DEA is an education charity that promotes global learning.

DEA’s national network of member organisations and supporters share our conviction that the role of education today is crucial in shaping a better tomorrow.

For learners and society to thrive in a world which faces issues such as climate change, global poverty and racial and religious tensions, DEA believes that education should put learning in a global context, fostering:

- critical and creative thinking;
- understanding of global issues and power relationships;
- self-awareness and open-mindedness towards difference; and
- optimism and action for a better world.

We work in the UK to change both what people learn and how they learn, through influencing policy and supporting educators’ practice.

**Further resources**

**Global Dimension Website**

This website is a guide to books, films, posters and web resources which support global, intercultural and environmental understanding for all age groups and subjects. From climate change to poverty, water to fair trade, you can find a huge range of teaching resources and background material.

Search for global dimension resources; find organisations to support you, including Development Education Centres; and sign up to the termly Global Dimension newsletter at: [www.globaldimension.org.uk](http://www.globaldimension.org.uk).

To download additional copies of the enclosed subject leaflets and tell us how you have used them, please go to: [www.globaldimension.org.uk/explore](http://www.globaldimension.org.uk/explore).

**Council for Subject Associations**

This site includes links to subject association websites
[www.subjectassociation.org.uk](http://www.subjectassociation.org.uk)

**QCA National Curriculum Website**

[http://curriculum.qca.org.uk/key-stages-3-and-4](http://curriculum.qca.org.uk/key-stages-3-and-4)

Guidance and case studies are available to support all aspects of curriculum development. Publications which may be particularly relevant include: ‘Sustainable development in action: a curriculum planning guide for schools’ and ‘The global dimension in action: a curriculum planning guide for schools’

**Acknowledgements:**

Written by Alison Huntley and Helen Young

With many thanks to DFID who have funded this project
Art and Design can challenge young people’s perceptions. It provides opportunities to consider contemporary art and design from around the world, exploring the importance of context in art, design and craft and their role in social change and in expressing identities.

**Global Citizenship**
For example, the role of art and design in social change.

**Interdependence**
For example, the influence of different cultures, genres and art forms on each other.

**Social Justice**
For example, inequalities of power and representation, such as those between classes, cultures and genders throughout the world.

**Human Rights**
For example, the opportunities for and challenges to freedom of expression.

**Conflict Resolution**
For example, understanding of and empathy with the perspectives of others.

**Diversity**
For example, the ways in which ideas, beliefs, cultural backgrounds and values influence art and design; exploring contemporary art and design from a range of countries and cultures.

**Sustainable Development**
For example, the importance of sustainable resource use - rethink, reduce, reuse, repair, recycle.

**Values and Perceptions**
For example, the power of images in marketing and propaganda to influence perceptions.

*The eight key concepts form part of the cross-curriculum dimension, “Global dimension and sustainable development”.*
A few examples

Exploring context
Students can explore a contemporary painting of a particular genre from another country. They might look at a number of paintings of that genre and consider their similarities. Questions to consider might include: Who produced it (e.g., by gender)? Was it produced collectively or individually? Were similar paintings produced in this place in the past? What has influenced its creation? Who was the intended audience? What particular beliefs and priorities does it reflect? What was its role in the society in which it was produced? What techniques were used and why?

Students can produce work of their own using the same style and techniques but expressing issues of importance to them.

The world in our street
Students can develop a piece called 'The world in our street' to help them identify what connects their locality with the wider world. They can do this through a photography project or through a montage of packaging, brochures, labels, posters, artefacts, magazines and observational drawing. This can be extended by looking at how their locality is depicted in, for example, the press or publicity brochures and comparing these findings with another locality in the world and how it is depicted.

Artistic responses to global issues
The lives and work of many artists illustrate global issues. Students can consider how the particular themes and techniques which appear in the work of a chosen artist reflect their life experiences, interests and values. Doing this can inform and influence students’ own work and help them express their own responses, concerns and aspirations about a global issue.

Using recycled materials
There are many artists from around the world who use recycled materials in their work. Investigating the thinking behind this can help students create their own designs and develop a more critical understanding of sustainable development and the relationship this has with Art and Design in terms of why certain materials are used, the ethical sourcing of materials, how materials could be re-used and what their designs demonstrate in relation to their responses to social and environmental issues.

Find out more

The Global Dimension Website
Search for a wide range of global dimension teaching resources; find local organisations to support you, including Development Education Centres; and sign up to the termly Global Dimension newsletter at: www.globaldimension.org.uk
To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

National Society for Education in Art & Design (NSEAD)
The case studies at www.nsead.org/cpd/nsc_papers.aspx may be particularly relevant. www.nsead.org

October Gallery
An example of a gallery exhibiting contemporary art from a wide range of countries and cultures. www.octobergallery.co.uk

QCA Secondary Curriculum Website
http://curriculum.qca.org.uk
Citizenship can help young people make connections between the local and the global, considering decisions and judgements they make about the world they live in. It helps them consider what positive action they can take to bring about change and to challenge injustice.

**Aims**

- Successful learners
- Confident individuals
- Responsible citizens

**Importance Statement**

For example, “topical and controversial issues ... active and global citizens ... Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence, and encourages pupils to challenge injustice, inequalities and discrimination.”

**Key Concepts**

- Democracy and justice ... what is fair and unfair ...
- Rights and responsibilities ...
- Identities and diversity ...
- Interconnections between the UK and the rest of Europe and the wider world

**Key Processes**

- Engage with and reflect on different ideas, opinions, beliefs and values ...
- Analyse the impact of their actions on communities and the wider world, now and in the future

**Global Citizenship**

For example, learning about institutions, declarations and conventions and the role of groups, NGOs and governments in global issues.

**Interdependence**

For example, understanding how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in other countries.

**Social Justice**

For example, challenging racism and other forms of discrimination, inequality and injustice.

