

Global Citizenship Education

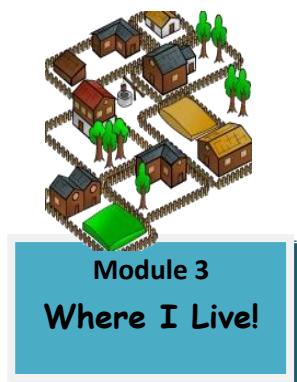
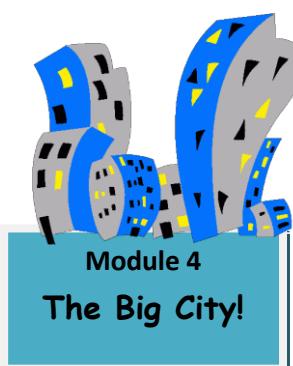
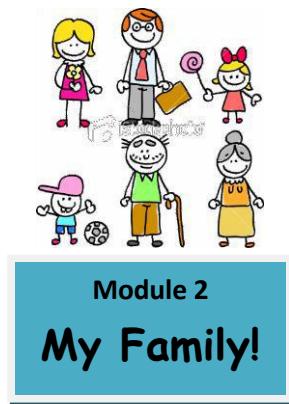


Global Citizenship Education



This programme aims to develop children's understanding of themselves within the wider world – socially, culturally and economically. It takes children on a journey, beginning by looking at themselves as individuals and customers, ending with an investigation into the Global Economy and how as a global community, we must learn to respect and understand each other as individuals, and wider faiths and cultures. It is vital that children understand about the world of work and cultural diversity; prepared sufficiently, they will be part of it one day!

The modules build upon each other, and are detailed below, with each built around the central themes of:





Module 1: Year 1

Me!

Module Overview:

This module looks at the concept of being a member of our society. Children look at how people in their community have jobs, take part in different activities and are customers and uses of different services and facilities. It also focuses on the central theme of

Key Ideas:

- What makes us ‘us’? Does everyone have the same background as you? In what ways are we all different? Where have our families ‘come from?’
- What are the fun things that we like doing? Do we all like the same things? Does it matter if we don’t all like the same thing? Why is it good for us to like different things? What would happen if we all liked the same things?
- Where does the money come from to pay for the fun things we like doing?
- What kinds of jobs do we know about?
- Why are all jobs important?
- What do adults spend money on? Do they always have a choice?
- What do you spend your money on? Do you always have a choice?
- Who pays for the library / park / sports centres to be built? What happens if someone spoils them or steals from them?

Key vocabulary:

- Pay, jobs, work, facilities, money, bank, tax, pocket money, choice, council, government, difference, respect, culture.

**Expectations:**

All Children: Can understand that the money adults have must be spent on lots of different things. Talk about some different jobs that adults can do. Understand that we all like different things – and that is a good thing. Children are able to explain why difference is a good thing. Children are able to explain what happens if someone breaks the law.

Most Children: Can talk about the fact that money coming into the family often comes from an adult working and getting paid. Some of this money has to be given to the council or government to pay for important things like our parks, hospitals and police. They can explain what would happen if there were no laws in our country.

Some Children: Can also talk about which facilities are vital, and which are there to make our lives easier.

Social and Cultural theme particular foci

Democracy and Rule of Law	Individual Liberty	Respect for culture and faith	Tolerance of difference	Cultural Heritage	Diversity – including socio-economic
YES			YES	YES	YES



Module 2: Year 2

My Family!

Module Overview:

This module looks at the concept of being a member of a family and how families are all different. Children will learn to realise that families sometimes need things, and sometimes want things – but these are very different. They also look at how families of different religions or cultures may see ‘needs’ and ‘wants’ differently. Children will learn how working can provide money for the needs of a family.

