Global Learning Programme Key Stage 2 – 3 transition project case studies

An important part of the Global Learning Programme is to share practice of global learning between schools in the programme. A number of schools took part in the transition project, which focused on Key Stage 2 to 3 transition in geography; the following examples of practice are a sample of the schools completing their projects in 2014 and 2015, linked to the GLP themes.

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Focus on development

A. The geography of India:
Victoria Road Primary School and Castle Rushen High School, Isle of Man

Context:
This Global Learning Programme (GLP) project came about after a transitions link was established between Castle Rushen High School and Victoria Road School in July 2014, initially focused on work on Brazil.

What did we want to achieve?
In autumn term 2014 an initial meeting was set up at the High School with Year 6 teachers from primary feeder schools. Victoria Road School and Castle Rushden High decided to work on a GLP theme: Developing countries: where is this place, what is it like and why? We wanted to develop pupils’ understanding of other countries, including locational knowledge and mapwork.

We decided to study India to help further develop pupils’ knowledge of a developing country and improve their geographical knowledge of ‘place’. Primary schools on the Isle of Man are in a unique position to undertake such projects, given the freedoms of our curriculum and our focus on thinking skills and learning dispositions.

CRHS had just introduced India to the geography Year 7 scheme of work. We decided that the India theme would be a useful transition project (see PowerPoint® slides 1-7). It was planned using a themed approach to children's learning in spring term 2015.

How did we set about it?
We used a range of resources to stimulate and interest pupils. We began by looking at India using different types of maps and plans. Pupils learned about the features, differences and uses of physical and political maps atlases and globes featuring India. We looked at map projections and how these affect our perceptions of different places in the world. We used also video of affluent new developments in Mumbai and slum settlements in Dharavi as starting points for discussions, including Philosophy for Children enquiries about social justice and fairness.

We used a DVD, Ganges, River of Life, to help pupils understand the importance of rivers to places, the key features of a river and the different living things and land uses the river supports. Pupils learned how climate can affect human activity and land use in different parts of India, e.g. monsoon rains and flooding, or how snow melts from the Himalayas in springtime.

Developing pupils’ knowledge of place and elements of globalisation is evident in the attached CRHS schemes of work and Victoria Road transition unit planning. Areas covered included: ‘Life in an Indian city’; ‘Urbanisation in Mumbai’, ‘Life in rural India’ and ‘Going to school in India.’ Pupils were able to develop their knowledge of urbanisation: what makes people move to the city, and why? The
idea of more employment opportunities in ICT and telecommunications were discussed as pull factors to the city, and the idea that India has one of the fastest growing economies.

One of the aims of ‘The Game of Indian Life’ was for pupils to understand the processes of urbanisation and poverty; ‘out of all the school subjects, geography is the one that has discovered most uses for stimulation within its pedagogy’ (Walford, 2010: 1). At the start of the game pupils had to imagine that they lived in the countryside, working as farm hands, living on low wages and suffering from food insecurity. How might moving to the city help them out of poverty?

The game helped pupils to further develop their knowledge of the challenges facing people of living in slum settlements. However, they also recognised that some people were able to move out of the slum because of achieving an education and improved employment opportunities. Some pupils also discussed the idea that moving to the city might make people’s lives worse. Pupils also had to compare life in an Indian city to their own life, and state what was different and what was the same (see PowerPoint® slides 8-22).

In addition, the enquiry work on ‘Geography India’ asked pupils to find out about schools in India and how children learn. Pupils then had to compare this to their own experiences. The attached PowerPoint™ shows Year 6 pupils developing their enquiry skills by completing a unit of work entitled ‘Geography India.’ Pupils were given opportunities to make decisions about their learning; they were able to evaluate their own learning against the success criteria for Mild, Spicy and Hot. This is a feature of learning at Victoria Rd and useful to CRHS in developing transition units that are meaningful and challenging to the pupils.

In the CRHS lesson at Victoria Road, pupils studied images of India and were asked which images were taken in India and what surprised then about these images. The aim of this starter activity was to challenge stereotypes. Some pupils were surprised at the evidence of wealth in India and the diversity of the landscapes.

Pupils were asked what they had learned about urbanisation and how it may affect people’s lives in India, and were encouraged to think critically and challenge viewpoints. They studied an image of a girl walking on a water pipe in Dharavi and had to note what the image showed and what it would be like to live there. Some pupils wrote “you can get ill easily because of poor living conditions or robbed easily.” Another pupil wrote “I learned life is unfair and that people have ranks in India (poor, wealthy, rich.)” The ‘Game of Indian Life’ also encouraged pupils to put themselves in the places of others, developing social skills, empathy and critical thinking. The project had links to other subject areas:

- art: pupils studied examples of Indian artwork or architecture;
- RE: finding out about Hinduism and Hindu beliefs, worship, the Mandir, Puja;
- Music: exploring classical and popular Indian music, including Bollywood and Bhangra; linked to dance and school assembly.
- Literacy: Non-chronological report writing about the Ganges and the life it supports.
- P4C/PSHE: exploring issues of unfairness, inequality, and stereotypes.
How well did we achieve our aims?

The pupils were excited and engaged by the project. One commented that the work on the India topic felt more 'grown up' than other topics we had covered because of the coverage of social issues, urbanisation and globalisation. They also developed their geography place knowledge, for example, pupils:

- know where India is located and can give examples of physical and human features of India;
- can interpret atlas maps to identify surrounding countries, major cities and features of India;
- know about some major cities and different places in India, for example Bangalore, New Delhi, Mumbai and Dharavi, an example of a slum settlement.

Pupils’ knowledge of culture and religion has also improved. They have an improved understanding of how India is changing through the process of globalisation and urbanisation (see attached schemes of work and PowerPoint™). In addition, pupils have an understanding of how climate can impact on people’s lives.

Following the transition lesson at CRHS (see planning) the difference in knowledge of those pupils who had been working on the transition project and those that had not was quite telling.

