



Us, Community, Culture and the World

Aims - Intent

At William Harding we want pupils to:

- Build their own understanding of world events
- Think about their values and what's important to them
- Take learning into the real world
- Challenge ignorance and intolerance
- Get involved in their local, national and global communities
- Develop an argument and voice their opinions
- See that they have power to act and influence the world around them
- Show young people that they have a voice. The world may be changing fast, but they can make a positive difference – and help build a fairer, safer and more secure world for everyone

EYFS - Understanding the world around me

Early Years follow the Early Years framework which includes objectives aimed at enabling pupils to understand the world around them.

KS1 – Local Community Citizens

It is about how decisions in our local area and about how we all share a common humanity and are of equal worth.

It means being open to engaging positively with other identities and cultures and being able to recognise and challenge stereotypes.

It is also about how we use and share the earth's resources fairly in our area and uphold the human rights of all.

What does it mean to be a local community citizen?

A local community citizen is someone who is aware of and understands the local area – and their place in it. They are a citizen of Aylesbury and Buckinghamshire. They take an active role in their community and work with others to make our local area more peaceful, sustainable and fairer.

We do this through:

- Exploring local connections and our views, values and assumptions
- Exploring issues of social justice locally
- Exploring the complexity of local issues and engaging with multiple perspectives
- Applying learning to real-world issues and contexts

- Opportunities to make informed, reflective action and be heard

KS2 - Global Citizens

It is about how decisions in one part of the planet can affect people living in a different part of it, and about how we all share a common humanity and are of equal worth.

It means being open to engaging positively with other identities and cultures and being able to recognise and challenge stereotypes.

It is also about how we use and share the earth's resources fairly and uphold the human rights of all.

What does it mean to be a global citizen?

A global citizen is someone who is aware of and understands the wider world – and their place in it. They are a citizen of the world. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer.

We do this through:

- Exploring local and global connections and our views, values and assumptions
- Exploring issues of social justice globally
- Exploring the complexity of global issues and engaging with multiple perspectives
- Applying learning to real-world issues and contexts
- Opportunities to make informed, reflective action and be heard

Implementation - Citizenship FLDS

KS1

Y1	Autumn 1	<p>Equality – Do we all have to be treated the same?</p> <ul style="list-style-type: none"> • Link to rule of law. Ask the children what rules we have in school. • Ask the children why we have to have rules – they keep us safe. • Ask about rules being fair – do we treat everyone the same? • When is it ok to treat people differently? Talk about the fact that some people need help with different things. We all find things difficult and need help sometimes.
	Autumn 2	<p>Diversity – How do we celebrate different festivals in my class?</p> <p>You may want to ask parents for photographs or information about festivals in advance.</p> <ul style="list-style-type: none"> • Discuss what festivals the children celebrate. • Discuss what they do at the festivals – do they dress up / wear different clothes? Do they get presents? What foods do they eat? Do they see family • Discuss how the festivals are different and also the same. • Complete a class book page on how are festivals are the same and different.

	Spring 1	<p>Environment/ Litter. How can we keep our school and community tidy?</p> <ul style="list-style-type: none"> • Look at the classroom – is it tidy? How could we tidy it up? • Why do we need to keep our classroom tidy e.g. avoid slips and trips, avoid breaking things • Discuss what litter is and give examples. Look at some images of litter. Where should litter go? • Discuss why this is bad for the environment – e.g. wildlife, pollution in water ways, injuring people, unsightly etc • Share information on where litter can go – bins at home, public bins in the street, the local rubbish tip • Create a poster about either keeping the classroom tidy or putting litter in the bin.
	Spring 2	<p>Environment – food waste at home and at school</p> <ul style="list-style-type: none"> • Ask what food waste is • Discuss why food is sometimes wasted – not brought from the shop so thrown away or not eaten at home or school • Discuss what happens to the food we don't eat during a meal. • Discuss why we shouldn't waste food and how we can avoid it. • Look at Use by and best before dates
	Summer 1	<p>Diversity – Who is in my class community? How are we the same and how are we different?</p> <p>You may want to ask parents for some photos to share if children have lived outside England</p> <ul style="list-style-type: none"> • Ask the children who speaks more than one language – what do they speak • Ask the children if they have lived anywhere else other than Aylesbury • Ask the children if anyone has lived outside England? • Ask anyone if their parents have lived outside England • Ask the children what their favourite foods are • Discuss how we are all unique but that there are similarities are differences between us. • Ask the children to get into a pair and find out one thing that is the same and one thing that is different. Share these. Then swap the pairs. • Have a page in the class book showing things that are the same about us and things that are different.