**Human Rights**

For example, understanding human rights in a global context and the interrelationship between the global and the local.

**Conflict Resolution**

For example, developing skills of communication, advocacy, negotiation, compromise and collaboration.

**Diversity**

For example, appreciating diverse perspectives on global issues and how identities affect opinions and perspectives.

**Sustainable Development**

For example, understanding the interconnections between the social, environmental and economic spheres.

**Values and Perceptions**

For example, questioning and challenging assumptions and perceptions, including their own.

*The global dimension enriches all aspects of the statutory Programme of Study, these excerpts show where it is particularly salient.*

**Eight Key Concepts of the Global Dimension**

The eight key concepts form part of the cross-curriculum dimension, “Global dimension and sustainable development”.
A few examples

Student voice and sustainable schools

Students have an important role to play in exploring and putting forward suggestions for how their school can become more sustainable. In considering issues such as energy usage, food sourcing and waste, they can consider the global impact of actions and choices made in their school.

Students can discuss and develop ways to monitor the school’s progress, for example, through carbon footprinting.

Human rights

Students can explore situations globally where there are competing rights. They can explore situations where human rights are being denied, both locally and in other parts of the world.

They use a developing understanding of the legal framework of human rights to consider how human rights abuses might be challenged. For example, they can find out about the lives of working children whose rights are being denied and explore responses to this.

The media

Students can investigate the way the media has represented and reported on a topical story, such as the rights of migrant workers, considering the various perspectives described including that of the migrants themselves, employers and the government. Students can investigate examples from other countries as well as their own.

Students can consider the power of the media in influencing perceptions, choices and lifestyles including their own. They might do this by asking people about their understanding of a particular global issue, their views on it, the strength of those views and where they think their views come from.

They can consider what they could actually do to address what they see as a lack of understanding or an imbalance in views in their local community about a specific global issue.

Find out more

The Global Dimension Website

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Association for Citizenship Teaching

ACT is the professional subject association for those involved in citizenship education.

www.teachingcitizenship.org.uk

QCA Secondary Curriculum Website

http://curriculum.qca.org.uk
Exploring the Global Dimension to Design and Technology

Design and Technology can illuminate webs of global interconnections of people and environments and provide students with a space to respond creatively to a range of needs and opportunities.

**Key Concepts**

For example, “impacts on the world... cultural understanding ... evaluating the needs of users and the context in which products are used”*

**Key Processes**

For example, “reflect critically when modifying their ideas and proposals”**

**Aims**

- Successful learners
- Confident individuals
- Responsible citizens

**Importance Statement**

For example, “Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities”*

**Cross-Curriculum Dimensions**

**Links to Other Subjects**

* The global dimension enriches all aspects of the statutory Programme of Study, these excerpts show where it is particularly salient.

**Eight Key Concepts of the Global Dimension**

- **Global Citizenship**
  For example, understanding their role as designers, producers and consumers and the impact their decisions have on other people.

- **Interdependence**
  For example, understanding that choices made about materials have implications around the world.

- **Social Justice**
  For example, relating the creation of products and technologies to the creation of a more just world.

- **Human Rights**
  For example, understanding the role of designers, producers and consumers in ensuring human rights are respected through the implications of the choices they make.

- **Conflict Resolution**
  For example, understanding the roles that sourcing materials and technology can play in creating and resolving conflict.

- **Diversity**
  For example, understanding that different environments and cultures need different products.

- **Sustainable Development**
  For example, analysing the economic, social and environmental impacts (both now and in the future) of products over their whole lifecycle, remembering the six Rs: rethink, refuse, reduce, reuse, repair, recycle.

- **Values and Perceptions**
  For example, developing critical thinking skills for evaluating both consumerist values and particular products and appreciating that these can be viewed from a range of perspectives; recognising how students’ designs reflect their own values and perceptions and how they might consider those of others.

The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.
A few examples

Life cycle analysis

Students can examine the impact on people and the environment of the production, use and disposal of an existing product, such as a mobile phone or a pair of jeans, or a product which they design and make, such as a wooden box.

For example, for a mobile phone, this can include exploring the impact of Coltan extraction in the Democratic Republic of Congo; farmers’ use of mobile phones to access market prices and transfer money; the impact of easy communication on a range of people; the use of phones to photograph and record human rights abuses; the disposability encouraged by phone contract arrangements; the impact of leaving chargers on; debates around phone masts; issues around phones in landfill or how they are disassembled and by whom.

Food

Pupils can evaluate the social, cultural, economic and environmental effects of current school meals and propose alternatives based on life cycle analysis, as above. The class can discuss possibilities and barriers with catering staff.

Pupils design and make school meals. They develop criteria for ingredients such as: ethically produced; fairly traded; locally sourced; organic; can be cooked with a minimum of energy; affordable; healthy; culturally sensitive; minimal and biodegradable packaging. They can explore the dilemmas and contradictions that arise within and between the criteria.

Evaluating products

Pupils can compare products, for example:

- A football with a logo claiming that it has been ethically produced and a football from a well-known brand
- A non-organic cotton and a synthetic textile
- Vegetables with different amounts of packaging and countries of origin
- Soft wood and hard wood from different countries

Pupils consider what criteria they would use to decide which to buy and what further information they might need.

Taking one product, pupils draw a winners and losers chart showing who benefits and who loses directly and indirectly (including through the impact on their environment) from each stage of the production, trade, use and disposal of the product.

Find out more

The Global Dimension Website
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The Design and Technology Association
www.data.org.uk

Practical Action
www.practicalaction.org.uk/education for innovative teaching ideas.

QCA Secondary Curriculum Website
http://curriculum.qca.org.uk
Exploring the Global Dimension to English

English can develop young people’s empathy for others; they come to appreciate a range of perspectives and the global context of their lives. They recognise that English is one language among many and that language affects perceptions. They develop media literacy.