The learning log gave useful feedback from pupils and parents. Differentiation was clear throughout the written enquiry. Pupils were given opportunities to make decisions about their learning - Mild, Spicy, Hot challenges (see PowerPoint® slides 21 - 25).

Dawn reflected: ‘I would like to see this repeated next year. The key strength for me was that it is true transition that builds on learning and moves it forward. The collaboration between Emma and myself facilitates great AfL, meaning that she has a good knowledge of our pupils moving forward into next year.

We will need to work on making more opportunities for collaboration as Emma’s timetable did not allow for as many joint sessions as we would have liked. It is good that Emma is able to give some time to this project in Year 7 to build on this and I would love to see how this progresses.

The pupils were really engaged with the project as they knew from the start it was part of their transition to high school and enjoyed the more mature content of some of the sessions.

Emma reflected: ‘Overall, I would like to repeat this project with more opportunities to visit the primary school. I intend to complete the last three lessons of the scheme of work at the beginning of Year 7 to complete the transition project. I hope to encourage more global learning across Key Stage 3 and across the curriculum’.

How does this link to the Global Learning Programme?

GLP themes:
- Developing countries
- Poverty and development
- Enquiry and critical thinking.

GLP Transition Project
Resources

- Transition programme planning and evidence

Reading


Contact:

Dawn Curry, d.curry@victoriard.sch.im, Victoria Road Primary School, and Emma Metcalfe e.metcalfe@crhs.sch.im Castle Rushen High School, Isle of Man.
B. Global learning and creative blogging workshop: Mia’s Story

Context:
Eight schools in Gloucestershire wanted to use the transition project to engage with the recently launched Global Learning Programme (GLP), enhance global learning within their schools, link closely with the demands of the new National Curriculum for geography, motivate learners (blogging has been shown to be a highly effective means of increasing levels of literacy) and develop stronger links with other schools locally.

The schools worked in three clusters: Katharine Lady Berkeley’s School with Slimbridge Primary School and The British School; Marling School with Grange Primary School and Miserden C of E Primary School, and Stroud High School with Longney Church of England Primary School. They worked with Emma Epsley, a GA Consultant, on similar transition projects. This description of the project is based on evaluations from Stroud High and Longney C of E School, with resources and contributions from the other schools.

What did we want to achieve?
We wanted to use the transition project to promote geography as the ‘steering wheel for driving a connected and creative curriculum in schools’, and as a means of increasing awareness and understanding of the world in which we live in today. We planned the work to involve a large number of students of different ages and abilities and from varying backgrounds, whilst the format allowed us to do something that was innovative and challenging: it was unlike a typical day in school.

How did we set about it?
The consultant set up an initial planning meeting to discuss ideas, determine the content and finalise the structure for a whole day’s workshop. She then went away and created all the necessary materials, including the blog, which pupils would contribute to.

We decided to base the workshop around Mia’s Story, by Michael Foreman, and include a range of activities linked to different aspects of global learning. The secondary school volunteered to host the workshop, so it was possible to involve all of Year 6 from Longney C of E Primary School, and enable them to work alongside some mainly Year 8 and 9 gifted and talented geographers from Stroud High School.

The workshop: the structure of the day’s workshop can be seen at http://stroudhigh.creativeblogs.net/

Learning objectives:
- The in addition to online safety procedures, were outlined at the beginning of the workshop and re-visited by a review of learning outcomes at the end of the day.

Starter: An introduction to global learning: What is it exactly? Why is it important?
Pupils were put into mixed school and key stage groups and given a template ‘An introduction to Global learning’ to discuss and annotate. Stroud High School commented: ‘This was important for our students as they actually take part in a lot of activities that come under the ideas of ‘Global Learning’ within school, but we are only now trying to bring them all together under this phrase. This activity was aimed at finding out what Global learning is and why it’s important; it elicited some really high level thinking from both schools, but particularly our Year 9s.

**Starter**: Small group work based upon a diagram – questions and discussion involving:
- Developing observational and thinking skills
- Using images to uncover the setting and theme
- Developing place and locational knowledge, e.g. Mia’s village (Campamento San Francisco), the city of Santiago and the Andes mountains
- Use of [www.tagxedo.com](http://www.tagxedo.com) or [www.wordle.net](http://www.wordle.net) to generate word clouds to support literacy development.

Stroud High School commented: ‘None of the Key Stage 3 students had used Tagxedo before and were fascinated by the quality of work and interest on a topic area that they could produce. Several students have remarked that they would be able to use this across other curriculum areas.

**Main:**

**Activity 1 Put Yourself in the picture**: Individual work for Key Stage 2 pupils, supported by Key Stage 3 students
- Developing place and locational knowledge, e.g. whisked away to the book’s setting
- Encouraged empathy, evoked the senses and supported emotive writing.

**Activity 2 Locating places**: Individual work for Key Stage 2 pupils, supported by Key Stage 3 students
- Developing place and locational knowledge, making use of an online mapping tool, Google Earth™, to locate and explore the Andes mountains, the city of Santiago along with some of its key features, and Mia’s village (Campamento San Francisco)
- Reinforced directional language and key geographical vocabulary
- Linked Chile and tourism, including justification of pupils’ opinions.

Stroud High School commented: ‘Our students have used Google Earth™ before in geography lessons, but this activity extended their understanding of the level of detail that can be obtained about places across the other side of the world, therefore truly developing their ‘global learning’ of other places, as well as extending atlas skills’.

GLP Transition Project
**Activity 3 Comparing village and city:** Small group work
- Introducing the idea of a Venn diagram with images and words/phrases to support identification of similarities and differences between rural and urban areas, e.g. comparing village and city life
- Encouraged the development of higher-level thinking skills, e.g. In which place would you prefer to live and why?

Stroud High School commented: ‘This reinforced the Key Stage 3 understanding of rural and urban areas and made them think about whether more facilities would actually lead to a ‘better’ life or not. Some students were able to appreciate that ‘our’ way of life is not necessarily the most desirable place to live’.

