

Long Term Plan: Global Learning



Key to Pathways:

Inspire	Explore	Nurture	Thrive	Specialist Provision	College
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Global Studies	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Inspire Pathway – Cultural Studies						
Year 7	<p><u>What is culture?</u></p> <p>Students will gain an understanding of what culture means – ‘Recipe for Culture’</p> <p>They will look at their personal culture and what makes them who they area.</p> <p>They will then explore the cultures within their group, looking and the differences and similarities that present themselves.</p> <p>They will also explore what it means to be part of different cultures.</p>	<p><u>The world around us:</u></p> <p>Students will begin to study the wider world and the issues that are raised globally.</p> <p>Students will look at the Geography of the world, gaining an understanding of key geographical terms such as country, continent, ocean and sea.</p> <p>They will look at where key areas are positioned on the global and the climate in those areas.</p>	<p><u>Dinnertime 360 – Global meals</u></p> <p>Students will explore multicultural Finland through Dinnertime 360.</p> <p>The Dinnertime 360 digital learning environment opens the door to the homes of different families’ dinner tables in Finland. Join the families and dive into their everyday life stories.</p> <p>HABIBA’S STORY: What does 30-year-old Finnish-Somali Habiba cook for her seven children?</p> <p>ANNI’S STORY: What does 15-year-old weightlifter Anni eat to be able to lift 1.5 times her body weight? Anni is a living example of searching for and finding one’s strength.</p> <p>MUHAMMED’S STORY: What does Palestinian Muhammed most enjoy doing with his daughter? Muhammed talks about fatherhood and a family that extends beyond the Finnish borders.</p> <p>The students will study key global themes such as:</p> <ul style="list-style-type: none"> • identity and cultural diversity, 	<p><u>Global issues – Family and society:</u></p> <p>Students will begin to develop their perceptions of what it means to be poor and have those perceptions challenged.</p> <p>They will look at the Awra Amba community and compare it to their own lives in the areas below.</p> <ul style="list-style-type: none"> - The family home and roles that are completed. - Family life as part of the community. - Society and decision-making - Democracy in the classroom. 		

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			<ul style="list-style-type: none"> • social justice and human rights, interdependence • globalisation, • sustainable futures 			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	<p><u>Global issues – Education:</u></p> <p>Students will begin to develop their perceptions of what it means to be poor and have those perceptions challenged.</p> <p>They will look at the Awra Amba community and compare it to their own lives in the areas below.</p> <ul style="list-style-type: none"> - Education and the Rights of the child - Equality and the rights of people with in the community. 		<p><u>Global issues – Health:</u></p> <p>Students will begin to develop their perceptions of what it means to be poor and have those perceptions challenged.</p> <p>They will look at the Awra Amba community and compare it to their own lives in the areas below.</p> <ul style="list-style-type: none"> - Healthy lives - Health and Welfare 		<p><u>Global issues – Elderly care:</u></p> <p>Students will begin to develop their perceptions of what it means to be poor and have those perceptions challenged.</p> <p>They will look at the Awra Amba community and compare it to their own lives in the areas below.</p> <ul style="list-style-type: none"> - Support provided for the elderly - Being elderly within a community. 	
Year 9	<p><u>Global Issues - Economy and working life:</u></p> <p>Students will begin to develop their perceptions of what it means to be poor and have those perceptions challenged.</p> <p>They will look at the Awra Amba community and compare it to their own lives in the area below.</p> <ul style="list-style-type: none"> - To understand the relationship 	<p><u>Global Issues – Gender Equality:</u></p> <p>Students will begin to develop their perceptions of what it means to be poor and have those perceptions challenged.</p> <p>They will look at the Awra Amba community and compare it to their own lives in the area below.</p> <ul style="list-style-type: none"> - To understand the meaning of equality. 	<p><u>Global Issues – Community and Participation:</u></p> <p>Students will begin to develop their perceptions of what it means to be poor and have those perceptions challenged.</p> <p>They will look at the Awra Amba community and compare it to their own lives in the area below.</p> <ul style="list-style-type: none"> - To understand that each person belongs to several communities. - To understand the role of community for an individual’s well-being. - To understand how an individual can support and help the other community members. 		<p><u>Global Issues – Responsibility and entrepreneurship:</u></p> <p>Students will begin to develop their perceptions of what it means to be poor and have those perceptions challenged.</p> <p>They will look at the Awra Amba community and compare it to their own lives in the area below.</p> <ul style="list-style-type: none"> - To understand that people around the world live in different conditions. - To understand that the conditions in a single country can affect the global situation. 	