Key Concepts
For example, “Being adaptable... Exploring how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions. Understanding how English varies locally and globally, and how these variations relate to identity and cultural diversity... Critical understanding”*

Key Processes
For example, “listen and respond constructively to others... recognise and discuss different interpretations of texts... how texts relate to the social, historical and cultural context in which they were written”*

Aims
Successful learners
Confident individuals
Responsible citizens

Importance Statement
For example, “communicating with others in school and in the wider world... Literature in English ... reflects the experiences of people from many countries”**

Cross-Curriculum Dimensions

Links to Other Subjects

* The global dimension enriches all aspects of the statutory Programme of Study, these excerpts show where it is particularly salient.

Eight Key Concepts of the Global Dimension

Global Citizenship
For example, the role of both fiction and non-fiction in social change.

Interdependence
For example, understanding the influence that diverse cultures, languages and ideas have on each other.

Social Justice
For example, how the written and spoken word has been and can be used to challenge injustice.

Human Rights
For example, the importance of and issues around freedom of expression.

Conflict Resolution
For example, role playing creative responses to conflict; developing skills of advocacy, negotiation and collaboration.

Diversity
For example, appreciating diverse perspectives on global issues and how identities affect opinions and perspectives, as seen in literature and the media.

Sustainable Development
For example, considering probable and preferable futures and how to achieve the latter.

Values and Perceptions
For example, reflecting on their own values and perceptions and considering those of others.

* The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.
A few examples

Speaking and listening
In groups, students decide on a global issue they would like to investigate and research a selection of different texts from a range of authors which give different insights into that particular issue. They then devise a presentation or play which demonstrates the complexities of the issue and explores different feelings, opinions and responses and roles of the actors within it.

Representations
Pupils consider the representations and prejudices shown in a range of media responses to one topical news story.
Pupils explore the ways in which particular ideologies, including prejudices and injustices are embodied in language.

Writing
Students use testimonies, diaries or autobiographies to learn more about the lives and experiences of a range of young people in a country different from their own. This creates opportunities to understand how many things in their lives are similar to those of others and that there may be core values and aspirations which are common. Students can write newsletters or create a documentary which draws their connections.

Storytelling
Students can use the performance traditions of different storytelling genres such as epic forms of Hindu storytelling; the West African and Caribbean tales of Anansi; or the traditions of Welsh Eisteddfod. Students can consider how the landscape and environment shape different oral traditions and customs and how stories have travelled across and between cultures. In engaging empathetically with situations they can use their understanding of role and narrative to consider the moral choices and decisions that many of these tales lead the listener towards.

Find out more

The Global Dimension Website
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To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

National Association for the Teaching of English (NATE)
www.nate.org.uk

National Drama
www.nationaldrama.co.uk

QCA Secondary Curriculum Website
http://curriculum.qca.org.uk
**Exploring the Global Dimension to Geography**

Geography provides opportunities for young people to make links between local and global issues and between global economic, environmental and social processes.

### Key Concepts

- **For example, “Exploring the social, economic, environmental and political connections between places... the significance of interdependence in change... sustainable development... climate change”**

### Key Processes

- **For example, “ask geographical questions, thinking critically, constructively and creatively”**

### Aims

- Successful learners
- Confident individuals
- Responsible citizens

### Cross-Curriculum Dimensions

### Importance Statement

For example, “Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people’s lives, now and in the future”*

### Links to Other Subjects

### Eight Key Concepts of the Global Dimension

- **Global Citizenship**
  For example, understanding issues of local significance in a global context.

- **Interdependence**
  For example, exploring the social, economic, environmental and political connections between places.

- **Social Justice**
  For example, understanding the existence and impact of inequality on a variety of scales.

- **Human Rights**
  For example, relating local differences around the world to universal human rights.

- **Conflict Resolution**
  For example, investigating access to and use of particular resources, such as oil or diamonds, from a range of perspectives.

- **Diversity**
  For example, appreciating the distinctive character of places and people.

- **Sustainable Development**
  For example, considering probable and preferable futures and how to achieve the latter.

- **Values and Perceptions**
  For example, understanding that people have many different perceptions of places.

*The global dimension enriches all aspects of the statutory Programme of Study, these excerpts show where it is particularly salient.*
A few examples

Population and migration
Students can explore the reasons for and the consequences of population movements both within and between countries. Students can explore the ways in which population movements impact on people’s lives and environments both in the place left behind and the receiving communities. There are many issues and questions which arise relating to identity, human rights and citizenship. Students can investigate how different communities in their own country and in other parts of the world are influenced and changed through immigration and emigration.

The global fashion industry
Looking at the systems and processes of world trade allows explorations of social justice and human rights issues. Students can find out more about working conditions both in their own country and others, where fashion items are made. Further investigation into the lives of working children can highlight how and where changes in the law have impacted on their lives and raise questions about the rights of the child.

Sustainable development
Students can use examples such as wind farms, conservation areas, factories or mines to investigate the interrelationship between the natural and human worlds. Their investigation can draw out the possible tensions between economic prosperity, social justice and the environment and make links between these issues and sustainable development. Some of these issues can be represented through written and oral activities to explore the complexities of the problem and to consider different people’s viewpoints and perspectives.

Find out more

The Global Dimension Website
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The Geographical Association
www.geography.org.uk

The Action Plan for Geography
www.geographyteachingtoday.org.uk

QCA Secondary Curriculum Website
http://curriculum.qca.org.uk
Exploring the Global Dimension to History

Through History, young people explore connections between the UK and the wider world; consider how change happens; and appreciate that there are multiple perspectives on global issues and events.

**Aims**

Successful learners
Confident individuals
Responsible citizens

**Importance Statement**

For example, “investigate Britain’s relationships with the wider world, and relate past events to the present day”*

**Cross-Curriculum Dimensions**

**Links to Other Subjects**

* The global dimension enriches all aspects of the statutory Programme of Study, these excerpts show where it is particularly salient.