**Activity 4 Changing Places:** Individual work for Key Stage 2 pupils, supported by Key Stage 3 students.
- Introduced the concept of change/s over time and whether its impact is positive or negative.
- Incorporated a degree of self-reflection, e.g. How might you have a positive impact on your local community, both over the short and longer term?
- Enabled the pupils to develop their enquiry and critical thinking skills, as they looked at the concept of change from a negative and positive aspect.

Stroud High School commented: ‘This discussion between Key Stage 2 and 3 students elicited a good level of literacy with both, and supports the ideas of global learning as to what would work or not on a local level.

**Practical activity recycling challenge:** Involved both Key Stage 2 and 3 students working alongside each other and integrating an element of D & T
- Introduced Mission:Explore and one of its missions, Rubbish map.
- Pupils later had to gather, and make something useful, from a pile of rubbish, photographing, describing and justifying their choice of product at the same time. This produced good ideas for filtration systems, irrigation systems as well as baskets and even shoes from milk bottles!

**Plenary:**
- All participants evaluated their learning via two short exercises; a RAG success criteria sheet and a plenary pyramid (three things that they had learnt from the session; two things that they had been surprised at; one thing that they hoped to do in response).
- Students also posted their concluding comments to sum up the day’s workshop.
How well did we achieve our aims?
Simply through reading Mia’s story and using Google Earth™, the pupils developed a better understanding of Chile as a county; many had not even heard of it. Pupils were engaged and on-task throughout the day, which is supported through the photos, blog comments and feedback. Photographs were taken throughout the workshop as evidence of both teachers and pupils ‘in action’ and these later added to the ‘Gallery’ page of the blog.

What do we plan to do next?
We plan to repeat this, as the pupils were really engaged and thoroughly enjoyed working with children from other schools. It was a great way to look at geography in a cross curricular manner which made it appealing and interesting. It is also hoped to showcase our efforts to other primary and secondary schools across Gloucestershire. It would be great to be able to share our experience with internationally-linked schools too, such as one in Kenya.

How does this link to the Global Learning Programme?
GLP themes:

- **Developing countries**: where is this place, what is it like and why? (Pupils had to think about different scales as well, e.g. continent, country, regions, places). How are people using places and environments and what is the relationship between this and their everyday needs and quality of life? How and why are places changing?
- **Poverty reduction**: How and why does location influence quality of life? What is the relationship between physical and/or human processes and poverty/poverty reduction? How do different views and values influence outcomes? How and why do events in the natural world impact on people's everyday lives?
- **Globalisation and interdependence**: How and why are our lives connected to others around the world?
- **Sustainability**: How are people damaging and improving places and environments? How do we measure quality of life? (e.g. economy, society, environmental factors). What kind of future is possible, probable or preferable and why? What can people do to make a difference?
- **Enquiry and critical thinking**: Individual, pair, small group and whole class discussions were held throughout the day to facilitate the airing and sharing of other viewpoints. The planned work encouraged and developed enquiry and critical thinking as the children were asking each other questions, and responding to their peers. Each element of the planned work focused on a new idea/concept.
National Curriculum Links

Geography: geography places a strong emphasis on developing place and locational knowledge and South America at Key Stage 2; geography knowledge underpins all of the GLP Themes that we covered on the day.

Literacy: sharing the story; discussing the setting, using a variety of different language to describe. Children had to write with feeling and emotion. Discussion and talking skills were encompassed throughout the day.

Computing: blogging; the purpose of study: ‘ensure(s) that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.’ Pupils also used Tagxedo to create word clouds.

Links to further resources

- Mia’s Story, Walker Books
- Google Earth tutorials
- Mission:Explore
- GA geography badges were purchased for the end of the workshop.

Contact:

Emma Espley has connections throughout Gloucestershire, from previous CPD workshops and ‘in situ’ training. Further details can be seen by accessing her website and the adjoining blog (see www.create2inspire.com and http://myrecentventures.primaryblogger.co.uk). Further support materials are available on request, e.g. accompanying multimedia presentation; e-version of story book; sheets for photocopying/laminating.

Thanks to: Grange Primary School, Katharine Lady Berkeley’s School, Longney Church of England Primary School, Marling School, Miserden C of E Primary School, Slimbridge Primary School, Stroud High School and The British School, Gloucestershire.

Photo credits:
1. © Marie Wells, Stroud High School
2. © Emma Epsley
C. Global Learning about Kenya:

The Beacon CE Primary School and Exmouth Community College,

Context:
The Beacon CE Primary School is a small primary school of around 200 pupils in Exmouth, Devon. We wanted to use the transition project to offer opportunities for learning in geography, but also make links with the local secondary school, Exmouth Community College, and pupils in Year 7.

We worked with the secondary staff which included the Year 7 geography, drama and music teachers. We were very fortunate to be ably supported by a very experienced teacher and geographer, Margaret Mackintosh.

What did we want to achieve?
The format of the joint planning enabled us to share our understanding of global issues, and also enabled different approaches to be used through our different subject expertise. We planned the work so that the transition project day also provided a focus for both Year 6 and 7 pupils to share their learning; Year 7 presented their plays about issues faced by people in parts of Africa, and Year 6 did a presentation about Fairtrade tea in Kenya.

How did we set about it?
The project was in three parts:

- A five week introduction to developing countries, globalisation, poverty reduction and sustainability (two hours per week in Year 6 foundation subject time)

- A five week exploration of tea production and Kenyan culture; including exploring Kenyan tie-dying, attendance at a Fairtrade tea conference with a Kenyan tea grower as guest speaker, talk from an experienced visitor to Kenya, and preparation for presentation of work to Year 7 about Fairtrade Tea (two hours per week in the Year 6 foundation subject time, plus a morning at the conference).

- A transition workshop day in which Year 6 presented their work on Fairtrade Tea, and then participated in a follow-up workshop session on issues raised in Year 7 plays. Together, they worked in mixed groups to consolidate their understanding of issues and solutions faced in different parts of Africa, then joined in an African music workshop, which added a fun and cultural dimension to the day.

