Indicative progression in Global Learning themes through Citizenship

Themes	By the end of Year 2	By the end of Year 4	By the end of Year 6	By the end of Year 9
	Pupils will:			
Developing countries	• learn about a non-EU locality and their home place • find out about where they lived using a wide variety of resources like photos • learn about the culture, peoples, traditions, challenges and opportunities of those nations and places • discuss similarities and differences between their locality and other places. • hear stories about other places from pupils and parents in their school and community.	• investigate and talk about other places from the news or from places of study • compare people's lives and use some specific vocabulary, for example 'migration' or 'prejudice' • (some) take action about such matters in relation to their own school, for example by considering telling others at school about their findings.	• look at a variety of development issues and nations in the context of controversial and topical issues • (may) look at other nations that fellow pupils or community members have moved from or may be moving to that are developing nations • (may) look at key issues like migration, conflict or trade in relation to developing nations.	• (may) investigate development issues either in relation to news items or as part of a curriculum project. In doing so they may explore key global Citizenship issues including injustice and inequality, and relate that to their own community and lives • gain familiarity with key concepts from citizenship in a global context and explore a number of big themes across Key Stage 3, for example in relation to democracy, financial education or government, and consider a variety of actions that can be taken to share their findings and bring about changes.

Themes	By the end of Year 2	By the end of Year 4	By the end of Year 6	By the end of Year 9
	Pupils will:			
Poverty and development	• hear about rich and poor and learn that some people in the world are poor or even destitute • learn that sometimes this is due to disaster or conflict • discuss inequality and notions of fair and unfair.	• discuss notions of poverty in relation to the lives of others and, where appropriate, contrast with their own life experiences • look at the needs of different people, how challenging it can be to meet the needs of all people and why there may be compromises between needs and wants.	• develop deeper notions of fair and unfair, just and unjust, in relation to their own lives and the lives of others • look at topical issues and make links between development, welfare and poverty • learn how money works in a national and global context, and make connections between poverty and development in respect of the choices that people and governments make.	• gain a more complex appreciation of the links between poverty and development; learn that the link is not a simple one • look at cases where there is a conflict between decisions - economic, social and political - and development in regions locally and globally • critiqued the actions that governments have taken in respect of development using the lens of Citizenship concepts • consider the actions they might take to promote greater understanding about this, including change actions.

Themes	By the end of Year 2	By the end of Year 4	By the end of Year 6	By the end of Year 9
	Pupils will:			
Globalisation and interdependence	• discuss things that concern them most about being part of a community; their school and their local area • discuss how these matters might be of concern to those who live in other places. Such topics that pupils refer to might include right and wrong, money and food, clothes and technologies.	• look at connections between their community and other places • (may) look at where the things they buy or have at school come from • (may) look at some issues from the news or from Circle Time that connect them to the wider world, for example climate change or the need for water. They may consider actions that they or the school might take in relation to such matters.	• gain a firmer grasp of how they are connected to the wider world • use the term globalisation or another term that implies this concept • discuss (either through topics, Circle Time or working with community partners) key themes from Citizenship including war, justice, identity, migration, diversity and culture, aspects of economies • share their findings with others at school through School Council or another pupil voice opportunity.	• look closely at global issues. These may be very challenging and personal issues like migration and identity or specific issues in relation to financial education in Citizenship • gain a deeper understanding as a result of planned and progressive work across Key Stage 3; use a variety of sources to consider the independence and reliability of information about global matters • gain awareness of the controversial nature of many global issues and consider notions of empathy with others and social justice actions.

Themes	By the end of Year 2	By the end of Year 4	By the end of Year 6	By the end of Year 9
	Pupils will:			
Sustainability	• look at their school and investigated some issues of concern. This might be about car-parking near the school or safety in crossing local roads • suggest ideas that will improve the school and discuss how they might tell the head teacher about these issues.	• look at developing aspects of their school site as part of taking action for change. In doing so, explore how they can reduce damage to the environment in taking certain actions • work with a local garden centre or flower shop to choose plants to improve their school environment that are native and locally available; choose some plants that help indicate pollution in the local area.	• develop the use of the vocabulary about sustainability in local and global contexts • meet and work with local experts and choose a focus for their concerns. Such examples might be sustainable transport and routes to school or sourcing food for the school kitchens. • debate (as part of taking responsible actions) how complex issues can be resolved, the holders of power in the matter, the barriers to change and how to campaign for change.	• make connections between sustainability in a global Citizenship context and the way the issue is explored in other subject areas at school • explore some aspects in considerable detail and become aware of the controversial and topical nature of the issue, for example energy security and climate change • learn to exemplify issues of sustainability in respect of economy, local and global actions, government policies and global governance.

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