**Eight Key Concepts of the Global Dimension**

**Global Citizenship**
For example, understanding why and how particular global institutions were created.

**Interdependence**
For example, exploring the influence that diverse cultures and ideas have had on each other over time.

**Social Justice**
For example, considering how a specific arrangement, such as the Treaty of Versailles, affected people’s lives in a range of countries.

**Human Rights**
For example, considering when these have been respected or violated.

**Conflict Resolution**
For example, exploring how conflicts have been resolved or repressed in the past and the current implications of this.

**Diversity**
For example, understanding the nature of prejudice and discrimination over time and responses to this.

**Sustainable Development**
For example, considering the relationship between the economic, social and environmental spheres through time.

**Values and Perceptions**
For example, considering how a range of people have perceived particular events depending on their position.

*The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.*
A few examples

Trade

Students investigate the growth of Britain in relation to the development of trade. Students can focus their investigation on a particular trade route, for example, the route to the ‘Spice Islands’, or the development of trade between Britain and a particular country, for example, India.

Students can explore the growth of the Transatlantic Slave Trade and its abolition. Links can be drawn from the investigation of slavery in the past to a consideration of where slavery persists today.

The industrial revolution

New opportunities for investment and the large number of new jobs created through an industrialising Britain led to immigration which, in turn, brought many changes to Britain. People came to Britain from a huge variety of different places, bringing with them a wealth of customs, cultures and traditions from their home countries. Finding out about and developing their understanding of the reasons for and consequences of migration both within and between countries provides students with opportunities to explore the diverse nature of the UK.

Perspectives

Taking one topic such as colonialism in a particular country, groups of students can explore different perspectives. Some can consider materials written at the time by a range of people either from the country or from the colonising country. Others can explore how this topic is portrayed in recent materials from a range of perspectives. Working together, students can consider the different perspectives and the reasons for them.

Find out more

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The Historical Association
www.history.org.uk

QCA Secondary Curriculum Website
http://curriculum.qca.org.uk
ICT provides opportunities to appreciate different perspectives through communicating and collaborating with others from a range of cultures and countries; explore the moral, ethical, environmental and social impacts of the use of ICT; and use models to investigate global issues.

**Importance Statement**
For example, “ICT enables rapid access to ideas and experiences from a wide range of people, communities and cultures, and allows pupils to collaborate and exchange information on a wide scale. ICT acts as a powerful force for change in society and citizens should have an understanding of the social, ethical, legal and economic implications of its use.”*

**Key Concepts**
For example, “communicate, collaborate and share ideas on a global scale... Recognising that information must not be taken at face value”*

**Key Processes**
For example, “analyse and evaluate information”*

**Aims**
Successful learners
Confident individuals
Responsible citizens

**Cross-Curriculum Dimensions**

**Links to Other Subjects**

**Eight Key Concepts of the Global Dimension**

Global Citizenship
For example, exploring the role of ICT in social change.

Interdependence
For example, using ICT to investigate interdependence through particular issues such as climate change or trade.

Social Justice
For example, exploring the impact of unequal access to ICT globally.

Human Rights
For example, the relationship between human rights abuses and access to information.

Conflict Resolution
For example, the role of different forms of communication in responding to conflict.

Diversity
For example, appreciating diverse perspectives on global issues and how identities affect opinions and perspectives.

Sustainable Development
For example, developing models to analyse global economic, environmental and social patterns and processes.

Values and Perceptions
For example, exploring the values and perceptions portrayed and promoted by a range of media.

*The global dimension enriches all aspects of the statutory Programme of Study, these excerpts show where it is particularly salient.*
A few examples

Manipulating data
Real life data can be used when learning about spreadsheets and databases, for example, logging water use at home and researching water use in another locality.

Students can develop ways to investigate a particular global issue, such as the causes and effects of acid rain or the depletion of particular fish stocks and the impact on local fishing communities. Students gather information from a range of different sources and in relation to two or more localities and do a comparative analysis. They can display this information graphically, discuss differences and possible reasons for them. They can consider the benefits and limitations of models in representation.

Media bias
Students can explore issues of bias in the media in terms of a particular global issue or event by researching information from a range of different media sources. They can consider how the particular issue is portrayed from a range of viewpoints, exploring how the media influences people’s opinions and perspectives.

Access to ICT
Students consider the distribution and use of technology around the world; for example, who in which countries have computers in their schools, how global internet access is, which languages are most commonly used in ICT and on the internet.

Students can explore the rapid and widespread adoption of mobile phones and their innovative uses in countries where landlines are rare.

Find out more

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Naace
The professional association for those concerned with advancing education through the appropriate use of ICT.
www.naace.org

QCA Secondary Curriculum Website
http://curriculum.qca.org.uk
Exploring the Global Dimension to Mathematics

Mathematics has roots in a range of cultures. Students can apply it to issues of global importance such as population, consumption, poverty and access to resources, recognising that the way it is applied affects perceptions of these issues.

Key Concepts
For example, “Applying suitable mathematics accurately within the classroom and beyond... Recognising the rich historical and cultural roots of mathematics”*

Key Processes
For example, “Representing... Analysing... Interpreting and evaluating... Communicating and reflecting”*

Aims
Successful learners
Confident individuals
Responsible citizens

Importance Statement
For example, “Mathematics equips pupils with uniquely powerful ways to describe, analyse and change the world.”*

Cross-Curriculum Dimensions

Links to Other Subjects

Eight Key Concepts of the Global Dimension

Global Citizenship
For example, exploring how mathematicians have brought about social change.

Interdependence
For example, exploring the diverse cultural roots of mathematics.

Social Justice
For example, exploring data around global issues.

Human Rights
For example, exploring data around human rights abuses.