Key Ideas:

- What is a family? Who makes up your family? What are the different kinds of family? Is everyone within a family always ‘the same’ as everyone else within the family?
- Are all families the same? How could they be different? What could we learn and enjoy from families of different cultures (e.g. foods, festivals, stories). How are all families similar – regardless of culture or faith?
- When does a family need to work together to achieve something? Do some families find life easier than others? Why? What can be done about it?
- What things do you need as an individual? What things do you want? What is the difference? Would everyone in your class choose the same items?
- What kinds of things do families need to pay for? How might a family of a different religion or culture spend their money differently? What would be the same?
- How do families pay for their needs? How do we decide which ‘wants’ to buy?
- Which kinds of jobs do people in our families do? Do they all work the same hours and in the same ways?
- Can you share out some pretend money for your family – deciding between needs and wants appropriately? Can you pay the needs first (taxes, food, bills etc)

Key vocabulary:

- Family, extended, goals, achieve, needs, wants, luxuries, job, full time, part time, shifts, pay, taxes, bills, faith, culture, diversity, respect, heritage, charity.



Expectations:

All Children: Can talk about their family, and how all families are different for a variety of reasons. They can articulate why difference is positive and some things that we can all learn or enjoy from other cultures. They can talk about the jobs that some people in their family may do. They understand that families have lots of things to pay for – some of which are very important and these important items are often the same for everyone, but some could vary according to culture or faith.

Most Children: Can talk about the fact that money coming into the family must be looked after carefully. They understand that ‘needs’ must be paid for before ‘wants’ and can identify some of these. They can explain the different ways of working that are out in the community and why some families are wealthier than others.

Some Children: Can also set a budget based on fictional money for an imaginary family; they pay the ‘needs’ first and decide which ‘wants’ can be purchased with the remaining money. They could do this for two differing cultures, with support – able to identify the commonalities and differences.

Social and Cultural theme particular foci

Democracy and Rule of Law	Individual Liberty	Respect for culture and faith	Tolerance of difference	Cultural Heritage	Diversity – including socio-economic
		YES	YES	YES	YES



Module 3: Year 3

Where I Live!

Module Overview:

This module looks at the concept of being a member of a community and just who makes up their community. Pupils identify the businesses, services and faiths within their own community and how their community is 'spoken for' through the local councillors. They learn to appreciate a democratic system and use this in their decision making when they plan their own community.

Key Ideas:

- What is a community? What is your community? Who lives in your community?
- Why are we allowed to go where we like in our community and the UK? What is liberty?
- What facilities are available in your community? What businesses are available in your community – other than the shops!? What religious buildings are within your community? Who visits these?
- Which times does the community come together? What is the benefit of everyone joining in?
- How has the community developed over time? Who has joined the community and what have they brought to it?
- Who pays for the facilities that are free to use? Who decides what to be built and who has to look after them?
- What happens if your community cannot provide a service? E.g. supermarket or bank?
- How is the community represented? Who speaks for the community and how are they chosen?
- Can you plan a new community? Can you take account of limited space and the facilities that are most needed? Can you work democratically to decide what to include? Can you justify your choices?



- Which members of the community are paid for? E.g. Police Officer, Fireman, Teacher. Can you identify public sector workers? How are these people paid for?
- Can you decide how you will spend your ‘wages’ after giving some to the ‘council’ to pay for the public sector workers?

Key vocabulary:

- Community, facilities, services, businesses, faith buildings, wages, taxes, council, public sector, private sector, town planning, democracy, liberty.

Expectations:

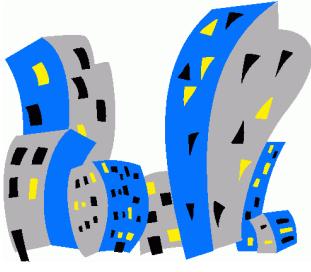
All Children: Can talk about their community and some of the services it has to offer. They understand that everyone pays taxes to pay for some people, such as the police and local councillors. They understand the term ‘democracy’ as a fair voting system.

Most Children: Understand that a portion of wages go to funding public sector services. They understand that communities have several aspects to them; including business, services, faith buildings and facilities. They understand that planning for new aspects of a community can be done democratically and with all cultures and faiths in mind.

Some Children: Can also understand the different needs of different aspects of the community and how a democratic voting system within a planning office or town council is a fair way of deciding what to include in a ‘gap’ in a town or village.

