Global learning & the new secondary curriculum

The 2014 school year launches a new curriculum for maintained schools in England. This document provides information and ideas for exploring global learning in the new secondary curriculum (mainly Key Stage 3). You can find these resources (and many more) on the Global Dimension website: globaldimension.org.uk

Core subjects at secondary level are English, Maths and Science (featured on this page).

Foundation subjects are Art & Design, Citizenship, Computing, Design & Technology, Geography, History, Languages, Music and PE (pages 2 and 3).

In addition, all schools must make provision for PSHE, RE and a daily act of collective worship (page 3).

English

Within spoken language: “Pupils should be taught to understand and use the conventions for discussion and debate”. Global issues are often ones that engage strong opinions, so are ideal to use as a forum for debate. Check out our feature on Using the news in the classroom bit.ly/gdnews for some ideas. Similarly it is important that students can communicate their ideas, enthusiasms and passions coherently in writing.

Within reading it is recommended that: “The range will include high-quality works from… seminal world literature”. You can get some inspiration from our feature on Literature and global issues: bit.ly/gdlit. Further useful resources for English include Amnesty’s The Power of the Pen amnesty.org.uk/powerofpen; and Re-viewing the World nate.org.uk/globed.

Maths

The maths curriculum aims to ensure that pupils “can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication”.

Think about ways maths can be applied to a range of global issues. For example: comparing water use and access in different countries or exploring population trends. Useful resources include our Secondary Maths and Global Learning activity kit bit.ly/gdmaths, our Population: Seven billion people feature bit.ly/gd7billion and the Gapminder website exploring development trends gapminder.org.

Science

“Teachers should feel free to choose examples that serve a variety of purposes, from showing how scientific ideas have developed historically to reflecting modern developments in science.”

Here are some ‘global’ examples of what is taught within the different science disciplines:

Biology:
- nutrition & digestion - the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases.
- photosynthesis - the dependence on photosynthesis of almost all life on Earth; essential to maintain levels of oxygen and carbon dioxide in the atmosphere.
- interactions & interdependencies - the interdependence of organisms in an ecosystem.
- genetics & evolution – how changes in the environment affect species; the importance of maintaining biodiversity and the use of gene banks.

Chemistry:
- earth & atmosphere - Earth as a source of limited resources; the carbon cycle; the production of carbon dioxide by human activity and the impact on climate.

Physics:
- energy - fuels and energy resources.

Practical Action have a great range of interactive science challenges bit.ly/gdasciencemixed, which get pupils ‘working scientifically’. They have also great suggestions for exploring global learning through the science curriculum practicalaction.org/globallearninginscienceengland. Another useful resource for science is It Makes You Think itmakesyouthink.org.uk, which explores the science involved in 10 different global issues.
**Art & Design**

One of the aims of the **art & design** curriculum is that pupils “know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms”. This provides an opportunity to learn about artists, arts and crafts from many cultures.

For some inspiration, take a look at the PARTicipate website [octobergallery.co.uk/participate](http://octobergallery.co.uk/participate), which features five artists from Benin, Nigeria, Iraq, China and New Zealand with downloadable teaching packs on each one.

**Computing**

“A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.”

The **computing** curriculum puts emphasis on students learning to create their own programs and digital content such as animation, apps, blogs and web projects. Global issues can offer great inspiration for creative projects. And it can be very motivating for students to potentially have a global audience for their work. Each year the national **Apps for Good Awards** recognise the top apps created by student teams. Check out past award-winners for inspiration: [www.appsforgood.org/public/student-apps](http://www.appsforgood.org/public/student-apps)

**Design & Technology**

The following quotes from the **D&T** curriculum link quite well to global learning:

**Design**

- use research and exploration, such as the study of different cultures, to identify and understand user needs.
- use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses.