Conflict Resolution
For example, working together collaboratively and using conflict creatively.

Diversity
For example, exploring a range of approaches to mathematics such as the different bases used in different times and places.

Sustainable Development
For example, analysing global economic, environmental and social data and patterns.

Values and Perceptions
For example, recognising the use and manipulation of statistics in the media.

* The global dimension enriches all aspects of the statutory Programme of Study, these excerpts show where it is particularly salient.

The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.
A few examples

Data handling and interpretation
To develop their understanding of the concepts of social justice and human rights, students use data to plot a bar chart comparing the life expectancies of eight countries, comparing males and females. Then they select other data from the same source which may be a factor in determining life expectancy, such as access to clean water or number of people per doctor. They discuss what this information may imply in relation to life expectancy and whether this information is enough for them to be able to draw conclusions. Questions about inequality and human rights can arise from their discussions and debate.

Using ratio, proportion and percentages to investigate the cost of transporting commodities between countries
To explore the concepts of sustainable development and interdependence, students compare the percentage cost of the transport of goods and commodities from various countries in the world to the UK and discuss how this might be reflected in the relative costs for consumers and the amount paid to the producers. This can lead to further discussion about the relationship between producers and consumers and highlight some ways in which their own lives and consumer choices are linked to people in other parts of the world.

Mathematical applications and implications
Students can look at water supply in their locality and compare it with water supply in another locality, looking at precipitation figures, storage (for example, in reservoirs) and distances and transferability from the source to the user and compare their findings. Questions can arise about, for example, what happens when there is a drought in either locality. Students can explore the cost of various measures which may be used to address such issues in their own and the other locality.

Geometry
Geometry can be used as a way of perceiving the world, for example, the symmetry in architecture. Students can explore the influence of a range of cultures on mathematical understanding and create their own geometric designs inspired by, for example, Islamic art and architecture, using the techniques they have learned.

Students can investigate, for example, the claims made to have first articulated the theorem commonly known as Pythagoras’ Theorem.

Find out more
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The Mathematical Association
www.m-a.org.uk

The Association of Teachers of Mathematics
www.atm.org.uk

QCA Secondary Curriculum Website
http://curriculum.qca.org.uk
Exploring the Global Dimension to Modern Foreign Languages

Language learning provides opportunities for intercultural understanding and for exploring global issues from a range of perspectives using materials from countries where the target language is spoken. Students come to appreciate that monolingualism is not the norm.

**Key Concepts**
For example, “Knowledge about languages ... Intercultural understanding ... Recognising that there are different ways of seeing the world”*

**Key Processes**
For example, “identify patterns in the target language .... Developing language skills”*

**Aims**
- Successful learners
- Confident individuals
- Responsible citizens

**Importance Statement**
For example, “a sense of global citizenship... Pupils learn to appreciate different countries, cultures, communities and people.”*

**Cross-Curriculum Dimensions**

**Links to Other Subjects**

*The global dimension enriches all aspects of the statutory Programme of Study, these excerpts show where it is particularly salient.

**Eight Key Concepts of the Global Dimension**

- **Global Citizenship**
  For example, exploring topical global issues and their local implications.

- **Interdependence**
  For example, understanding the roots of languages and their continuing influence on each other.

- **Social Justice**
  For example, recognising discrimination against speakers of particular languages.

- **Human Rights**
  For example, exploring the work of human rights activists in a target language country.

- **Conflict Resolution**
  For example, using appropriate vocabulary and skills for communication, advocacy, negotiation, compromise and collaboration.

- **Diversity**
  For example, appreciating the diversity of languages used by children and their families in the class or school; appreciating the diversity which exists within most languages and accepting local variations as linguistically valid.

- **Sustainable Development**
  For example, considering probable and preferable futures and how to achieve the latter.

- **Values and Perceptions**
  For example, appreciating that people can have different perceptions of the same situation and how language and culture affect perceptions.

*The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.*
A few examples

Exploring an environmental issue

Students can investigate an environmental issue in a country where their target language is spoken. They can find words which represent environmental concepts, such as ‘rethink’, ‘refuse’, ‘reduce’, reuse ‘repair’ and ‘recycle’. Working in groups, students find different examples of what is being done to protect the environment in their chosen country. As a whole class they can discuss the different opinions and ideas that have emerged from their research. They can use persuasive writing to encourage greater sustainability using the examples they have explored.

Perspectives on the news and current affairs

Students can download stories from newspapers from around the world. Activities can include: find the names of all the people or places; gist reading for the main topic; jumbling headlines and text paragraphs; learning reading strategies for unknown words; strategies for pronunciation of, for example, names and places.

Further activities might include: pupils creating their own news bulletin for the country; creating a three word headline; extending headlines into grammatically complete sentences; comparing and contrasting this news with that from other news sources in the same and other countries on the same day, considering what news receives priority and what different perspectives there are on the same story; keeping a diary of important events in a specific country over a period of time; and considering whether there are more positive or negative stories. Students might consider which countries are represented most in news stories in French or Spanish media, how this compares to English media and why there might be differences.

Real life stories from around the world

Students can find out about the lives of individual young people in a country where their target language is spoken, for example, Spanish in Bolivia or French in Haiti. They explore similarities and differences between their own lives and those of others, their feelings and perceptions about their lives, their hopes and aspirations for the future.

Find out more

The Global Dimension Website
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To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

Association for Language Learning
www.all-languages.org.uk

ALL support for the new secondary curriculum for languages
www.all-nsc.org.uk

CILT, the National Centre for Languages
Community languages are a key focus.
www.cilt.org.uk

QCA Secondary Curriculum Website
http://curriculum.qca.org.uk
Exploring the Global Dimension to Music

Music provides opportunities for young people to explore multiple perspectives from different cultures and traditions and times and places; explore calls for positive social change; appreciate global interconnections; and express their responses to particular issues.