Resources

- Project medium term plan

How well did we achieve our aims?
The children learned that there is a tension between developing business and improving living conditions, such as by improving housing and roads, and the effects on the environment. They learned and said in their presentation that fair trade supports communities in developing countries...
to make their farming sustainable. Through their work exploring life in Kenya, they learned that they shouldn’t stereotype the country or people; that communities can have close relationships and happy lives, even without material goods.

The children were angry and said it wasn’t fair that some countries have a lot, while others have very little to live on. They were appalled to learn that some children were forced to work, long, hard hours on the tea farms for little money:

“‘I learnt a lot about tea and issues in Kenya; some people face difficult lives’”.

“The year 7 plays were excellent and I enjoyed presenting ours!”

“I found out why some girls don’t go to school. This is unfair, and means they won’t be able to get a good job when they are older.”

They were surprised that some children their age, 10 and 11, were the breadwinners for their families after their parents had died of AIDS. They learnt that good healthcare and education, as well as jobs, were needed so that people could live happy, healthy lives.

**How does this link to the Global Learning Programme?**

**GLP themes:**

- Developing countries
- Poverty and development
- Interdependence and globalisation
- Enquiry and critical thinking.

**Contact:**

Ellen Kumar ekumar@beacon-ce-primary.devon.sch.uk

**Links to further resources**

In addition to the resources above you could develop the ideas using these sites:

- Action Aid has a [Kenya Factsheet](#)
- BBC Bytesize has a number of short clips on Kenya, including on food and farming
- [Lessons from Africa](#) is a website full of practical, hands-on ideas
- Oxfam has an [Explore Overseas Aid](#) resource
- The GA has a number of Kenya resources, including [Kenya Map Activities](#), a [Kenya photo gallery](#) (members only) and [Images of Kenya](#)
- There are more resources on the the [Global Dimension](#) site.
Focus on globalisation and interdependence

D. Global connections and interdependence:

Anglesey Primary, Paget High and Rykneld Primary Schools, Burton on Trent

Context

Anglesea Primary School, Rykneld Primary Primary School and Paget High School in Burton on Trent, used the GLP/Geographical Association transition project to enable some Year 6 pupils and their teachers to visit the High School. The primary schools used the project to make links with other schools whilst giving older children a chance to work collaboratively in a different environment to their own school, as preparation for transition to High School.

What did we want to achieve?

We wanted to explore our global connections and their impact.

How did we set about it?

We held a Key Stage 2 to 3 transition Global Conference, with a theme of interdependence, on a Saturday in the summer term before the students’ Key Stage 3 studies began. We used a similar format to the GA annual conference, with a keynote address/assembly on interdependence, followed by a series of workshops exploring the themes of “Where does my stuff come from?” and “Where is my hometown connected to?” The conference was drawn together with a session on what is the impact, pros and cons of these connections and outsourcing.

We began with a Logos Challenge, a quiz of key multi-national companies that students are familiar with, to develop an understanding of globalisation and how we are an interconnected and interdependent world. We introduced the theme of globalisation with a You Tube video clip discussing the pros and cons of this process and how it influences our choices.

This introduction was consolidated by playing The Trading Game in groups, which investigated how trade works, the inequalities in resources, power, wealth and influence between countries and how these barriers can be overcome but also reinforced through trade. Through their reflections, students appreciated that conflict can arise due to unfairness. The students faced further challenges as the context, i.e. changing geo-politics, impacted upon the world trading marketing. As a result they needed to adapt their plans and renegotiate with their trading partners.

To develop a deeper understanding of life in developing countries students investigated breakfasts in ten countries to develop a sense of global awareness and the differences between their morning experiences and those of other children.

- Critical thinking was evident in their analysis in the trading game and how/who/why they should trade with other nations from a moral, ethical and economic stance.
- Enquiry skills were developed through the assessment of the pros and cons of globalisation and their impact on the UK and the wider global community.
How well did we achieve our aims?

Overall the day developed students’ understanding of globalisation on ourselves as individuals and our culture, for example through the Americanisation of our food, leisure and entertainment. They developed a deeper understanding of the inequalities and cultural diversity of the world, further reinforced by their understanding of scale and sense of place through their investigation into the impact globalisation has on countries and the resultant changes.

From the reflection activity at the end of the day, students were able to identify and explain the advantages and disadvantages of globalisation and the impact on a variety of countries, for example the UK may benefit whereas some people in Kenya may feel exploited. The students were able to discuss the impacts of globalisation on individuals and groups within society and the consequent impacts on our lives, for example Burmese teenagers wearing Nike tops and losing their cultural identity.

How does this link to the Global Learning Programme?

GLP themes:
- Interdependence and globalisation
- Enquiry and critical thinking.

Resources
- Diamond nine globalisation
- Logo quiz starters and answers are available from TES connect.

Links to further resources
- Video clip: Globalisation, a friend or foe?
  https://www.youtube.com/watch?v=wQZW1v6Lm0A
- Video clip: Issues in Globalisation: Environmental Impacts and Sustainability
  https://www.youtube.com/watch?v=d8sh_4fRyJs

There are a number of versions of the Trading Game, including from:
- Christian Aid http://learn.christianaid.org.uk/YouthLeaderResources/trading_game.aspx

Contact:
Julie Butcher/Olu Oparinde: office@paget.staffs.sch.uk
E. Fair Trade:
Calverley Parkside Primary School, Priesthorpe High School and Pudsey Primrose Hill Primary School, Leeds.

Context:
The project involved two primary schools and one high school, Leeds Development Education Centre, and a Geography Champion.

What did we want to achieve?
The project focused on the theme of Fair Trade; it involved seventy five Year 5 pupils and selected pupils from Year 7. The aim was to extend pupils’ knowledge and understanding of:

- developing countries that produce food crops for export;
- the globalised trade system, and of the interdependence of different countries;
- Fair Trade as a poverty reduction strategy.

How did we set about it?
There were three phases to the project, which was led and managed by a steering group of representatives from the three schools involved, Leeds DEC, and a Geography Champion. The group met regularly from Sept 2014 to July 2015 to plan, execute and evaluate the project.

