

Global Learning framework
This document is aimed at **KS2 and 3.**

Theme (first two are central elements)	Skills (link directly to P4C)		Values		
Global poverty	Understand what progress has been made against global poverty targets in recent decades, and what global poverty challenges still remain . Explore different ideas of poverty, for example related to income, services or rights Understand how inequality and conflict link to poverty.	Critical thinking	Exploring a range of evidence related to global development, analysing and comparing it to facts and opinions to form their own more considered views.	Fairness	Pupils can use global development issues to think about the concept of fairness: how equal is the world, how are opportunities determined, who has access to what and why? Pupils can consider what fairness really means, and how fair or unfair the world is.
Development	Understand what is meant by development. Know the important characteristics of developing countries – including where they are and their economic, social and political geography . Know how countries have developed over time, including historical civilisations, colonial relationships and post independence. Understand changes to patterns of development, for example the rise of newly industrialised countries in different parts of the world.	Multiple perspectives	Recognising that knowledge is subjective, and based on viewpoints and power; being able to explore where and how viewpoints arise for different global development issues, and using these ideas in forming their own views.	Agency	Pupils can reflect on global development issues and consider who has the responsibility to act and why. That could include themselves, governments, businesses, and those experiencing specific problems. They can also consider whether being an active agent of change is important, and why.
Rights and essential services	Know what is meant be human rights , and know about the UN Universal Declaration of Human Rights and the UN Convention on the Rights of the Child . Understand what is meant be essential services (including health, education, water, sanitation, food and energy) and how people's access to them varies. Understand the link between rights, essential services and development .	Challenging perceptions	Understanding that perceptions and stereotypes related to people, places and issues exist. Being able to recognise these in themselves and others, and draw on evidence to challenge and change them.	Care	By considering the experiences of those living in different circumstances, pupils can think about whether caring for others matters; who does this extend to, why and when? Pupils can also consider what caring for someone really means – does it require actions or just thoughts?

Globalisation and interdependence	Recognise how people are interdependent, and know examples of historical and modern connections between countries across the world. Understand how globalization has linked people through trade , financial flows, socially and culturally.	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	Self - esteem	By developing their own responses to global development issues as global citizens, pupils can develop their own confidence and self-esteem. They can also consider the importance of self-esteem to people experiencing development challenges; why is it important, and how can it be secured?
Sustainable development	Understand the meaning of sustainable development , and how many environmental issues are interdependent. Consider the human and environmental impact of changes to the climate, biodiversity, water and land resources. Explore the impact of local, national and international efforts to deal with these changes.	Communication	Being able to take complex development issues and communicate them to others simply and effectively; drawing on a range of techniques and technologies to do this with different audiences.	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.
Actions of governments	Understand the role of governments in delivering essential services and upholding human rights . Know how governments have taken actions to promote poverty reduction and development, and recognize their positive and negative impact.	Teamwork	Being able to work with others effectively to plan appropriate actions after learning about global development issues; agreeing roles and responsibilities, communicating with each other and ensuring everyone contributes to the goal.	Respect	Pupils can consider the importance of respect for others by considering why dignity matters for people experiencing global poverty, and why the knowledge and experiences of those people is important to overcoming such development challenges. Pupils can also consider respect for different viewpoints.
Actions of citizens	Understand the role of active citizens in making sure governments deliver rights and essential services. Know examples of how citizens have acted at local, national and global scales to tackle global poverty . Recognise the role people themselves play overcoming poverty.	Planning	Taking 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	Social justice	Pupils can think about what a socially just world would look like, and how important it is to achieve that. By looking at the origins and causes of many global development challenges, and considering what human rights mean and why they matter, they can consider who has the responsibility to act and why.

<p>Business and technology</p>	<p>Understand the importance of small businesses and livelihoods for people experiencing poverty. Be aware of how new technologies support tackling poverty and development, for example, mobile phones. Recognise now the actions of businesses and corporations have positive and negative impacts on poverty and development, for example through global value chains</p>	<p>Reflection and evaluation</p> <p>After taking appropriate actions following learning about global development, or after thinking more critically about it, being able to look back in a structured and logical way using evidence to decide if something worked well and how to improve.</p>	<p>Empathy</p> <p>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.</p>
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