**Key Concepts**
For example, “Exploring how ideas, experiences and emotions are conveyed in a range of music from different times and cultures... Exploring how thoughts, feelings, ideas and emotions can be expressed through music.”

**Key Processes**
For example, “identify conventions and contextual influences in music of different styles, genres and traditions.”

**Aims**
- Successful learners
- Confident individuals
- Responsible citizens

**Importance Statement**
For example, “As an integral part of culture, past and present, music helps pupils understand themselves, relate to others and develop their cultural understanding, forging links between home, school and the wider world.”

**Cross-Curriculum Dimensions**

**Links to Other Subjects**

*The global dimension enriches all aspects of the statutory Programme of Study, these excerpts show where it is particularly salient.*

### Eight Key Concepts of the Global Dimension

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Citizenship</td>
<td>For example, exploring the role of music in both propaganda and social change.</td>
</tr>
<tr>
<td>Interdependence</td>
<td>For example, exploring the influence of different cultures, genres and art forms on each other.</td>
</tr>
<tr>
<td>Social Justice</td>
<td>For example, considering inequalities of power and representation, such as those between classes, cultures and genders throughout the world.</td>
</tr>
<tr>
<td>Human Rights</td>
<td>For example, the importance of and issues around freedom of expression.</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>For example, the role of music in responding to conflict situations.</td>
</tr>
<tr>
<td>Diversity</td>
<td>For example, the ways in which ideas, beliefs and cultural background influence the making of music.</td>
</tr>
<tr>
<td>Sustainable Development</td>
<td>For example, how music expresses people’s relationship with the natural world.</td>
</tr>
<tr>
<td>Values and Perceptions</td>
<td>For example, how generalisations and misconceptions create stereotypes and prejudices.</td>
</tr>
</tbody>
</table>

*The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.*
A few examples

A voice to challenge injustice

Students can explore human rights issues, looking at examples of songs and music that have been created to express particular responses to injustice, such as protest songs, spirituals sung in response to slavery, film music, suffragette anthems, hymns, or music based on social issues. This can provide inspiration for students to explore their own responses to social justice and human rights issues both locally and globally and how people have expressed their feelings through music. Students can express their own responses through music and song, to raise awareness of situations of injustice in the world.

Identity and diversity

Students can explore how culture and conventions influence the way different styles of music are created, performed and heard. Investigating music from different communities from around the world and finding out about other people’s lives can give students insight into their own situations and feelings and help them explore their own identity. Students can investigate the role of music in both affirming traditions and shaping contemporary identities and cultures. This can be developed, explored further and expressed through their own musical compositions.

Fusion

Students can explore musical ‘journeys’, for example, how music rooted in Africa has influenced many musical genres such as, calypso, jazz, blues, gospel, classical or contemporary African pop music. Students can create inclusive music incorporating a variety of influences and blends current in the UK today.

Find out more

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National Association of Music Educators

www.name.org.uk

The Schools Music Association (SMA)

www.schoolsmusic.org.uk

Music for Change

www.musicforchange.org

BBC World Music

www.bbc.co.uk/radio3/world

QCA Secondary Curriculum Website

http://curriculum.qca.org.uk

www.globaldimension.org.uk
Exploring the Global Dimension to PSHE Education

PSHE Education includes economic wellbeing, financial capability and personal wellbeing. It provides opportunities for students to reflect on their own identities and relationships; discuss complex ethical questions; challenge prejudice and injustice; respond constructively to risk and uncertainty; and consider the impact of their career, consumer, and personal choices on people and environments throughout the world.

* The global dimension enriches all aspects of the Programmes of Study, these excerpts show where it is particularly salient.

** Aims
Successful learners
Confident individuals
Responsible citizens

** Cross-Curriculum Dimensions

** Importance Statement
For example, "questioning and informed consumers... expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers... become aware of changing career opportunities... handle uncertainty" "embrace change, feel positive about who they are ... responsible and fulfilled lives ... make positive contributions ... explore similarities between people and discuss social and moral dilemmas"*

** Key Concepts

** Global Citizenship
For example, understanding how decisions related to health and personal and economic wellbeing are made globally including through global institutions.

** Interdependence
For example, understanding how consumer choices taken in the UK can impact positively and negatively on the quality of life of people in other countries.

** Social Justice
For example, developing the skills to challenge racism and other forms of discrimination (eg, based on gender, sexuality, age or disability) and social injustice and appreciating the global aspects and implications of these.

** Human Rights
For example, understanding the meaning and implications of the UN Convention on the Rights of the Child; exploring situations where rights conflict.

** Conflict Resolution
For example, developing the skills to build positive relationships and respond constructively to conflict situations.

** Diversity
For example, recognising both similarities and differences between people and developing empathy.

** Sustainable Development
For example, considering probable and preferable futures and how to achieve the latter.

** Values and Perceptions
For example, exploring multiple perspectives locally and globally on topics such as drugs, sex, careers, employment, work, investment, child and family welfare and gender.

*The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.*

** Eight Key Concepts of the Global Dimension

- Global Citizenship
- Interdependence
- Social Justice
- Human Rights
- Conflict Resolution
- Diversity
- Sustainable Development
- Values and Perceptions

** Key Processes
For example, "envisage a positive future... recognise bias ... understand financial ... trends in employment ... enterprise ... risk and reward "reflect critically on their own and others’ values ... reflecting critically on their behaviour and its impact on others ... positive relationships ... recognising their rights and responsibilities and that their actions have consequences ... value difference between people and demonstrate empathy ... challenge prejudice and discrimination assertively"**

** Key Concepts
For example, "career... be enterprising ... critical consumers ... understanding risk .. understanding the economic and business environment""identity is affected by a range of factors ... relationships affect everything we do ... all forms of prejudice and discrimination must be challenged at every level in our lives"*

* The global dimension enriches all aspects of the Programmes of Study, these excerpts show where it is particularly salient.