	Summer 2	<p>Equality – Stereotyping, can men be nurses and can women work for the fire service?</p> <ul style="list-style-type: none"> • Show the children some faces. Ask them to match the faces to the jobs and say why they think that would be the job. • After the matching talk about what jobs the people do. Have some that match stereotypes and some do not. • Ask the children why they thought that some jobs for more for men / women. • Discuss the fact that anyone can do anything that they want to. • Discuss other ‘jobs’ that could be stereotyped like doing the washing or cooking or mowing the lawn.
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Y2	Autumn 1	<p>Diversity – How many languages are spoken in my school? Where are those languages spoken?</p> <ul style="list-style-type: none"> • Start by asking the children what languages they speak. • Show the children a list of languages spoken in the school, can the children say where these languages are spoken. • Show the children some of the places on a map. <p>In the class book have a sheet showing all of the languages spoken in the class.</p>
	Autumn 2	<p>Equality - People who have fought for equality – Martin Luther King, suffragettes, Rosa Parks (one person can make a difference)</p> <ul style="list-style-type: none"> • Discuss the idea that one person can make a difference • Share some information about a famous person who made a difference e.g. Martin Luther King or Rosa Parks. • Explain what they did and how they made a difference • Explain how they fought for equality (revisit that concept – what is equality?) <p>Ask the children to choose one thing that they can do to make a difference. It may be making sure everyone can join in a game or treating everyone kindly. How will they ensure equality?</p>
	Spring 1	<p>Environment - How can we reduce the cars polluting by the school?</p> <ul style="list-style-type: none"> • Ask the children about how they come to school – could be completed on a graph • Ask the children who come by car where they park • Ask the children about how many cars are outside the school at drop off and pick up • Share information about car pollution and how we can reduce it e.g. by parking and walking a little way, by not leaving the engine idling, by walking or using public transport • Ask the children how we could reduce the number of cars by the school • Ask the children to complete posters to put outside on the school gates or write a class letter to go out to parents in Friday comms about parking by the school.

	Spring 2	<p>Diversity – Our community, who lives in Aylesbury? What religious places of worship can they visit?</p> <ul style="list-style-type: none"> • Ask the children about their faiths • Ask the children if they go to a place of religious worship and what it is like • List the similarities and differences between the places • Look on a map of Aylesbury to find the places that the children in the class go to. • Look at other places in Aylesbury where people might go to worship • Stick the map in the class book
	Summer 1	<p>Environment – Water wastage, conserving water</p> <ul style="list-style-type: none"> • Discuss how valuable water is. Discuss / list all the things we use water for. • Discuss / list ways we might waste water e.g. leaving the tap running when we brush out teeth or staying in the shower too long • Discuss how we use water in school and how we could be wasting it – leaving taps on in the toilets • Make a poster for the toilets around the school to say turn off the taps or other water wastage signs.
	Summer 2	<p>Local and global links - The parallels that many global issues have with our immediate environment, for example, sharing of resources, or conflict, in the classroom.</p> <ul style="list-style-type: none"> • Discuss things that cause conflict in the classroom like agreeing on something, sharing, working together • Discuss how these occur on a larger scale across the world e.g. people not getting on, people wanting to be in control, people not sharing resources • Look at how a recent event and how that is similar to what happens in the classroom • Discuss what the best way to solve those situations may be

KS2

Y3	Autumn 1	<p>Pollution – What is the greenhouse effect? How can we reduce it?</p> <ul style="list-style-type: none"> • Discuss what pollution is • Discuss what the Greenhouse Effect is. Discuss global warming and what it is • Discuss why it is happening • Share information about what different countries are doing to reduce this and the climate summits • Pupils decide on one thing that they can do to make a difference, create a class book page
	Autumn 2	Climate – Endangered species

