

## Global Curriculum

| Global Curriculum           |  |   |   |   |
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| Knowledge and Understanding |  |   |   |   |
|                             | Foundation Stage   | Key Stage One   | Lower Key Stage Two   | Upper Key Stage Two   |
| Identity and Social Justice | <ul style="list-style-type: none"> <li>similarities and differences between self and others including religion and culture</li> <li>uniqueness and value of every person</li> <li>what is fair and unfair</li> <li>importance of caring and sharing</li> <li>knowing right from wrong</li> </ul> | <ul style="list-style-type: none"> <li>similarities and differences between peoples in local area (Maidstone, Kent) differ from wider contexts e.g. London, Australia, etc</li> <li>what contributes to self-identity and belonging within different contexts e.g. school, family, clubs, etc</li> <li>what fairness means</li> <li>examples of what it can mean to be rich or poor in local and other contexts</li> <li>show understanding of empathy towards a geographical issue</li> <li>children have rights</li> <li>different choices have different consequences</li> </ul> | <ul style="list-style-type: none"> <li>diversity of cultures and societies within and beyond own experience</li> <li>contributions of different cultures to our lives</li> <li>nature of prejudice, racism and ways to combat these</li> <li>how fairness may not always mean equal treatment</li> <li>some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li> <li>understand what is meant by the term discrimination</li> <li>reflect on our own identities and understand we are all different</li> <li>study famous people who have been involved in the fight for social justice and equality</li> </ul> | <ul style="list-style-type: none"> <li>consider ways in which diversity within a global community brings benefits and challenges</li> <li>impacts of stereotyping, prejudice, discrimination and sexism how to challenge these</li> <li>importance of language, beliefs and values in cultural identities</li> <li>ways of defining and measuring poverty (relative and absolute) and inequality</li> <li>inequalities within and between societies and how these change</li> <li>wider causes and effects of poverty, inequality and exclusion</li> <li>observe varied examples of religion and world views and explain their meanings and significance to individuals and communities.</li> </ul> |

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|                                    |  |   |   | <ul style="list-style-type: none"> <li>• understanding the need for tolerance of racial/social differences</li> <li>• understand everyone has human rights</li> <li>• present and challenge views on belonging, meaning, purpose and truth</li> </ul>  |
| <b>Knowledge and Understanding</b> |  |   |   |  |
|                                    | <b>Foundation Stage</b>  | <b>Key Stage One</b>  | <b>Lower Key Stage Two</b>  | <b>Upper Key Stage One</b>   |
| <b>Environment</b>                 | <ul style="list-style-type: none"> <li>• living things and their needs</li> <li>• how to take care of the immediate environment</li> <li>• possibility of change in the future</li> <li>• exploration of the world around them</li> <li>• changes in the world e.g. seasons</li> </ul> | <ul style="list-style-type: none"> <li>• positive and negative impacts of people's actions (including own personal choices) on others and the environment</li> <li>• how people can damage or improve the environment by reusing, etc.</li> <li>• introduction to the term climate change</li> <li>• understand how the environment is impacted by the seasons</li> </ul> | <ul style="list-style-type: none"> <li>• people's dependencies on the environment</li> <li>• basics of climate change (causes and effects)</li> <li>• environmentally - responsible living and global inequalities in ecological footprints</li> <li>• gain an understanding of their personal impact on local environment</li> <li>• effect of the environment on our own mental health</li> <li>• discussions around our involvement in combating climate change</li> </ul> | <ul style="list-style-type: none"> <li>• differing views about development and quality of life</li> <li>• UN Sustainable Development Goals and progress towards them</li> <li>• importance of biodiversity</li> <li>• effect of deforestation and what we as global citizens can do</li> <li>• wider causes and implications of climate change</li> <li>• investigate role of rivers in the environment and how human settlements evolve</li> <li>• gain an understanding of human migration and reasons for this</li> </ul> |