- January to February 2015: Staff from all three schools attended three twilight CPD sessions from Leeds DEC to develop their own knowledge and understanding of Fair Trade, and to evaluate pedagogical approaches and teaching resources available. From Priesthorpe, geography, MFL, RE, Citizenship, Drama/Performing Arts, Art and Design, History, English and Science colleagues joined the training and pledged to make reference to development issues, social justice and Fair Trade in their teaching, whether available for the transition activity or not.
- March 2015: The Year 5 pupils took part in a range of activities in their own schools, and shared their learning through visits, which also involved Year 7 pupils. Year 5 pupils then attended a half day event at Priesthorpe High, where they took part in two hour-long workshops. The workshops addressed the issue of Fair Trade from different subject perspectives. The Year 5 pupils were supported by Year 7 pupils acting as peer mentors.
- June 2015: All three schools contributed sessions to the regional Global Learning Conference held at Leeds Trinity University on 25/6/15. Pupils from the two primary schools presented some of their work to an audience of teachers and pupils, and the lead teacher from the High School ran a session on planning a GLP Transition Project.

All the learning activities were designed to support pupils in developing critical thinking about development and development issues, as contextualised through the theme of Fair Trade. This project supported geography by introducing Year 5 pupils to the complex globalised trading system which provides the everyday foods they eat. Through the project, they investigated the production, distribution and consumption of fair traded goods, especially chocolate.
• The geography workshop focused on developing locational knowledge of the countries of origin of a wide variety of foods and drinks, and included input on the impact of a Fair Trade agreement in cocoa beans. Pupils reflected on the impact of a Fair Trade agreement on children and adults in a Ghanaian village, developing their ability to see things from different people’s perspectives.

• In the drama workshop, pupils were guided through a series of activities which replicated the process of producing a chocolate bar, enabling them to vicariously experience the different processes, and empathise with the workers involved.

• In the art and design workshop, pupils evaluated logos to analyse the messages they represent, before designing their own Fair Trade logos. These activities help to develop critical visual literacy skills.

• In the RE workshop, pupils took part in a simulation of the Parable of the Workers in the Vineyard, to illustrate the theme of fairness, and were asked to relate this to the proportions of the price of a chocolate bar going to the shops, companies, governments (through taxes) and the cocoa producers.

• In the English workshop pupils completed a narrative activity which had a focus on social justice and the experiences of workers involved in cocoa production.

How well did we achieve our aims?

The project evaluation suggested that the Year 5 pupils involved in this GLP Transition Project enjoyed the experience, learned quite a lot about Fair Trade, especially in relation to chocolate production, and that some were motivated by what they had learned to take action.

Those Year 7 students from Priesthorpe who attended the pre-event at Calverley Parkside Primary and assisted with the Year 5 visit clearly enjoyed taking part, and their increased enthusiasm across all subjects has been noted by teaching staff, and the students earmarked for future events.

Sources of evidence for the impact of the work include:

• Observations of classroom work, including a photographic record of some workshops at the High School.

• Examples of pupil work.

• As follow-up in September, some children from Year 5 and 6 will form a Global Gang and deliver termly assemblies in school where global issues are raised.

• Questionnaire data compiled from a survey of c30 Year 5 pupils about the project.

• Evaluation data from the Global Learning Conference; many of the c100 participants commented that they particularly welcomed input from schools, and especially presentations of work by primary aged pupils.

The Cluster intends to continue to work together next year; one possibility is to repeat the transition project with new Year 5 and Year 7 pupils, and on a different theme. Priesthorpe School has jointly submitted an application to take part in an EU-funded Erasmus project, aimed at fostering international understanding and global cooperation via an exchange programme with partner schools in Eastern Europe.
How does this link to the Global Learning Programme?

GLP themes:
- Developing countries
- Poverty and development
- Interdependence and globalisation
- Enquiry and critical thinking.

Resources
- Calverley evaluation report: pupil questionnaire findings

Links to further resources

Resources used by the teachers:
- Choc-a-lot: a chocolate flavoured resource to explore the global trade in cocoa
- Papapaa DVD and photocard pack, Comic Relief: 2005
  http://www.papapaa.org/ks2/index_3.htm
- The Chocolate Trade Game: resource pack produced by Christian Aid:
  http://learn.christianaid.org.uk/YouthLeaderResources/choc_trade.aspx
- The Divine Chocolate Company story http://www.divinechocolate.com/uk/about-us
- Sufficient small bags of Fair Trade Cadbury's Buttons for every student.

More links:
- Leeds DEC guide to online Fair Trade resources:
- From the GA: support for critical thinking
- From the GLP: resources to support Fair Trade Fortnight
  https://globaldimension.org.uk/glp/page/11185
- ‘A tough nut to crack’ – an article in Primary Geographer describing the work:

Contact:
Bron Kitson, Calverley Parkside Primary School; Tom Butterworth, Priesthorpe School.
F. Fair Trade Chocolate:
Gateacre Secondary School and Woolton Primary School, Liverpool.

Context:
We made contact with several primary feeder schools after Year 7 students at Gateacre completed a baseline geography assessment in September 2015 to obtain their geographical level on entry. As Woolton Primary School is a major feeder we felt it was appropriate to work with them. Thirty students were selected, with the majority having the pupil premium; they visited Gateacre every Wednesday afternoon. They were supported by two members of staff from Woolton and some sixth form students, and taught by a member of the geography department from Gateacre.

What did we want to achieve?
We wanted to raise the profile of Geography within local primary schools, ensuring that our colleagues there are supported and have access to a range of suitable resources to enable them to deliver a quality learning experience to students. We also want to ensure that students who arrive at Gateacre can make the best possible progress in Year 7 in geography by having a firm foundation in knowledge, understanding and geographical skills. This project is part of a carousel of activities at Gateacre and Woolton; the main themes are improving knowledge of developing countries and globalisation, through focusing on topics such as fashion and football.

