Global learning examples A: Developing an understanding of other countries

The samples of work in this presentation were submitted by these schools as part of their applications for the Geography Quality Mark:

- Hawkinge Primary School, Folkestone; Holy Trinity Primary School, Halifax; Ryde Junior School, Isle of Wight; Norbreck Primary Academy, Thornton-Cleveleys; Sarum St Paul’s Primary School, Salisbury.
- Finham Park School, Coventry; John Gibbard School, Sharnbrook, Bedford; Malmsbury School, Malmsbury, Wiltshire; Maynard School, Exeter; Oasis Academy Brightstowe, Bristol.
Quote from Merlin, Year 5 – aim high!

Geography isn’t just reading maps! It’s learning about the world in general. It’s learning about far off places like deserts, rainforests and the South Pole, who lives there and how they survive.

We also learn about the problems of the world like:

- Should we rely on solar power?
- What should we do about poverty?
- Do we need to ship half our goods from Tokyo?

And to understand what’s happening round the world we go on really interesting trips to do surveys and see local landmarks. We have even been on an earthquake simulator!

Merlin, Year 5
At Norbreck, we believe that “Whatever we do, we do it well”. We aim to teach children about the wider world around them and the area in which they live. We want to raise them as children who take an interest in protecting the environment and its occupants. We foster skills that will enable our students to progress with confidence into an ever-changing and developing world.
Geography is very prominent all around the school. We always have a corridor display theme that runs from Reception to Year 6. This leads to a great uniformity throughout the large building and a feeling of continuity and community.
Progression can be clearly seen from the youngest children right the way through to the oldest children.
When we have had a themed week, like our Italy week, the wall displays show the wide range of activities enjoyed by the whole school.

Each year group was given a major city to focus on particularly, and an artist to study in depth. Children learned why their city is such an important part of Italy and enjoyed recreating art in the style of their given artist.

Some examples of work can be seen on the next slide, showcased on the corridor displays.
Our China Week timetable clearly shows the importance of geography at Norbreck. A huge range of activities have been planned for the whole school during this week. Every year group has visitors, there are assemblies for each key stage and the activities planned for the classrooms also gave every single child the opportunity to shine. Our Chinese children within school became our ‘experts’; they worked with different year groups, sharing their knowledge and experiences.

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<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td>KS2 Celebrations assembly</td>
<td>KS2 assembly 9.05 - 9.30 - Lion dance display - large hall</td>
<td>Lion &amp; Dragon head dancing - large hall - YEAR 4 (1 class - 9:10 - 10:20)</td>
<td>Kite making - class based - YEAR 1</td>
<td>Puppet making (2 large puppets made by all 3 classes) - class based - children rotate throughout the day - RECEPTION</td>
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<tr>
<td>KS1 Celebrations assembly</td>
<td>Lion dance workshop after assembly - large hall - YEAR 5 (1 class - 9:30 - 10:30)</td>
<td>Chinese Brush Painting - class based, YEAR 6 About an hour 20 in each class</td>
<td>YEAR 3 - small hall</td>
<td>CLASS 1 - 9:30 - 10:50</td>
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<td>YEAR 2 large hall - 9:45 - 10:55 - Chinese Ribbon dancing</td>
<td>Lancashire Library Service - Chinese Story Time Year 1 - I, 9:00 - 9:30 2. 9:30 - 10:00 10:30 - 11:00 Library</td>
<td>YEAR 6 - Brian Morgan - shadow puppets &amp; paper balls - class based</td>
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<td>YEAR 2 large hall - 11:00 - 11:30 then move to small hall till 12 o clock. Chinese Ribbon dancing</td>
<td>Lion dance workshop after assembly - large hall - YEAR 5 (2nd class - 10:30 - 11:30)</td>
<td>Lion &amp; Dragon head dancing - large hall - YEAR 4 (2nd class - 10:20 - 11:30)</td>
<td>YEAR 3 - small hall</td>
<td>YEAR 6 - Brian Morgan - shadow puppets &amp; paper balls - class based</td>
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<td>Lancashire Library Service - Chinese Story Time Year 3 - I, 11:00 - 11:30 2. 11:30 - 12:00 12:00 - 12:30 Library</td>
<td>Chinese Brush Painting - class based, YEAR 6</td>
<td>Class 2 - 11:10 - 12:30</td>
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<td>2:30 - 3:00 all Year 2 with the artist to share their experiences.</td>
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Mr Varnals sharing his experiences from his expedition to the Antarctic.

Learning about Australia.

Learning how to line dance like in the wild west.
Teachers are confident in their global knowledge

All teachers at Holy Trinity allow pupils to share their ideas about localities studied. Misconceptions are answered and stereotypical thinking is challenged through various resources. Through careful yet confident teaching, pupil's understanding of locations around the world is developed.