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| <p><b>Technology</b></p> | <ul style="list-style-type: none"> <li>• begin to familiarise with digital devices</li> <li>• explore how we use digital devices</li> <li>• using digital devices for a range of purposes e.g. camera skills, etc</li> </ul> | <ul style="list-style-type: none"> <li>• understanding of how we use technology for our own benefits</li> <li>• how technology has changed over time</li> <li>• ways we need to use technology safely</li> <li>• understanding that technology goes beyond games and consoles</li> <li>• use digital technology to communicate and begin to show an understanding of online safety</li> </ul> | <ul style="list-style-type: none"> <li>• understanding technologies impact on the world</li> <li>• identify pros and cons of technology use and discuss the impact of over usage of technology</li> <li>• consider technologies role in changing the way society functions</li> <li>• ways to stay safe online and how to report this</li> <li>• reflect on our own usage of new technologies</li> <li>• design technology that would improve our lives</li> </ul> | <ul style="list-style-type: none"> <li>• consider the impact of technology on the world around us</li> <li>• develop sense of how apps are developed and begin the process of developing their own apps</li> <li>• understand how technology has changed over time leading to current digital age</li> <li>• develop skills that can be transferred into adult world using technology</li> <li>• be aware of the hazards linked to technology usage</li> <li>• develop an understanding of their role in staying safe online and following correct procedures</li> </ul> |
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| Knowledge and Understanding |   |  |  |  |
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|                             | Foundation Stage  | Key Stage One  | Lower Key Stage Two  | Upper Key Stage Two  |
| <b>Innovation</b>           | <ul style="list-style-type: none"> <li>ask questions</li> <li>suggest a way to solve a problem</li> <li>wonder about ideas</li> </ul>   | <ul style="list-style-type: none"> <li>ask relevant questions</li> <li>use different approaches to solve problems</li> <li>recognize that innovation is a new idea</li> <li>understanding of why we need to innovate</li> <li>understanding of how products have changed over time</li> <li>design and make a product using a variety of tools</li> <li>make comparisons between the past and the present day</li> </ul> | <ul style="list-style-type: none"> <li>begin to identify bias and opinion towards new ideas related to an idea/concept</li> <li>give evidence for an argument, assess different viewpoints and present counter-arguments</li> <li>imagine alternative possibilities and suggest new ideas to solve problems</li> <li>design and make a product using a variety of tools and explain why choices have been made</li> <li>consider how future ideas may be solved</li> <li>research innovations and scientists that have shaped our lives</li> </ul> | <ul style="list-style-type: none"> <li>evaluate media and other sources for bias, stereotypes and range of voices and perspectives</li> <li>analyse own and others' assumptions about people and issues keep mind open to new ideas</li> <li>begin to gain an understanding of financial management</li> </ul> |
| <b>Expressive Arts</b>      | <ul style="list-style-type: none"> <li>perform songs, rhymes, poems and stories</li> <li>move in time to music</li> <li>share their creations and explain the process and choices made</li> </ul> | <ul style="list-style-type: none"> <li>the opportunity to perform to an audience</li> <li>share emotions through different mediums of expressive arts</li> <li>exposed to a wide range of arts</li> <li>create moods and feelings through art work and music</li> <li>use different materials to make 3D designs</li> </ul>  | <ul style="list-style-type: none"> <li>have an appreciation of all the forms of expressive art</li> <li>consider artists contribution to society</li> <li>study a range of artists across multiple mediums</li> <li>have an understanding of a range of classical artists</li> <li>provide opportunities for performance across a range of artistic mediums</li> </ul>   | <ul style="list-style-type: none"> <li>analyse in depth different forms of expressive art from painting to media productions</li> <li>perform a full length production involving singing, dancing and acting</li> <li>create art inspired by works of well-known artists</li> </ul>                            |

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|            |   | <ul style="list-style-type: none"> <li>• plan, develop, improve artwork and music</li> </ul>   | <ul style="list-style-type: none"> <li>• plan, develop, improve and evaluate artwork and music.</li> <li>• explore art through photography</li> <li>• compare different artistic interpretations of the same topic</li> </ul>  | <ul style="list-style-type: none"> <li>• develop drawing and painting techniques using a range of media</li> <li>• develop critical analysis of different forms of arts</li> <li>• adapt and refine their work with focus on the intended audience</li> <li>• perform from memory</li> <li>• sing in harmony alongside peers</li> <li>• compare, contrast and analyse features within a written piece of music</li> </ul>   |
| Well-being | <ul style="list-style-type: none"> <li>• identify how someone is feeling</li> <li>• show sensitivity towards people's feelings and needs</li> <li>• be aware of their own feelings</li> <li>• notice some effects of own actions on others</li> </ul> | <ul style="list-style-type: none"> <li>• show awareness of, and concern for my own people's feelings</li> <li>• show interest in, and concern for others outside immediate community</li> <li>• recognise effects of own behaviour on others and use this to help make choices</li> <li>• identify matters that are important to self and others</li> <li>• understand that matters of importance vary from person to person</li> <li>• learn from mistakes, and the mistakes of others and respond positively feedback</li> </ul> | <ul style="list-style-type: none"> <li>• adapt behaviour to take into account feelings of others</li> <li>• empathise with people in local and more distant contexts</li> <li>• introduction to the terms prejudice and discrimination</li> <li>• identify connections between personal decisions and issues affecting people locally and globally</li> <li>• explore reasons for negative feelings towards others and in new or difficult situations</li> <li>• importance of physical wellbeing and exercise diet</li> <li>• develop strategies on how to keep feeling positive</li> </ul> | <ul style="list-style-type: none"> <li>• discern how people are feeling through their words, body language, gestures and tone</li> <li>• understands impacts of prejudice and discrimination</li> <li>• recognise how different backgrounds, beliefs and personalities affect behaviour and world views</li> <li>• know what positively and negatively affects physical, mental and emotional health including the impact of social media</li> <li>• recognize how images from the media do not always reflect reality and can effect how people feel about themselves</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"><li>• understand that it is normal to have a range of emotions but we can control how we respond to them</li></ul> | <ul style="list-style-type: none"><li>• reflect on and celebrate their achievements identify their strengths and areas for improvement</li><li>• develop coping mechanisms when struggling including how to manage conflicting emotions</li><li>• evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</li><li>• learn how to make informed choices about health and wellbeing</li><li>• understand how children's bodies and emotions will be affected during puberty</li><li>• explore different relationships between friends and family</li></ul> |
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