How did we set about it?
The project was focused on cocoa production in West Africa, trade and consumption. Students completed a series of lessons on Ghana and other countries such as Cote d’Ivoir, Cameroon and Nigeria through the issue of Fair Trade chocolate. This links to the GLP strand of improving students’ knowledge of developing countries, and enables students to learn about globalisation and how, by purchasing chocolate bars, they are part of this process. Over eight sessions, students:

- built up knowledge of how chocolate is made, and which brands are available in different countries;
- located developing country producers of cocoa beans and manufacturers and consumers in developed countries using atlases, Google Maps, the huge inflatable globe and wall maps;
- analysed photos: what, where and why?, linked to the chocolate chain of production;
- ordered statements about chocolate production and matched them to photos;
- analysed data, facts and figures about developing countries, specifically Ghana;
- built up fact files about some personal geographies of individuals living in Ghana who were part of the chocolate chain.

By the end of the sessions students have an overview of how they are connected to several other countries across the world through interdependence and globalisation, and how they can influence this process. They know where these countries are and whether they are more or less developed, some of the reasons why, and can provide data to support their arguments. Students also know about the lives of people within these countries and how cocoa production and fair trade have an impact on their lives and the development of the country they live in.
All sessions promoted enquiry, and each lesson was a continuation of the one before. For example during the photo analysis students were given a photo of Mim village, where cocoa beans are produced, and were asked to come up with three questions each that they would like answered. During the session on the lives of people within the chocolate chain, several different viewpoints were put forward, not just from farmers but from consumers and manufacturers. These were in different contexts, including diary excerpts, photos, day in the life and videos. Pupils had to put the ‘big picture’ together for themselves. Discussion was a big feature of the project with students working in groups, encouraging them to both share and challenge ideas.

How well did we achieve our aims?
The project has had a positive impact on students. The evidence for this is varied; included on the PowerPoint® is a copy of the email from Woolton providing feedback on how they felt the project was going, and a sample of the Year 6 student voice questionnaires, providing further evidence that students enjoyed the project and felt that they benefitted from the experience. Also included are statements provided by Sixth Form geography students who supported primary pupils during the transition project.

Alastair reflected: The project supported geography at Gateacre, as students often enter Year 7 with a varied experience of geography at primary school, so some students struggle to make expected progress in their first year. The project has helped improve links between Gateacre Geography Department and Woolton Primary school as well as improving the knowledge of the Year 5 and 6 students who visited each week. The project has also allowed teachers at Gateacre to support their colleagues at primary school by providing them with examples of how a varied and interesting geography curriculum can be delivered at Key Stage 2. We will be carrying out a similar transition project next year.

How does this link to the Global Learning Programme?
GLP themes:
- Developing countries
- Interdependence and globalisation
- Enquiry and critical thinking.

Resources
- Transition project presentation

Links to further resources
- Papapaa DVD and photocard pack, Comic Relief: 2005
  http://www.papapaa.org/ks2/index_3.htm

In addition to the resources above you could develop the ideas using these sites:
- Choc-o-lot: a chocolate flavoured resource to explore the global trade in cocoa
• Leeds DEC guide to online fair trade resources: http://www.leedsdec.org.uk/promotion/Resource%20list%20for%20FT%202013%202.pdf
• The Chocolate Game: resource pack produced by Christian Aid: http://learn.christianaid.org.uk/YouthLeaderResources/choc_trade.aspx
• The Divine Chocolate Company story http://www.divinechocolate.com/uk/about-us
• From the GLP: resources to support Fair Trade Fortnight: https://globaldimension.org.uk/glp/page/11185
• From the GA: support for critical thinking http://www.geography.org.uk/projects/critical-thinking-in-geography/#top

Contact:
Alastair Smith, Gateacre Secondary School.
Focus on sustainability

G. Model UN Conference on Climate Change:

Carisbrooke Primary; Holy Cross Primary; Priory Junior; Summerfields Primary; St Blasius Primary, St Francis C and C of E Primary; St Mary’s Primary and St Thomas of Canterbury Primary, worked with Christ the King College,

Context:

Eight Isle of Wight primary schools, worked with Christ the King College to investigate climate change conference. Christ the King College is a Global Learning Programme Expert Centre; it used the Geographical Association transition project to bring together their GLP network of schools, whilst enabling some Year 6 pupils and their teachers to visit the College. The primary schools used the project to make links with other schools and give older children a chance to work collaboratively in a different environment to their own school, as preparation for transition to High School.

What did we want to achieve?

We used the transition project to develop awareness of wider global issues, further explore the topic of climate change and enable children to have experience of working in groups with children from other schools. Year 8 students at Christ the King College had been working on a Connecting Classrooms project on climate change with one of our partner schools, Dhanmondi Govt High School for Girls, of Dhaka, Bangladesh. Ten Year 8 students formed a panel in the afternoon to listen to the proposals of the Year 6 pupils. The Model UN Conference allowed us to bring in keynote speakers, and then for the pupils to reflect on these speeches, and form their own policies which would benefit their ‘country’. We planned the conference so that Year 6 pupils could come prepared with some background knowledge, but had the help of the sixth form Global Ambassadors. The format gave children a chance to speak in a public forum and present work they had prepared, as well as sharing feedback and questions from the other groups involved, and having to evaluate. The secondary students particularly learned that the best way to learn is by having to explain things to someone else.

How did we set about it?

Three weeks in advance, each primary school was assigned one or two countries (Australia, China, Egypt, Germany, India, Kenya, Peru, Romania, UK, or USA) and sent a pack which included facts about their country and information on how to write a resolution. Each Year 6 class researched the country online and from texts before and during the conference. Meanwhile, the nine sixth form students who were to act as Global Ambassadors were given the same information.
On Tuesday 10 February, each school sent six Year 6 pupils as delegates to the conference. The ten Year 8 students had a planning meeting where they looked at the work of the UN.

There were three opening speeches: Christ the King College’s Head of Geography, Mr Peter Gale, gave the introductory talk on the basics of climate change, with links to film clips and websites. Dr Richard Lawson focused on global warming from an environmentalist view and Dr Kevin Dean, from Christ the King College, spoke from an industrialist view. Then Mrs Pauline Stirling delivered a short lesson on how to write a policy.