Teaching Assistants talked to Year 1 pupils about their experiences in Pakistan. They showed photographs and various artefacts to explain what Pakistan is like. Some pupils also shared their experiences of Pakistan with the rest of their class.

Year 5 pupils begin their study of Kenya with an exercise to show their initial views. After completing their Kenya study, pupils carry out the same exercise to show how their understanding has developed.
Teaching uses a range of inclusive approaches to support global learning and global citizenship.

Nursery Practitioners use PLODs (Possible Lines Of Development) to identify next steps and develop learning further based on children’s interests.

Lewis initially showed an interest in maps when studying killer whales. This interest has been developed further through mark making opportunities, providing maps, atlases and books in the different provision areas.
Teaching 2 PGQM

Teaching uses a range of inclusive approaches to support global learning and global citizenship.

Displays at Holy Trinity provide information about topics covered and showcase children’s work.

Art: Pupils design recycling posters.

Science: Pupils explore the environmental issues reduce, reuse and recycle.

ICT and literacy to support learning.

Cross curricular links to geography allow pupils to make sense of the world and link people and place.
Staff recognise the value of visiting speakers.

- We are very fortunate that there are many different nationalities represented in our school. Over the last couple of years we have worked hard to involve the expertise of the children and parents into our curriculum. This has had two main benefits. The first has been the highly stimulating teaching both the children and parents have provided. The second is establishing the ethos that all nationalities and cultures are valued in school.
There are four ways parents have been involved:

- United Nations assemblies: parents came to talk to the children about the country they came from. This included a dancing display from Turkish parents and an amazing PowerPoint™ about the rich diversity of habitats in Ethiopia. There were also a couple of assemblies that looked at how some parents were all Christian but how their religious tradition was different in different countries.

- Parents have come into individual classes to share different aspects of a country they know well. In Year R this year parents have shared the traditions associated with British new year, Iranian new year and Chinese new year. They have also had a parents talk about living in Alaska, Canada, Italy and Russia. They are also able to expand our artefacts collection.

A small selection of artefacts lent by parents
• Parents come and teach the children some of their languages in regular lessons, for example we have had Spanish running as a lunch time and afterschool club and French and Russian in KS1.

• Across the school homework encourages children to share their cultural heritage with the rest of the class. In year R a world map shows the children’s links to other countries. Speech bubbles are sent home, where parents share a greeting with the class in one of the languages they speak. In Y2, as the children look at how it is difficult for Grace to live in another country to Papa we look at how many of us have relatives all across the globe and the children bring in photographs to go on a map display. Often fantastic stories emerge about how families have moved around the world.
Good subject knowledge

- In 2012 the lead teacher for global learning gained runner up as the Wiltshire Global Teacher of the Year. She supports the Wiltshire Global Education Centre and the South Wilts Indian cluster, e.g. by assisting with grant applications, and ideas for collaborative projects.

- All teachers are involved in Global Schools Partnership/Connecting Classrooms collaborative projects. Through the CPD teachers have gained confidence in their global knowledge. The visits by Indian teachers from our partner school have helped to correct misconceptions.

- The subject leader went to India on a study visit. As a result we joined the Sustainable Scrap Science Project which aims to increase global understanding, enables science to be accessible to schools in India and in the UK and demonstrates recycling and sustainability. Two teachers attended Global Schools partnership training in 2011. An initial visit to India was made as part of a local authority cluster, including joint Global Schools Partnership training in Madurai led by a representative from the British Council in Chennai.

- The global learning leader attends a range of geography conferences and workshops on global citizenship and education for sustainable development. She is also a Primary Geography Champion and regularly leads staff development training for a network of geography coordinators; these sessions always have a geographical theme, often including aspects of global learning.

- There has been whole school staff training on an Introduction to Linking, Our Global School Partnership and Rights, Respects and Responsibilities (attended by two teachers from India).
Indian trip is an eye-opener for teachers

Pupils from Wiltshire went on a 10-day trip to India. The trip was organized by Indian city-based schools and aimed to promote cross-cultural understanding.

Sarum St Paul’s C of E VA Primary School

East meets West!

Sarum St Paul’s Primary School is a global learning leader/partnership coordinator with Adhyapana School, Mysore, India.

We have been in partnership with an Indian school called Adhyapana in Mysore since September 2011.

Our first joint curriculum project was 'Go Green'. The Indian school planned a drama and a street march, wrote slogans and made banners about recycling. They sent us a PowerPoint presentation about their project.

Our whole school has been involved in the 'Go Green' event. Reception worked on a recycling project in which they made book characters out of recycled materials. Years 1 and 2 looked at why trees are important and how to reduce their carbon footprint and Year 3 carried out a project on the impact of rubbish on our environment. Finally, Years 4, 5 and 6 looked at the past and conservation in India.

