window displays
- made cakes to raise money to buy an 'Oxfam Unwrapped' gift
- sold cakes and other refreshments, raising £125
- used mini-tablets to decide what 'Oxfam Unwrapped' gifts to buy with the money raised.

Pupils involved in the project gave the following feedback:

- 'We felt good to be chosen to participate.'
- 'It was fun!'
- 'Enjoyed the variation in activities.'
- 'Felt good that we were helping people.'
- 'Liked being able to do things rather than doing lots of listening.'
- 'Learned practical things.'



The final window display © Sir John Lawes

References

Oxfam Unwrapped www.oxfam.org.uk/shop/oxfam-unwrapped

Snapshot 2: Fairtrade

Ringwood School, Hampshire

This sequence of activities takes place every year during Fairtrade Fortnight, varying slightly depending on the focus for each year. The activities normally use the excellent resources provided by the Fairtrade Foundation.

A Fairtrade group in the school has weekly meetings in the build up to the fortnight, or any other planned events, but otherwise they only have a meeting once every half term.

This year the focus was on involving Year 7. Pupils were invited to attend the Fairtrade meeting via tutors. This welcomed a core group of about 20 pupils.



© Ringwood Academy

During the first meetings pupils discussed possible activities and volunteered to take responsibility for them. A decision was made to organise a Fairtrade fashion show assembly for Year 7 and another event in the canteen during break time.

For the Fairtrade fashion show, support was requested from some local Fairtrade shops and they provided clothes and complements for the show.

Some pupils modelled, some were involved in sound and lighting and others helped with the organising. Some pupils made some recycled garments with help from an art teacher, which were also modelled in the show.

The Fairtrade fashion show assembly was attended by all pupils and included an introduction by some of the older pupils from the Fairtrade group. The event lasted around 30 minutes.

In the canteen, games such as 'Stick with Foncho' were organised around the Fairtrade theme. Fairtrade bananas, cakes and smoothies, made with a smoothie bike, were also sold. This event raised awareness, and some of the money raised was used to help support a project using solar energy in Africa.

During Fairtrade Fortnight, some activities ran during tutor time for all the pupils in the school. This involved a presentation, signing a Fairtrade petition and handing out stickers provided by the Fairtrade Foundation.

A couple of teachers and a few pupils were also involved in supporting the town council with an event taking place at the weekend. They gave out leaflets and stickers, and interviewed a visiting Fairtrade banana grower from Ghana.

Reference

Fairtrade Foundation www.fairtrade.org.uk/

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

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 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

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