** Links to Other Subjects

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** Cross-Curriculum Dimensions

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A few examples

Food
Students can write food diaries. As well as the health implications of their diet, they can consider where their food comes from and explore the human and environmental impacts of its production and transportation. They can explore whether there is any correlation between the price and the nutritional value or ethical impact of food. They can explore the same relationship in a distant locality.
Students can consider what factors affect their and their families’ food purchasing choices. Students can look at a range of food advertisements and consider what persuasive techniques are used and what factors they encourage shoppers to base purchasing decisions on.

Futures thinking
Students choose a personal issue such as their health or career. They draw a forked road. On one fork, they write what they think their ‘probable future’ is, on the other they write what their ‘possible future’ is. They consider what they would need to do or change in order to reach the more desirable ‘possible future’. Groups discuss what obstacles sometimes stop them from considering the future impacts of their everyday behaviour.
Students can explore a topical global summit around an issue such as climate change and consider whether these same obstacles are impacting on wider society’s ability to consider the quality of life of future generations and the environment.
In setting goals for themselves, students can explore the Millennium Development Goals, how they are monitored over time, and obstacles to their realisation.
Students can set goals as a group, for example, around local actions to reduce climate change. They can reflect on the process of setting and monitoring goals as a group.

A global issue tree
Groups of students research a global issue related to PSHE such as education for all, gender equality, the drugs trade or a pandemic.
They present their findings to the rest of the class using a large ‘Issue Tree’. The trunk represents the issue; the roots represent the causes of the issue (with smaller roots representing the causes of these causes); the branches represent the effects of the issue (with smaller branches representing the effects of these effects); the fruits represent potential solutions to the issue. Fruits eventually fall to the ground so students can also discuss whether some solutions could ultimately become causes of the issue and perpetuate it. They discuss which solutions would be preferable.

Find out more

The Global Dimension Website
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To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

PSHE Association
www.pshe-association.org.uk

The Economics, Business and Enterprise Association
www.ebea.org.uk

Who Do We Think We Are?
www.wdwtwa.org.uk

QCA Secondary Curriculum Website
http://curriculum.qca.org.uk
Physical Education provides opportunities to consider fairness, to cooperate and to make decisions democratically. Students can experience dance and sports from a range of cultures.

*The global dimension enriches all aspects of the statutory Programme of Study, these excerpts show where it is particularly salient.*

**Eight Key Concepts of the Global Dimension**

**Global Citizenship**
For example, exploring the role of sport in overcoming political, social and cultural barriers.

**Interdependence**
For example, understanding how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in other countries.

**Social Justice**
For example, the sourcing of ethical footballs and trainers.

**Human Rights**
For example, the right of the child to engage in play and recreational activities and to participate freely in cultural life and the arts.

**Conflict Resolution**
For example, developing skills of communication, advocacy, negotiation, compromise and collaboration.

**Diversity**
For example, understanding the nature of prejudice and discrimination and how they can be challenged and combated.

**Sustainable Development**
For example, considering sustainable resource use.

**Values and Perceptions**
For example, Olympic values and their relationship to the UN Convention on the Rights of the Child.

*The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.*
A few examples

Teamwork
To promote teamwork, cooperation and a recognition of achievement, students, in pairs, can analyse each other’s performances, identifying strengths and weaknesses in the context of a range of skills. They can look at examples of how other teams from different countries and sporting disciplines operate as a team and the strategies they use to get the best from each member. They can discuss a range of tactics for improvement and how they could support each other to achieve that end.

Context and dance
Students can consider the different forms dance takes in a range of cultures and develop their understanding of the possible roles of dance. They can also consider what contexts have led to the development of different dances, for example, capoeira, the Brazilian dance and martial art form, or Bhangra, the Punjabi folk dance. This can inspire students to devise other dances of their own.

Dance and human rights
Pupils can use dance to model the rights which appear in the UN Convention on the Rights of the Child. They can explore stories of where rights have been denied and observed.

What’s ‘fair’?
Rules and conventions for different activities are an integral part of Physical Education and in participating in such activities students learn why rules are important. There are opportunities for them to conceive their own rules for activities they devise and to decide on the criteria for success. Learning to deal with disputes over rules and the interpretation of rules can help students understand more about conflict resolution. They can learn about what is ‘fair’ by working together cooperatively, learning how to compromise and developing their understanding of how these principles can be applied in other conflict situations.

Find out more

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Association for Physical Education
www.afpe.org.uk

National Dance Teachers Association
www.ndta.org.uk

Show Racism the Red Card
www.srtrc.org

QCA Secondary Curriculum Website
http://curriculum.qca.org.uk
Exploring the Global Dimension to Religious Education

Religious education provides opportunities for young people to discuss social justice; controversial issues; and what different religions and beliefs say about global issues such as health, wealth, war and the environment. They reflect on their own and other’s identities and motivations.

**Key Concepts**
For example, “exploring the variety, difference and relationships that exist within and between religions, values and beliefs... exploring some of the ultimate questions that confront humanity and responding imaginatively to them”*

**Key Processes**
For example, “reflect on the relationship between beliefs, teachings, world issues and ultimate questions... impact of religion in the contemporary world... significance and value of religion and other world views for human relationships personally, locally and globally”*

**Aims**
Successful learners
Confident individuals
Responsible citizens

**Importance Statement**
For example, “challenging questions... religions... other world views... issues of truth, belief, faith and ethics... sense of identity... citizens in a diverse society and global community... combat prejudice”*

**Cross-Curriculum Dimensions**

**Links to Other Subjects**

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**Eight Key Concepts of the Global Dimension**

- **Global Citizenship**
  For example, exploring the role of religious leaders in responding to conflict situations.

