

## Progression in Global Learning themes through Geography

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:			
<b>Developing countries</b>	<ul style="list-style-type: none"> <li>extend their horizons and develop a sense of themselves as part of the wider world, becoming aware of other places, environments and cultures</li> <li>learn about and can name and locate a contrasting country, a place within it and the continent it is in</li> <li>know some similarities and differences between children's lives in a developing country and theirs, focusing on aspects of life such as homes, family, environment, and food.</li> </ul>	<ul style="list-style-type: none"> <li>develop their awareness and knowledge of the wider world and learn about life in a region of a developing country</li> <li>know that there are similarities and differences between this area and another part of the country, and can make some comparisons with their own place</li> <li>begin to understand that places change.</li> </ul>	<ul style="list-style-type: none"> <li>develop more detailed and extensive knowledge of the wider world</li> <li>learn about life in a region of a developing country; know that there are similarities and differences between this area and other parts of the country, some reasons for these differences, and how and why the area/country is changing</li> <li>can make comparisons with their own place.</li> </ul>	<ul style="list-style-type: none"> <li>develop global understanding supported by extensive world knowledge</li> <li>learn about development at a range of scales, local to global</li> <li>know that development means change, and understand that some places are developing rapidly, others less so.</li> </ul>
<b>Poverty and development</b>	<ul style="list-style-type: none"> <li>learn that people share the same basic needs.</li> </ul>	<ul style="list-style-type: none"> <li>know that people share the same needs, and learn about some examples of how people have improved their lives.</li> </ul>	<ul style="list-style-type: none"> <li>know that there are patterns of wealth and poverty in the world, some examples of how people have improved their lives in different places and why people sometimes need support.</li> </ul>	<ul style="list-style-type: none"> <li>know examples and some characteristics of low-, middle- and high-income countries and some ways to measure development and quality of life, and can evaluate these</li> </ul>

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	Pupils will:			
				<ul style="list-style-type: none"> <li>understand some different ways development happens, e.g. by comparing small- and large-scale programmes, and can discuss some advantages and disadvantages for people and environments.</li> </ul>
<b>Globalisation and inter-dependence</b>	<ul style="list-style-type: none"> <li>learn that things they need such as food come from other places, and so they are connected to other people who produce it, sometimes far away.</li> </ul>	<ul style="list-style-type: none"> <li>know some concrete examples of links with people in the wider world, for example through common commodities and culture.</li> </ul>	<ul style="list-style-type: none"> <li>know where some common commodities come from and understand that we are linked to people in other parts of the world, e.g. through history, trade and culture</li> <li>begin to develop their understanding of interdependence, building on concrete examples and links with their own experience and local area</li> <li>begin to think about how choices people make in their everyday lives affect people and places in other parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>develop their understanding of globalisation and interdependence, for example learning how familiar goods and services are traded in global networks, the activities and impact of TNCs, and can begin to discuss the advantages and disadvantages for people and places</li> <li>know that people and countries in the 21st century are often increasingly interdependent, and can discuss and evaluate their role in a more interdependent world.</li> </ul>

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Pupils will:				
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>recognise changes in the environment and express their views.</li> </ul>	<ul style="list-style-type: none"> <li>begin to explore how people and environments are linked, and how they might be cared for</li> <li>express their opinions and begin to recognise that others may think differently.</li> </ul>	<ul style="list-style-type: none"> <li>explore how people and environments are linked, for example some causes of change to local and distant environments, and how they might be cared for or improved in future</li> <li>express their opinions about changes to the environment, and recognise that others may have different views.</li> </ul>	<ul style="list-style-type: none"> <li>understand that people can use and manage the environment, resulting in changes to places, and can give examples of sustainable and unsustainable development</li> <li>develop the capacity to think critically, e.g. by assessing information and evaluating the value of sustaining the world for future generations.</li> </ul>

*The Geographical Association*