Each country team was given a laptop, and with the help of the 6th form Ambassadors, pupils wrote a policy with a five point plan.

In the afternoon each country presented their policies, with a chance for other countries to respond, ask questions etc. Finally, the panel of Year 8s summed up the policies and chose which policies would be implemented. The primary school teachers were encouraged not to help their pupils too much on the day.

Resources:
- Climate change conference programme and evaluations

How well did we achieve our aims?
Teachers from different schools commented:

- Pupils enjoyed the day, and the debate during the afternoon showed how much they had learned. On return from the conference, pupils fed back to the rest of their Year 6 classes.

- When formulating policies for presentation, they showed great ingenuity and logical application of the information gathered. They became very involved in issues of global responsibility and co-operation between developed and developing countries, even beginning to broker deals with other ‘delegates’! The presentations in the afternoon provided an excellent opportunity for public speaking which the pupils managed most successfully. Debate, although on a fairly superficial level, was lively and fostered speaking and listening skills, resulting in some thought-provoking arguments.

- The entire day was highly organised, with a good balance between input and output. The children commented on how they enjoyed the guest speakers, together with the policy writing element of the day. The student input (6th form/Year 8) was excellent. The CTK ‘goodie’ bag with notepad and pen was gratefully received by the children too - a nice touch.
• The class got a lot out of it and learnt a lot both about Climate Change and how to present a policy and present it to an audience. We enjoyed the day and appreciated the sixth formers who worked with the groups. Quite a difficult thing for them to do! My pupils enjoyed working with them. My class were challenged to write a report on the day for our school newsletter.

What do we plan to do next?
We plan to make this an annual event, and intend to send pupils each year.

How does this link to the Global Learning Programme?
GLP themes:
• Developing countries
• Sustainability
• Enquiry and critical thinking.

Links to further resources:
• Find out more about the model United Nations format from the United Nations Association, including background information about the UN, and resources for organisers and participants.
• The Citizenship Foundation has a set of resources and activities to help explore the international institutions involved in decisions about climate change, including a role-play activity.
• The GA climate change site includes resources for teachers and pupils and further links
• Find out more and register for the Global Learning Programme in England and Wales.
• Find out more about transitions projects and other GA opportunities in the Global Learning Programme.

Acknowledgements:
Thanks to Carisbrooke Primary School, Holy Cross Primary School, Priory Junior School, Summerfields Primary School, St Blasius Primary School, St Francis C and C of E Primary School, St Mary’s Primary School, St Thomas of Canterbury Primary School and Christ the King College, Isle of Wight.

Photo credits:
1. © Christ the King College
2. © St Francis C and C of E Primary School.
Global learning

H. Go Global at The Lakes School:
Crosthwaite Church of England Primary School, St Cuthbert’s Catholic Primary School, Ghyllside Primary School, Grasmere Primary School and The Lakes School, Cumbria.

Context:
Go Global was a Global Learning day conference at The Lakes School (a Global Learning Programme Expert Centre) for local feeder primary schools. It included training for teachers and activities for the primary pupils.

What did we want to achieve?
Together we aim to secure a safe, happy and harmonious school so that we can all become effective and active global citizens. Go Global’s aim was to examine the world we live in now through practical workshop activities, and start to plan what we need to do to be effective global citizens of the future.

For visiting teachers, the aim was to take part in a series of workshops and bring back what they learned to plan a whole school ‘Global Learning Week’ in the Autumn Term.

For pupils, the aims were:
- Geography: to understand the notion of interdependence within the global economy
- Eco Schools: to understand that we can make a difference in this world through being sustainable
- Fairtrade: to become knowledgeable of the principles of ethical world trade
- Physics: to explain how wind power can be used to generate electricity sustainably
- Citizenship: to appreciate that we all have human rights.

How did we set about it?
The day was brought about through discussion with the Global Learning coordinator at the Lakes School and GLP Partner Schools. The Global Learning team realised that there are many complex challenges for small rural primary schools within our area. The dedication of the teachers highlighted a desire to deliver and promote Global Learning but challenges were making this difficult. There was a need for more training, so on the day the teachers worked in groups learning some great techniques together for Global Learning in the classroom, and also studying current topics such as emigration and evacuation.

For visiting teachers, the workshops included Global Classroom, Makutano Junction, British Values, Poverty and Development, Measuring the Impact of Global Learning, P4C and Critical Thinking, Global Learning and Curriculum Planning, the world from our doorstep, Key Stage 1 Global Learning, and Images and Perceptions.
The conference was an opportunity for children to participate in a number of Global Learning activities that met the aims of the Global Leaning Programme. For visiting pupils, the day consisted of a variety of activities for exploring global issues such as food sustainability and sustainable energy; they were given a brief to learn about the challenges facing the world, and to present their thoughts on how they can become effective global citizens.

A team of Year 7 and Year 8 ‘Global Leaders’ ran the day and looked after 67 Year 4, Year 5 and Year 6 pupils as they challenged themselves to investigate a range of important global topics, such as how to harness wind energy to lift up weights. Other activities included in the day ranged from examining interdependence through geography, the sustainability of food supplies through our Eco Schools team, human rights in citizenship and Fairtrade.

The visitors concluded the day by presenting their thoughts and hopes for the future to The Lakes School head teacher, Mr Andy Cunningham.