- **Interdependence**
  For example, understanding the influence that diverse cultures and ideas have on each other and how different religions have influenced each other over time.

- **Social Justice**
  For example, challenging racism and other forms of discrimination and injustice.

- **Human Rights**
  For example, recognising the universality of human rights.

- **Conflict Resolution**
  For example, understanding that any religious or other world view can be held in a closed-minded or open-minded way and the importance of dialogue.

- **Diversity**
  For example, developing a sense of awe at the diversity of people and environments around the world.

- **Sustainable Development**
  For example, exploring a range of religious and other world views on humans’ relationship with the natural world.

- **Values and Perceptions**
  For example, developing multiple perspectives and new ways of seeing events, issues and opinions.

*The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.*
A few examples

Diversity within religions

Students can explore the way in which a particular religious festival is celebrated locally and by people of the same faith in a distant locality.

They can choose one particular issue such as gender equality or humans’ relationship to the natural world and research the range of ways in which the issue is portrayed by representatives of one particular religion.

Student might move on to explore differences in the relationship between religions and politics in different countries.

Social justice

Students can start with a quote from an influential figure such as Archbishop Desmond Tutu who said: “If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality” or Mahatma Gandhi who said “an eye for an eye makes the whole world blind”.

They can discuss their views on this in an abstract sense, based on particular world views which they have explored previously. They can research how the view has informed the life of the speaker.

They can then explore what this view means for a particular situation locally and for a particular situation globally.

Religion in the media

Students can explore portrayals of religion and religious figures in the international sections of a range of daily newspapers. Which religions appear most? Do articles recognise diversity within religions? Who speaks for particular religions? Are religions mostly portrayed positively or negatively?

Groups can choose one story which they would like to research further on the internet. Individuals can write articles about that story from particular perspectives.

Find out more

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The Religious Education Council

See links to members at www.religiouseducationcouncil.org.uk

The National Association of Teachers of Religious Education

www.natre.org.uk/

SAPERE

Find out about Philosophy for Children at www.sapere.org.uk

BBC - Religions

www.bbc.co.uk/religion/religions/

QCA Secondary Curriculum Website

http://curriculum.qca.org.uk
Exploring the Global Dimension to Science

Science provides opportunities to explore sustainable development; how scientific ideas contribute to technological change; scientific evidence in relation to global issues; the diverse cultural roots of science; and a range of perspectives on significant issues.

**Key Concepts**

For example, “Examining the ethical and moral implications of using and applying science... Recognising that modern science has its roots in many different societies and cultures”*

**Key Processes**

For example, “test ideas and explanations... evaluate scientific evidence”*

*The global dimension enriches all aspects of the statutory Programme of Study, these excerpts show where it is particularly salient.

**Aims**

Successful learners
Confident individuals
Responsible citizens

**Cross-Curriculum Dimensions**

For example, “for example, ‘trace the development of science worldwide and recognise its cultural significance... question and discuss issues that may affect their own lives, the directions of societies and the future of the world’”*

**Links to Other Subjects**

For example, “Eight Key Concepts of the Global Dimension

Global Citizenship
For example, international collaboration in science.

Interdependence
For example, global issues such as climate change or flu pandemics.

Social Justice
For example, unequal access to the benefits of scientific innovations.

Human Rights
For example, rights to health and clean water.

Conflict Resolution
For example, responding to ethical issues raised by science and recognising how conflict is a potentially creative process.

Diversity
For example, the value of diverse perspectives in scientific collaboration.

Sustainable Development
For example, alternative energy sources; considering probable and possible futures and how to achieve the latter.

Values and Perceptions
For example, critical analysis of evidence and recognition of human bias.

The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.
A few examples

Organisms, behaviour and health
Students can look at an example of a pandemic and how it spreads, investigating the reasons why a chosen virus could be dangerous to humans.

Students can explore actual and alternative responses to the threat at local, national and international levels, considering global interdependence. Students can look into the role of national and international health and/or agricultural organisations in responding to a potential pandemic.

Impacts of scientific and technological developments
Students can explore the potential advantages and disadvantages of scientific and technological developments in different contexts. Examples might be: selective breeding and genetic engineering of plants and animals; electric cars; bio-fuels; solar energy; nuclear energy; fertilisers; and building materials.

Students can consider the ethical issues raised by the way scientific innovations, such as vaccines, are developed. An example can be explored from a variety of perspectives.

Global garden
Students can develop a school garden as an educational resource for other students. They can learn about and signpost issues such as: where particular plants are originally from; the medicinal and other uses of particular plants; food (including cookery and issues around food miles); water sources and irrigation systems; and composting.

Students can explore how medicinal plants have been used over hundreds of years in a range of countries. They can debate issues around companies acquiring intellectual property rights to aspects of this ancient knowledge.

Find out more

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The Association for Science Education
Choose ‘ASE Global’ from the menu at www.ase.org.uk

Practical Action
www.practicalaction.org.uk/education for innovative teaching ideas.

QCA Secondary Curriculum Website
http://curriculum.qca.org.uk
The global dimension is a cross-curriculum dimension. These leaflets provide a starting point for exploring what the global dimension means for particular subjects. Subject teachers will have different takes on the eight concepts of the global dimension based on the key concepts of their particular subject - working together on the global dimension across the curriculum can enrich teaching and learning.

www.globaldimension.org.uk
A curriculum for the 21st century should encourage learners to be aware of global issues. Learners should evaluate information and events from a global perspective. By exploring the connections between the local and the global, they can also realise that it is possible to play a part in working towards solutions to challenges, such as climate change and global poverty. The global dimension incorporates global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions.

http://curriculum.qca.org.uk/key-stages-3-and-4/cross-curriculum-dimensions/globaldimension

The enclosed subject leaflets provide starting points for exploring what the global dimension means for particular subjects. They can also be used for cross-curriculum planning.