**Evaluate**

- analyse the work of past and present professionals and others to develop and broaden their understanding.
- understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

You could check out Practical Action’s **D&T challenges** here for some ideas: [bit.ly/gdpadtec]. Lessons from Africa has some great examples of low-impact design for pupils to try out themselves [sendacow.org.uk/lessonsfromafrica](http://sendacow.org.uk/lessonsfromafrica).

In **cooking & nutrition**, pupils should be taught to “understand the source, seasonality and characteristics of a broad range of ingredients”. Our website lists lots of resources about food and farming [bit.ly/gdfoodsec], including a great photo teaching resource [bit.ly/gdfoodphoto](http://bit.ly/gdfoodphoto).

**Citizenship**

“A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society... Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.”

There are plenty of resources listed on our database that support political debate and discussion in class. For example, take a look at resources from Amnesty International [bit.ly/gdaisec] and CND [bit.ly/gcdnd]. Students could also take part in a Model UN Conference [una.org.uk/globe](http://una.org.uk/globe) with other schools.


**Geography**

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.”

Students should study the human and physical geography of a region within Africa, and of a region within Asia. They also need to develop an understanding of key processes in population and urbanisation; international development; economic activity; and the use of natural resources.


The following feature articles provide inspiration and ideas for teaching different aspects of human and physical geography as well as development issues:

**Cities – our urban world** [bit.ly/gdcities]

**Toilets – we all need to ‘go’** [bit.ly/gdtoilets]

**Migration & trafficking** [bit.ly/gdmigration]

**Health, drugs and disease** [bit.ly/gdhealth]

**Population:** Seven billion people [bit.ly/gd7billion](http://bit.ly/gd7billion)
History

“History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.”

There is an emphasis in the new curriculum on students understanding “how Britain has influenced and been influenced by the wider world”. They must also do at least one study of “a significant society or issue in world history and its interconnections with other world developments”.

Have a browse through the resources listed on our database relating to colonialism bit.ly/gdcolonial, Black history bit.ly/gdblackhist or slavery bit.ly/gdslavery.

Or check out the history aspects of the following features for ideas: Chocolate Planet bit.ly/gdchocplan or Slavery - the transatlantic slave trade: bit.ly/gdslavetrade

There’s also a great new British Museum website worth exploring: Teaching History with 100 Objects teachinghistory100.org.

Languages

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.”

Students of French or Spanish, could get the opportunity to explore beyond Europe, using resources such as Take Mali bit.ly/gdtakemali, Hola Perú bit.ly/gdholaperu or Morocco – a learning journey earlystart.co.uk/morocco.htm. The World Stories website worldstories.org.uk is also a great languages resource.

Music

The national curriculum for music aims to ensure that all pupils “perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.”

For inspiration, check out our Global Learning through Drama and Music activity kit bit.ly/gddramamus or Amnesty’s The Power of our Voices amnesty.org.uk/youngsongwriter.

As well as exploring music from different cultures you could encourage pupils to compose and sing songs about global issues they are passionate about.

Physical education

“Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”

Sport and games provide great opportunities to explore issues of fairness and justice. Another ‘global’ option is to try out games from different countries: incultureparent.com/2012/09/five-fun-games-from-around-the-world/

Personal, social, health and economics education

The PSHE Association has produced a helpful PSHE education Programme of Study bit.ly/papshepos. Within this, the 2nd Core Theme, ‘Relationships’ encompasses respect for equality and diversity and the 3rd Core Theme ‘Living in the wider world’ encompasses issues of rights & responsibilities, and active citizenship.


Religious education

Our Global Calendar globaldimension.org.uk/calendar and hard copy Global Wallplanner bit.ly/globalwallplanner feature a range of religious festivals throughout the year to support teachers in teaching about different beliefs.

Collective worship

Get inspired through our blog post on School assemblies - a golden opportunity for global learning bit.ly/gdwassem.

Or take a browse through the secondary assembly resources listed in our database: bit.ly/gdasssec.

Find out more: visit the Global Dimension website globaldimension.org.uk for a wide range of teaching resources, features, news items and support on global learning.