**How well did we achieve our aims?**

The Youtube weblinks below show the final presentations given by the pupils, based on their Global Learning morning sessions. The comments and observations given in these performances demonstrate the impact of their learning in relation to the challenge set:

- [https://www.youtube.com/watch?v=qieG3m5rgPw](https://www.youtube.com/watch?v=qieG3m5rgPw)
- [https://www.youtube.com/watch?v=XO-oEkBeiyE&feature=youtu.be](https://www.youtube.com/watch?v=XO-oEkBeiyE&feature=youtu.be)
- [https://www.youtube.com/watch?v=oLg6WbC21b0](https://www.youtube.com/watch?v=oLg6WbC21b0)
- [https://www.youtube.com/watch?v=Z950gBf6Rw0](https://www.youtube.com/watch?v=Z950gBf6Rw0)
- [https://www.youtube.com/watch?v=8RDMIx3mx2o&feature=youtu.be](https://www.youtube.com/watch?v=8RDMIx3mx2o&feature=youtu.be)

**Mathew Jessop reflected:** The day was ran by a group of very impressive Year 7 and Year 8 ‘Global Leaders’ who then looked after, and worked with, children from our Year 5 and 6 groups in a range of activities. All children gave a presentation at the end of the day to everyone in attendance based on what they had learned; the day was very positive overall and will support our aim of helping all children become active, knowledgeable global citizens.

**A visiting headteacher reflected:** I was extremely encouraged by the commitment shown by the teachers present about a desire to make global issues relevant in our schools. For example, I have committed to doing a monthly assembly with a global theme that can then lead in to other activities as appropriate in cross-curricular work.

The pupil evaluations were very encouraging. Comments ranged from: how children learned new ideas; surprises from the topics covered and stereotypes being removed. Many children reflected upon their lifestyles, and there was an overwhelming opinion that children recognised the importance of global issues whilst working collaboratively in a mixed school setting, which was very powerful.
We will repeat the event; it has developed since we began it a year ago and we plan on developing it further to take account of teachers’ and pupils’ feedback. Participating teachers will apply what was learned to enhance their school curricula.

**How does this link to the Global Learning Programme?**

**GLP themes:**
- Developing countries
- Interdependence and globalisation
- Enquiry and critical thinking.

**Resources**
- Summary of Lakes pupils’ feedback

**Contact:**
Robin Sharp robin.sharp@lakes.cumbria.sch.uk The Lakes School, Cumbria; with Gill Mason (Ghyllside Primary), Mathew Jessop (Crosthwaite Church of England Primary School) and Peter Harrison (St Cuthbert’s Catholic Primary School).
I. Diversity Day:

Burton Joyce Primary, Netherfield Primary, Parkdale Primary, Willow Farm Primary and Carleton le Willows Academy Nottingham

Context:
Carleton le Willows Academy is a GLP Expert Centre.

What did we want to achieve?
There were several strands to our project to stimulate critical thinking about global issues. Our main focus was ‘diversity’; a key value of the GLP and a driving force behind our GLP focus: to create a student body who recognise their role, as well as others, to develop a social justice mentality. As our cohort come from a predominantly white European background this has been very much linked to cultural awareness incorporating a number of other areas of knowledge, understanding and skills for this project, including:

- Globalisation in regards to sharing of cultures to challenge perceptions and examine issues from a multiple perspective rather than single lens
- The role of interdependence
- Rights to essential services and the role of individuals and government
- Stimulate critical thinking about sustainability.

How did we set about it?
The Diversity Day included ten key activities; pupils worked in groups, and all groups experienced at least five different sessions.

Our geography department developed and delivered sessions on eco-footprints, relating pupils’ footprint to those of others in the developing world; RE delivered a single session on aboriginal peoples’ spiritual connection to the natural world linked to the above; and DT Food investigated issues with poverty and diet in developing nations but also embracing the impact of Indian food as part of globalisation and business.

We had links with an advisor from Oxfam through our Oxfam ambassadors programme and delivery of a session through the GLP Twilight INSET.

In order to expand the diversity theme, the delivery of a para-sport session gave students time to reflect on both social justice and rights to essential services globally.

Further sessions by outside providers were; African Ark who included two visual artists, drummer and dancers, and a storyteller. There was also a link established through one of our students to an Indian dance teacher to challenge perceptions and establish multiple perspectives.

Resources
- Diversity Food and Freddy Footprint presentation
How well did we achieve our aims?

The ecological footprint activity was aimed at Key Stage 2 pupils, to act as a bridge to help their understanding of how the way they live their lives in the UK, and that consuming resources and generating waste can have a global impact. After completing a quiz to find out their own ecological footprint, a comparison was then given as to the ecological footprints of other countries in the world, some with smaller footprints than ours, and some with larger footprints. This helped further their understanding that other countries consume resources and generate waste differently to us. Most pupils had little idea that we in the UK consume and waste far more than many other countries in the world, and looking at it from the perspective of how many planets would be needed to resource us and absorb our waste if everyone in the world consumed as much as we do, was a real eye opener for them and challenged how they take how we live our lives for granted. Everyone was surprised however, that the country with the largest footprint was the UAE (a country some didn’t even know existed, although they had heard of Dubai).

The creation of the footprints was a fun and engaging activity that allowed pupils to give thought to how they could, as an individual, reduce their ecological footprint to a size more in line with the smaller footprints from the other countries we discussed such as Indonesia, Nepal and Malawi. Pupils took away from this activity that even a small promise to consume and waste less at home, collectively will have a much bigger impact at a global scale.

How does this link to the Global Learning Programme?

GLP themes:

- **Sustainability**: the Eco-footprint session included an assessment of pupils’ carbon footprint through the WWF online assessment, then developing this by comparing it to the footprint of someone from a developing nation and what that means. They were then encouraged to think critically about how they could reduce their own in terms of sustainability and draw round their feet and make a pledge to reduce it.

- **Poverty reduction**: the Oxfam led session used the ‘send a friend to school’ programme as part of the Global Campaign for Education. This was then made to include a promise to pass on to our local MP.

- **Globalisation and Interdependence**: the sessions provided by African Ark included a focus on establishing multiple perspectives of African culture through music, art and literature. The World War session included artefacts from both World wars with a focus on the role of colonial soldiers and the impact of empire on development.

Links to further resources

- Send my friend to school: [http://www.sendmyfriend.org/](http://www.sendmyfriend.org/)
- WWF online footprint calculator: [http://footprint.wwf.org.uk/](http://footprint.wwf.org.uk/)

Contact:

Mrs Trudi Purnell, Carlton Le Willows Academy.

Acknowledgements:

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