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	<p>between economy and work.</p> <ul style="list-style-type: none"> - To understand the meaning of work from the individuals' and communities' perspectives. - To understand the role of different professions in society. 	<ul style="list-style-type: none"> - To understand how equality is part of students' everyday life 			<ul style="list-style-type: none"> - To understand why nation states support one another and engage in development cooperation. - To understand that people have the possibility to affect their life through their actions. 	
Global Studies	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore Pathway – Cultural Studies						
Year 7	<p><u>What is culture?</u></p> <p>Students will gain an understanding of what culture means – ‘Recipe for Culture’</p> <p>They will look at their personal culture and what makes them who they area.</p> <p>They will then explore the cultures within their group, looking and the differences and similarities that present themselves.</p>	<p><u>The world around us:</u></p> <p>Students will begin to study the wider world and the issues that are raised globally.</p> <p>Students will look at the Geography of the world, gaining an understanding of key geographical terms such as country, continent, ocean and sea.</p> <p>They will look at where key areas are positioned</p>	<p><u>Dinnertime 360</u></p> <p>Students will explore multicultural Finland through Dinnertime 360.</p> <p>The Dinnertime 360 digital learning environment opens the door to the homes of different families' dinner tables in Finland. Join the families and dive into their everyday life stories.</p> <p>HABIBA'S STORY: What does 30-year-old Finnish-Somali Habiba cook for her seven children?</p> <p>ANNI'S STORY: What does 15-year-old weightlifter Anni eat to be able to lift 1.5 times her body weight?</p>	<p><u>School in another country – UK/Africa</u></p> <p>Students will develop their knowledge and understanding of school life in other countries.</p> <p>They will look at:</p> <ul style="list-style-type: none"> - What does a school look like? - What age groups go to school? - What problems to they face getting to school? <p>The students will make a link to a school in Africa.</p>		

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	<p>They will also explore what it means to be part of different cultures.</p>	<p>on the global and the climate in those areas.</p> <p>They will look at the different habitats for humans and animals.</p>	<p>Anni is a living example of searching for and finding one's strength.</p> <p>MUHAMMED'S STORY: What does Palestinian Muhammed most enjoy doing with his daughter? Muhammed talks about fatherhood and a family that extends beyond the Finnish borders.</p> <p>The students will study key global themes such as: identity and cultural diversity.</p>			
<p>Year 8</p>	<p><u>The world around us:</u></p> <p>Students will begin to study the wider world and the issues that are raised globally.</p> <p>Students will look at the Geography of the world, gaining an understanding of key geographical terms such as country, continent, ocean and sea.</p> <p>They will look at where key areas are positioned on the global and the climate in those areas.</p> <p>They will look at the different habitats for humans and animals.</p>	<p><u>Looking after Planet Earth:</u></p> <p>Students will begin to look at the current issues that are facing the earth.</p> <ul style="list-style-type: none"> - pollution - plastic - animal conservation - destruction of habitats <p>They will look at the impact of these issues on both animals and humans.</p> <p>Students will look at how they can help reduce the impact</p>	<p><u>Global families- UK/Africa</u></p> <p>Students will develop their knowledge and understanding of family life in other countries.</p> <p>They will look at:</p> <ul style="list-style-type: none"> - size of the family. - roles in the family. - issues families face. <p>They will make comparison with their own lives and families in Africa.</p>	<p><u>Looking after yourself – UK/Africa</u></p> <p>Students will develop their understanding of how to look after themselves.</p> <p>They will look at:</p> <ul style="list-style-type: none"> - the people who help to look after people. - where people can go for healthcare. - problems people face in getting the help. 	<p><u>Getting old – UK/Africa</u></p> <p>Students will look at what it means to be old and the difficulties they may face.</p> <p>They will look at:</p> <ul style="list-style-type: none"> - aging and what it means to be old. - How older people are seen. - What support is needed when you are older? - Why do some 	

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		by completing a whole school environmental project ie reducing plastics in school, not buying palm oil products and not wasting food.		They will make comparison with their own lives and people in Africa.	people end up lonely? They will develop a link with a care home and will make comparison with older people in Africa.
Year 9	<p><u>The world around us:</u></p> <p>Students will begin to study the wider world and the issues that are raised globally.</p> <p>Students will look at the Geography of the world, gaining an understanding of key geographical terms such as country, continent, ocean and sea.</p> <p>They will look at where key areas are positioned on the global and the climate in those areas.</p> <p>They will look at the different habitats for humans and animals.</p>	<p><u>Global families- UK/Africa/India</u></p> <p>Students will continue to develop their knowledge and understanding of family life in other countries.</p> <p>They will look at:</p> <ul style="list-style-type: none"> - size of the family. - roles in the family. - issues families face. <p>They will make comparison with their own lives and families in Africa and India.</p>	<p><u>Global Issues – Taking part in your local community</u></p> <p>Students will begin to develop their perceptions of what it means to be poor and have those perceptions challenged.</p> <p>They will look their community and compare to a community in Africa.</p> <ul style="list-style-type: none"> - To understand that each person belongs to several communities. - To understand the role of community for an 	<p><u>Global issues – Health:</u></p> <p>Students will begin to develop their perceptions of what it means to be poor and have those perceptions challenged.</p> <p>They will look at how they keep healthy and compare it to how people keep healthy in Africa and India.</p> <ul style="list-style-type: none"> - Healthy lives - Health and Welfare 	

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				individual's well-being.		
KS4 – Year 10	<p><u>Open Awards – Developing your knowledge of your local community:</u> Over the year the students will work towards developing their knowledge of their local further. They will look into the different faiths who live and worship in the local area, key buildings and community projects in the area. At the end of the year the students will gain three Open Award Units.</p>					
Inspire Pathway – Cultural Studies						
KS3 - A	<u>Africa</u>	<u>India</u>	<u>Blackpool</u>	<u>Brazil</u>	<u>Star War Habitats and Ecosystems</u>	<u>School Production Focus</u>
KS4 - A	<u>Oceans of the World</u>	<u>Route 66</u>	<u>1940s Britain</u>	<u>Memphis</u>	<u>Castles and Palaces</u>	<u>School Production Focus</u>