

GA SGQM and the Global Learning Programme

The GA is a partner in the [Global Learning Programme](#)

Schools can take advantage of the support on offer through the GLP to develop their expertise in curriculum - making; using geography to fuel pupil achievement. Schools wanting to further develop Global Learning can follow the Quality Mark '[Next Steps](#)' to join the GLP in England as a Partner School, or provide evidence of good practice and impact to become a GLP Expert Centre. QM accreditation could also lead to recognition for teachers as GLP Lead Practitioners.

All registered schools have free access to a comprehensive set of documents on our [SGQM VLE](#) including the SGQM assessment criteria and exemplar materials to help you audit the quality of geography in your school and work towards a higher standard.

Your school can then choose to apply for the official SGQM award which recognises quality and progress in geography leadership, curriculum development, learning and teaching.

The [SGQM Wales](#) is also designed to link to the Global Learning Programme in Wales, view further information in [English](#) and [Welsh](#).

What do schools do to exemplify and support quality global learning?

This exemplification of global learning is taken from schools which applied for the [Primary and Secondary Geography Quality Marks](#) in 2014. Global learning is integral to the Quality Mark frameworks. This selection contains examples of work and supporting documentation, organised in six themes with suggestions for practice which link closely to the GLP [curriculum framework](#). We are particularly grateful to those schools which are represented in this exemplification.

A. Developing understanding of other countries, including locational knowledge and mapwork

-) Making mapwork a regular part of the work throughout the school – perhaps testing using websites and map games
-) Having prominent displays of maps, which are then used and brought into the learning
-) Providing maps of the countries studied at different scales, not just a map of the world with the country highlighted
-) Using maps around the school, for example in secondary schools, not just in geography classrooms but also used in history, mathematics etc.
-) Using Google Earth™ or GIS software in a way which develops global knowledge and awareness of the main groups of countries – changing scales, adding layers and setting work to explore these locations
-) Developing literacy activities which include other locations e.g. using [storybooks](#) about distant places with younger pupils
-) Comparisons with pupils' own daily lives are important, and some schools make good use of staff and parents' experiences as advocates for this work

-) Many schools have some sort of **school linking**: this is especially useful when connected to the geography curriculum, and helpful in exploring the nature of stereotypes which might exist (on both sides). Opportunities include those through the [British Council](#), for example [eTwinning](#), and getting involved in an ERASMUS funded project.

[Exemplification for theme A \(11.6M\)](#)

B. Awareness of ideas about globalisation and interdependence

-) Regular work focused on global connections, including through work on personal geographies and the items pupils own and wear
-) Connections made between globalisation, interdependence and a range of topics – e.g. migration statistics to/from the UK, cultural globalisation etc.
-) Looking for nuances in pupils' work to show they appreciated this was not a bi-polar 'good or bad' choice
-) Using global or national days to pin work on and explore existing resources, e.g. Send my Friend to School, World Refugee Day, World Aids Day – view a full list of these on the [Global Dimension Calendar](#), and remember to think critically
-) Promoting ideas that we are connected to other places for our mutual benefit, for example, some schools make use of [KIVA](#) and other microloan services to fund small projects and follow them up – real actions having a real impact on real people, with the expectation that the money is repaid – a helping hand rather than charity.

[Exemplification for theme B \(12.5M\)](#)

C. Developing thinking about poverty

-) Poverty being discussed in a range of ways which avoids the idea that 'we' are rich and 'they' are poor, including outside speakers, to help think about complex ideas
-) Connecting schools: face to face or Skype conversations on young people's lives and the school and its facilities, including through [school linking programmes](#)
-) Explore notions of rich and poor, using technological tools and websites used to show statistics in innovative ways e.g. [Gapminder](#) and the work of Hans Rosling, or similar experts
-) Making use of national events such as Fairtrade Fortnight as opportunities to discuss the nature of such schemes; trying to develop beyond a charitable approach, e.g. to explore the relationships between producers and consumers and notions of justice
-) Using of simple stories, devices and [data](#) such as '[If the world were 100 people](#)'
-) **[Exemplification for theme C \(9.2M\)](#)**

D. Developing awareness of what is meant by sustainability

-) Developing a full appreciation of the nature of sustainability, and the difficulty in achieving it, perhaps in a fairly critical way
-) Topics such as [sustainable fishing](#) are a good way to explore this area, and a number of organisations produce resources which help support extended enquiry into the topic. Choose the topic carefully when exploring sustainability e.g. [the local area](#) and cities also work well as a focus for this sort of work.

[Exemplification for theme D \(4.9M\)](#)

E. Using enquiry as a way of exploring global issues

-) Embedding enquiry and critical thinking in the work, going beyond the titling of units, or some notion of answering straightforward questions; for example drawing in global connections beyond those that were anticipated

[Exemplification for theme E \(8.5M\)](#)