At another part of our project, Mrs West, one of the teachers at our school, visited the school in Mysore, India in December. Later in the year, two of our teachers, Mrs Barnett and Miss Hebborn, will visit the Indian school again. The principal, the headmaster and a teacher at the Indian school will be visiting us as well during the school year. We have exchanged letters with some of our pupils from the school and Mrs West came back with letters that they had written and email messages and other artwork. Reception received books that the pupils had written by hand and Year 1 was given pictures to put up in their classroom. Other classes received other wonderful objects, all hand-mad by pupils at Adhyapana School.

At school we worked on some of the videos that the Indian school sent us. We searched for the videos on YouTube and included them in the project, including making videos ourselves. At the end of the project, the children from both schools showed their videos to each other.

We also have the same look for the summer term, which is 'The Olympics'. We will be sharing our winter sports activities with them to see what we have done in the Olympics.

Our Indian partnership is a great experience and we are looking forward to doing more work on it.

Izzy, Luna, Ryan and Lucy, Year 5/6 pupils.

Newspaper cutting from the Salisbury Journal following the initial visit made by the global learning leader/partnership coordinator.

Entry written for the Wiltshire Schools International Partnerships book by four Year 5 and 6 pupils.
Chinese student getting to know you session

Coco said that she lives in a block of flats with her sister and parents.
Coco and Jolin both board at their school. It starts at about seven and finishes at about five. When they go back to their apartments for two hours only to come back to school at around seven and finishing at nine.
They both get loads of homework as Chinese schools are quite strict.
Coco likes Chinese lessons (our English) and Jolin likes English and Maths.
Coco said that because of the amount of factories in China, the pollution created is so great you can’t even see the stars.
Coco plays the flute and Jolin plays the violin. Chinese people are very musical.
Display of findings from getting to know you session B1b
Assessment and progression

Opportunities for formative and summative assessment are planned into our SoW. Opportunities for assessing knowledge, understanding and skills are varied and the assessment methods are tailored to the context of learning.

Justification:

We have used an app called ‘Socrative Student’. With renewed emphasis on ‘Location and Place Knowledge’, we have developed a range of quizzes students can work through at their own pace. These give immediate feedback on what students have done well or struggled with. This information can be collated in spreadsheets and used to inform planning and amend lesson plans. There are opportunities for Peer Assessment, an example of this is the Dragons Den activity where pupils must research aid projects using QR codes and then pitch an aid project to the Dragons. They are then peer assessed on their presentation and sustainability criteria.

Evidence: Example of Socrative Student Quiz on Continents and Oceans used with Year 7 students

Dragons Den

The Dragons are looking to invest in an Aid project. You must research your Aid Project and prepare to pitch carefully to the Dragons in 25 minutes.

Dragons Den

(i) How can we help developing countries?
(ii) Come up with an aid project that can help a country develop.

What do you need to do?
1. The setting and why this product is needed?
2. Cost to make?
3. How many units could be sold?
4. What potential benefits?

Peer Assessment

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<td>Question</td>
<td>1. Why is this aid project important?</td>
<td>2. Do you think this aid project is feasible?</td>
<td>3. Did it meet the criteria and objectives?</td>
<td>4. Did it meet the aims and expectations?</td>
<td>5. Would you invest in this aid project?</td>
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<td>Evidence: Example of Socrative Student Quiz on Continents and Oceans used with Year 7 students</td>
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Students needed help to become more competent with delivering clear presentations and expressing information concisely including their own views.

We practice thinking about different views and arguments.

Pupils debate ‘Deforestation means development vs deforestation means disaster’ as part of their work on Amazonia. The resources are from work by Liz Taylor in the Re-presenting Geography book.

Pupils are also taught to be confident in expressing opinions and presenting information using the 5 in 5 technique. Using only five slides to avoid information overload.
Whole-school CPD planned and delivered to highlight the benefits of global citizenship and how this can be implemented across multiple subject areas.

What is the ‘Global Dimension’?
...and why study it?

- We live in a diverse and increasingly connected world.
- Solutions to global-scale problems require a comprehensive understanding of the interdependent relationships between humans and the world we live in.
- Education is the key to helping young people realise their responsibilities and potential as global citizens.

8 key concepts
- global citizenship
- conflict resolution
- diversity
- human rights
- interdependence
- social justice
- sustainable development
- values and perceptions

Make informed decisions
- Appreciate similarities and value diversity
- Develop enhanced emotional intelligence
- Recognise that our actions can have larger scale consequences
- Examine own values and attitudes

Links to SMSC
The geography department works very closely with several other departments within the school cross-curricular projects. For example, we worked with the maths department on ‘World Stats Day’ to work out how the world would look if it was scaled down to 100 people.

For the school’s international day we completed several projects with MFL. One project looked at migration and the range of languages spoken within Coventry.

Another two were based around researching China or India. Pupils were given a ‘brick’ which they had to fill with information about one of the countries. These ‘bricks’ were then used to create international landmarks from each country.