	<ul style="list-style-type: none"> • Discuss what endangered means and the different categories of endangered • List some endangered animals • Discuss why those animals are endangered – hunted, natural habitat is being destroyed, encroachment of man • Look at the impact of farming in South America has impacted on the Amazon • Create a class book page about how we can conserve species
Spring 1	<p>Diversity – My identity – who am I? All the ways I belong</p> <ul style="list-style-type: none"> • Ask the children to make a list of 5 words that describe themselves on a post it • Children share in pairs, small groups and a whole class • Discuss the similarities and differences • Make sure it is clear that differences are ok • Talk about why it is important that we are all unique and celebrate our differences • Talk about the similarities and why we all belong together • Look at lots of places that we belong • Stick the post its on a flipchart page, photograph it and stick it in the class book
Spring 2	<p>Local and global links – Buy local or global? (<i>see diagram below</i>)</p> <ul style="list-style-type: none"> • Discuss the difference between buying local and global • Look at examples • Use the diagram to structure the discussion about why people buy or do not buy locally • Discuss the impact on the locality / community and the wider world
Summer 1	<p>Diversity – Compare similarities and differences with people who live in a European country</p> <ul style="list-style-type: none"> • Pick a European country • Locate it on a map. Locate the UK on a map • Look at the climate and landscape of both countries • Look at popular food from those countries • Look at the buildings found in the country • Look at the similarities and differences between the two, create a class book page with a chart showing them

	Summer 2	<p>Equality – Access to education across the world</p> <ul style="list-style-type: none"> • Ask why we go to school • Discuss how lucky we are • Look at schooling in other countries – images of schools, the distance children go to get to school. • Look at outback schools in Australia, African schools, European schools • Discuss the similarities and differences with our school • Create a table in the class book showing similarities and differences
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Y4	Autumn 1	<p>Diversity - Migration of people make the UK a culturally diverse country. Why do families migrate? How has it made the UK great?</p> <ul style="list-style-type: none"> • Discuss what migration is • Ask the chn in the class if their families have come from another country • Discuss which countries they came from • Ask if they know why the families moved • Discuss why some families move – jobs, family, conflict • Look at how lucky the UK is to be culturally diverse <p>Discuss how the people of the UK are similar and different, create a table in the class book</p>
	Autumn 2	<p>Pollution – single use plastics</p> <ul style="list-style-type: none"> • Discuss what single use plastics are • Discuss why they are bad for the environment – look at images of single use plastic pollution • Discuss what we can do to reduce the use of single use plastics • Identify places in school where there are single use plastics used • Look at alternatives that can be used instead. • Write a persuasive class letter to the HT to try to change the way the school uses plastics
	Spring 1	<p>Diversity – Compare similarities and differences with people who live in Australia or America</p> <ul style="list-style-type: none"> • Pick either Australia or North America • Locate it on a map. Locate the UK on a map • Look at the climate and landscape of both countries – it is not the same all over because of the size of it • Look at the buildings found in the country • Look at the similarities and differences between the two – we speak the same language but there are still differences pavement / sidewalk

		Create a table in the class book to show similarities and differences
	Spring 2	<p>Local and global links – What is the best way to make change happen? (<i>see diagram</i>)</p> <ul style="list-style-type: none"> • Discuss the cards in the diamond 9 below • Explain what the cards mean • Discuss whether change is important or not • In groups discuss the diamond 9 <p>Share and debate the positioning. Create a class agreement and put in the class book</p>
	Summer 1	<p>Climate – water around the world (droughts and floods)</p> <ul style="list-style-type: none"> • Look at the climates around the world. Discuss how they are similar and different to the UK e.g. rainy seasons, dry seasons, monsoon weather • Look at images of droughts and discuss the impact e.g. food production • Look at images of flooding and discuss the impact e.g. loss of homes • Look at the links between climate change and extreme weather • Discuss how we can make a difference. Make a list in the class book
	Summer 2	<p>Equality - Access to clean water across the world</p> <ul style="list-style-type: none"> • Use a site like Water Aid to look at access to water in other countries how far people walk, clean water, droughts etc • Discuss why access to water is different • Avoid stereotypical ideas and show that there are also taps in indoor plumbing in those countries as well • Discuss what can be done to help • Write how people can help in the class book