Social and Cultural theme particular foci

Democracy and Rule of Law	Individual Liberty	Respect for culture and faith	Tolerance of difference	Cultural Heritage	Diversity – including socio-economic
YES	YES	YES	YES	YES	YES



Module 4: Year 4

The Big City!

Module Overview:

This module looks at the workings of a city. It identifies the different cultures, groups and skills of different people and how these join together to make a working city. Children identify buildings which will only usually be found in a city and why this is the case. Children will understand that different cities are organised in different ways and it is a difficult decision when new large scale projects are to be added. Children also look at law and order in the city.

Key Ideas:

- What is a city? What are our nearest cities? What is our capital city?
- How has the city grown overtime and throughout history? Who has visited / conquered and stayed or left culture behind?
- Which facilities and building will only usually be found in a city?
- Why wouldn't a small town or a village usually have a cathedral or a university?
- Children identify their strengths – and think of some jobs that they would maybe be good at based on these. Why is it important to value other people's skills and points of view?
- Can children match a range of skills to a selection of jobs?
- Can children write a job advert for a chosen job?
- Can children identify which kinds of shops / services will be located in different parts of the city? (E.g. shops for families near homes)
- Can children understand why some cities have certain zones within them, e.g. 'Chinatown' within Newcastle Upon Tyne. Why might this have developed and what would be built there?
- Can children identify a good place for a new supermarket within the city? Can they think about where people live, where will be busy at night and transport links?



- Can children explain why cities may have larger or more police stations? Are people who live in cities more likely to be a criminal? What is a criminal and why do we have laws to protect us from them?

Key vocabulary:

- University, cathedral, Durham, Newcastle, York, London, demand, skills, apply, services, residential, transport, criminal, culture, identity.

Expectations:

All Children: Can talk about the difference between a city and other places to live. They understand that some facilities will only be found in a city and can name some of these. They understand that some jobs are better suited some people. Children know our capital city is London. They understand why people of similar cultures or faiths sometimes choose to live close to each other.

Most Children: Understand that a city has more facilities and services as there are more people and therefore more demand for them – this is also true in relation to crime and policing. They understand that planning for new developments is a difficult balance between demand and disruption to the people living close by. Children can match basic skills to the jobs that require them.

Some Children: Can also understand all jobs require some basic skills, e.g. numeracy and literacy. Children can explain the problems when planning a city's facilities, based on residents' concerns. They can discuss how cities develop as new people join the city and how their skills, knowledge or culture can enhance the city.

Social and Cultural theme particular foci

Democracy and Rule of Law	Individual Liberty	Respect for culture and faith	Tolerance of difference	Cultural Heritage	Diversity – including socio-economic
YES		YES	YES	YES	YES



Module 5: Year 5

Our Country!

Module Overview:

This module looks at the idea that businesses are linked across the country. Children learn that businesses rely upon each other in a ‘supply chain’. Children learn how businesses attract customers and how they place themselves in appropriate places within a community, but also within a country.

Key Ideas:

- How is Great Britain divided up? What are some of the key islands within the British Isles?
- What kind of country is Great Britain?
- How has our culture and heritage been affected by the history of Great Britain?
- What does it mean to be British? Why is Great Britain seen as a good county to live in?
- What are key British values of liberty, tolerance and respect and how do they relate to you?
- What would the UK be like if our liberty was taken? Has this happened in any other countries?
- Who does Great Britain ‘belong to’? What does ‘British’ mean? Is everyone who lives here ‘British’? Why are they entitled to the same British values?
- Talk to the children about a ready meal. How many different businesses have been involved in its production? (E.g. printers, farmers, chefs, logistics etc, etc).
- Does it matter where the businesses are? Which businesses could be anywhere in the country and any distance away from their customer? (Internet / post / phone based companies).
- Discuss the idea of a farmer who grows wheat. Which logistics company will he use? A company based close by, or the cheapest one? Would they charge to come to him? Would they still be better off?