Y5	Autumn 1	<p>Equality – What is discrimination?</p> <ul style="list-style-type: none"> • What is discrimination – discuss • Give examples of discrimination • Discuss why people use discriminatory language or behaviour • Talk about why it is wrong and the impact of it <p>Share how we are the same and different and it is good to be different, put the list in the class book</p>
	Autumn 2	<p>Sustainability – recycling and Make do and mend</p> <ul style="list-style-type: none"> • Discuss the ideas of recycling, reusing and reduce • Discuss the difference between them • Look at when we use these • Talk about why these are important

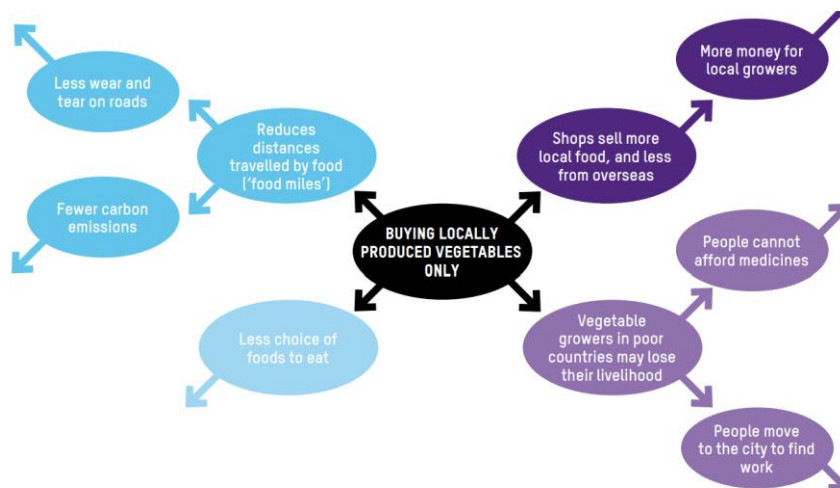
		<ul style="list-style-type: none"> • Make lists of things to recycle, reuse and when to reduce • Discuss how this can be done at home • Create a class letter to go to the HT to promote one of these
	Spring 1	<p>Diversity – Compare similarities and differences with people who live in Rio De Janerio (Brazil). Look at the Favelas</p> <ul style="list-style-type: none"> • Locate it on a map. Locate the UK on a map • Look at the climate and landscape of both countries – UK and Brazil • Look at the buildings found in the country – look at the favelas and other homes in Brazil to avoid stereotyping • Look at the similarities and differences between the two – how is life in the UK the same and different as in Brazil • Create a table of similarities and differences in the class book
	Spring 2	<p>Diversity – Where we live and homelessness</p> <ul style="list-style-type: none"> • Ask the children to describe where they live • Share similarities and differences with others • Ask whether everyone has the same type of homes and why • Ask whether everyone has a home • Discuss why some people do not have a home and where they live • Look at a site that shows how people can help the homeless – soup kitchens, hostels etc • Create a list of ideas to help others in the class book
	Summer 1	<p>Sustainability – fair trade</p> <ul style="list-style-type: none"> • Discuss what Fair Trade is • Discuss why it is important • Share examples of fair trade goods • Look at the logo for fair trade items • Think about what we can do to support fair trade – make a list in the class book
	Summer 2	<p>Global interconnectedness - Links between issues, for example, poverty and climate change or access to water.</p> <ul style="list-style-type: none"> • Pick two issues that are interconnected e.g. climate change and access to water or deforestation and climate change • Look at the two issues • Look at how they are linked and the impact they cause • Discuss whether these then have further impacts e.g. poverty, homelessness, famine, conflict etc • Create a mind map as a class showing how issues impact other elements globally. Put the mind map in the class book

Y6	Autumn 1	Diversity – Asylum seekers and refugees – why do people come to the UK? (<i>see diagram below</i>)
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	<ul style="list-style-type: none"> • Discuss the terms refugee and asylum seeker • Discuss why people would want to leave their country • Use the diagram to structure the discussion <p>Create a description of what an refugee and an asylum seeker are and why they leave their homes</p>
Autumn 2	<p>Sustainability – powering our homes (wind, water and solar power etc)</p> <ul style="list-style-type: none"> • Discuss the different ways we can power homes • Discuss how these work – include solar, wind turbines, hydro-electric power • Discuss the pros and cons of these • Discuss the impact of non-green power sources • How can we be greener? Make a list in the class book – what will we each do?
Spring 1	<p>Global interconnectedness – links we have to other people and places through trade, technology, migration, political systems, our shared environment</p> <ul style="list-style-type: none"> • Discuss the idea that the globe is getting smaller – what does that mean? • Look at how there are so many similarities across the globe e.g. McDonalds in all countries, food types shipped across the globe – we get bananas that we cannot grow here, ideas and information are shared through the internet, shopping through Amazon etc • Look at how easy it is to communicate now • Look at travel and migration – making every country multi-cultural • Look at how food is eaten across the globe, curry for example <p>Discuss what are the pros and cons of this – what do we gain and what do we lose? Write this in the class book.</p>
Spring 2	<p>Sustainability – impact on the natural world of deforestation and loss of green spaces</p> <ul style="list-style-type: none"> • Discuss what deforestation is and why it happens • Look at loss of green belt land in the UK • Look at examples of where it is happening and why • Discuss the impact on the environment, plant species, animals species, global warming, pollution <p>Look at the similarities and differences between what happens in the UK and other countries. Make a list in the class book</p>
Summer 1	<p>Equality – women’s rights</p> <ul style="list-style-type: none"> • Share a brief timeline of women’s rights in the last 200 years • Discuss the Equal Opportunities Act and the current rights of women in the UK • Look at the dates women got the vote in different countries

		<ul style="list-style-type: none"> • Ask the children if women and girls have the same rights in all countries as they do here • Give examples of places and right that are different e.g. women not being able to go to school or university • Debate what the chn think about this. Create a persuasive letter to promote women’s rights
	<p>Summer 2</p>	<p>Diversity – Compare similarities and differences with people who live in Beijing, China</p> <ul style="list-style-type: none"> • Locate it on a map. Locate the UK on a map • Look at the climate and landscape of both countries • Look at the buildings found in the country and images of urban and rural areas • Look at the similarities and differences between the two – how is life in the UK the same and different • Discuss the historic rule of only having one child because the country was overpopulated. • Include the view that many families wanted a son to carry on their name • Compare freedoms in China with the UK. Make a list in the class book