- How do businesses ensure they are getting a good deal from each other? Why is fairness an important British value?
- What would happen if one business in the supply chain did not deliver their promise?
- How do businesses become bankrupt?
- Which businesses may get some funding from the government? Why?

Key vocabulary:

- Great Britain, British Isles, Isle of Wight, Isle of Mann, supply chain, demand, deal, quote, logistics, value for money, bankrupt, government funding, liberty, values, tolerance, respect, immigration, emigration, heritage.

Expectations:

All Children: Know that Great Britain is a ‘melting pot’ of cultures and faiths, which all contribute to the modern Britain we live in today. Know what ‘liberty’ is and is able to explain why this is a key British value. Understand that most products that we use and see have had different inputs from a range of companies and businesses, often from across the country. They understand that when a company cannot pay its bills, it can become bankrupt and has to stop trading.

Most Children: Understand the idea of a supply chain and can identify suitable businesses for a range of products. Children can discuss a range of reasons why a company may have to stop trading. They also understand that some businesses may receive funding from the government if it is going to produce lots of jobs or is to deliver a needed service for a community. They can also discuss what it means to be ‘British’ and what people who move to Great Britain can expect.

Some Children: Can also explain the idea of value for money – taking into account a range of factors, such as proximity and quality. They understand how businesses spend a lot of time making deals to ensure best value.

Social and Cultural theme particular foci

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	YES	YES	YES	YES	YES

Global Citizenship Education





Module 6: Year 6

Global Community!

Module Overview:

This module helps children to understand that parts of the world rely on each other for a variety of reasons. Children will become aware of the needs of different countries and how they trade and work with each other to meet these needs. Looking at rich and poor countries the children will appreciate the idea of strong and weak economies. Children will investigate the idea of 'fair trade'. Children will identify a variety of reasons why people may move from country to country.

Key Ideas:

- Can children understand that importing and exporting must happen in order for us to have all of the things that we need?
- Do children understand that oil must be bought in from other countries if the country doesn't have any? Why is oil important?
- Discuss why lots of the items that we buy often come from Asian countries – 'Made in Taiwan' / 'Made in China'. Why?
- Talk about our favourite foods – where do they originate from? Do any of the ingredients not grow here? How can we get them? How do they get here?
- Why are some countries rich and some countries poor? Is this fair?
- Why do some countries help other countries financially? Do they have to?
- Why do some people move from one country to another? Do people ever choose to leave Great Britain to live somewhere else?
- What happens when a country cannot sell enough of its products / resources in order to buy the things that its population needs?
- Use coloured cards with mixed up pieces across groups to look at the idea of trading. Must swap one each time until one country has all of the coloured cards it needs.



Repeat, with some countries having more pieces in the first place – to represent that some countries start with more natural resources than others.

- What is fair trade?
- Why aren't all items from poor countries 'fair trade'?

Key vocabulary:

- Import, export, economies, weak / strong, developed countries, natural resources, population, governments, corruption, human rights, working conditions, cheap products, immigration, emigration, charity.

Expectations:

All Children: Understand that lots of the things which we use, eat and buy have originated from different parts of the world. They understand that countries trade with each other so that their populations can have the things that they want and need. Children understand that some countries are rich and some are poor – for a variety of reasons. They can identify why people around the world travel to and choose to live in other countries other than where they were born. They can articulate the diversity across the world, including socio-economic and are able to show respect and understanding of the needs of different groups.

Most Children: Children also understand that some countries have a more rich array of things to trade with – making them more money and more popular to trade with. Children understand some countries main money making is through tourism – and all of the related businesses. They understand what can happen when an export is no longer needed, or tourism trends change. Children can identify where people from other countries and cultures have enhanced British life.

Some Children: Can also explain the idea of corruption within governments and exploitation of people in order for some parts of the world to have cheaper goods. They can also talk about the efforts of the 'fair trade' movement in order to try and address this.

Social and Cultural theme particular foci

Democracy and Rule of Law	Individual Liberty	Respect for culture and faith	Tolerance of difference	Cultural Heritage	Diversity – including socio-economic
YES		YES	YES		YES

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