***Y3 Summer 2**

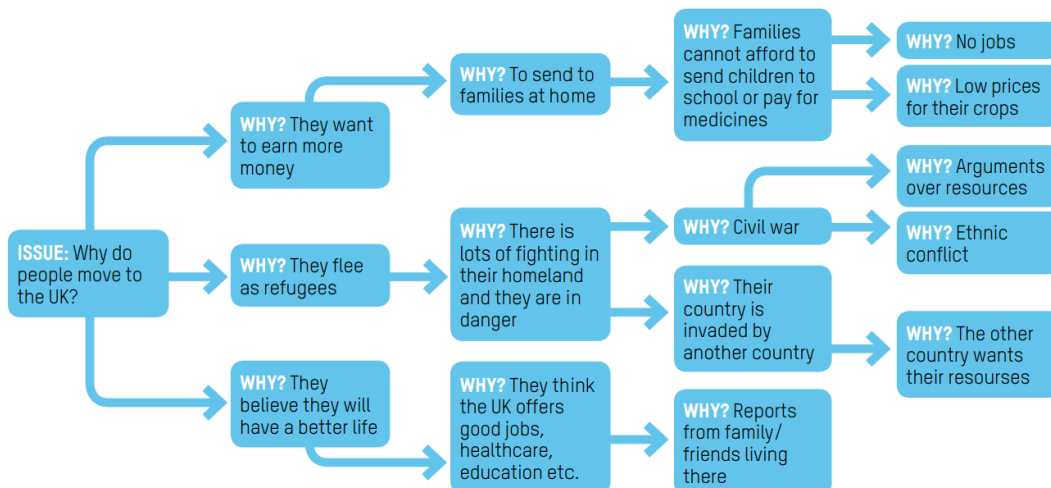


***Y4 Summer 2**

DIAMOND NINE RANKING			
1	The best action is to lobby (put our arguments to) someone in a powerful position, for example, write a letter or an email, send a petition or an opinion survey, or visit them.	The best action is to find out which organisations can help us, and join their local, national or global campaigns.	The best action is to perform a play on how the issue affects people, for example, in assembly, or in other schools.
2 2	The best action is to use social media to raise awareness and inspire others to take action.	The best action is to make a leaflet, poster or collage on the issue and display it to people in school and in the local community.	The best action is to make different choices about your life based on what you have learned, for example, change what you eat, wear and spend money on.
3 3 3	The best action is to make a video, audio or photograph presentation to stimulate discussion about the issue, and get people to debate it.	The best action is to raise money and donate it to a charity working on the issue.	The best action is to work with the media, for example, give a talk on local radio, invite the media to an event.
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The purpose of diamond nine ranking is to provoke discussion or reflection about the relative importance of a range of factors. This method of ranking can be used in many different contexts where there is a need to define, prioritise or make decisions. For example, it could be used to evaluate nine different definitions of 'development', or to select classroom rules.

*Y6 Spring 2



Assessment Criteria - Impact

Pupils will be able to:

- Demonstrate an understanding of their locality and community (KS1) or the wider world (KS2)
- Think about their values and what's important to them, who are they?
- Challenge ignorance and intolerance
- Understand how to get involved in their local, national and global communities
- Develop an argument and voice their opinions
- Show that they have power to act and influence the world around them
- Demonstrate that there are similarities and differences locally and globally between people – how people live, what the climate is like where they live, other faiths and beliefs, festivals, rights and responsibilities, different needs and priorities

Additional Resources

<https://www.ideas-forum.org.uk/> IDEAS (International Development Education Association of Scotland) is a network of organisations and individuals involved in educating for global citizenship across Scotland. The IDEAS website contains details of projects and programmes for schools and teachers, a regular magazine featuring articles on global issues, practical classroom activities and useful resources, as well as news from schools and IDEAS members.

Philosophy for Children – <https://archive.sapere.org.uk/Default.aspx?tabid=289> An excellent methodology for encouraging learners to explore a wide range of viewpoints, and one that can be used with all ages.

<https://www.oxfam.org.uk/education/classroom-resources/> The Oxfam Education website features curriculum-linked resources on a variety of global issues. We have toolkits for active global citizenship, classroom resources and online tools. Many of our resources are available in Welsh.

Global Learning Programme <https://globaldimension.org.uk/resources/> The Global Learning Programme provides free support for whole-school approaches to global citizenship and professional development for teachers.

BBC Bitesize – Understanding the world around me <https://www.bbc.co.uk/bitesize/topics/zyg2xbk>

WWF information on climate change and environmental impacts <https://www.wwf.org.uk/get-involved/schools/calendar/a-life-on-our-planet-ks2>

United Nations resources relating to sustainable living, inequality and climate change <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Twinkl have a range of resources but you may need to be specific about the search that you enter. Some resources can be found <https://www.twinkl.co.uk/search?q=global+citizenship>

West of Scotland - Range of resources <https://wosdec.org.uk/our-resources/>

Resources about access to education <https://scotdec.org.uk/resources/pants-to-poverty-a-resource-for-primary-schools/>

Toolkit with ideas for lessons <https://www.centreforglobaleducation.com/sites/default/files/Action-on-Global-Citizenship.pdf>

Diversity resources <https://www.youngcitizens.org>

<https://www.attenborough.school/wp-content/uploads/2020/02/Master-PDF-for-Website.pdf>

<https://www.pearson.com/international-schools/british-curriculum/pearson-global-citizenship.html>