

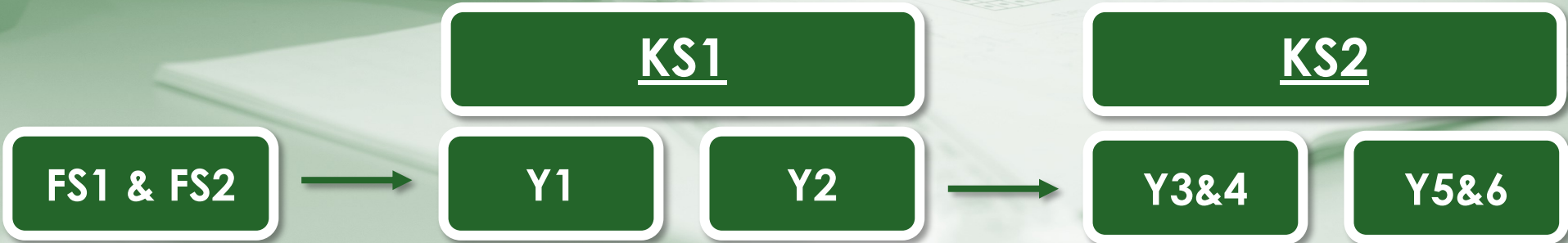


OUR WORLD

Globalisation & Interdependence



Click below to find out how each year group will deliver 'Our World'



'Our World' in the Foundation Stage

The world is vast but in the foundation stage 'Our World' looks very different than that of an older child. For a young child of 3-5 years of age, 'The World' means their immediate family and friends and the places that they know. Where are these places, what are they like and how do we get there? In FS we need to develop our knowledge by exploring the immediate and local environment and beyond. As the children progress through FS they begin to become more aware of other places outside of their immediate locality, such as neighbouring towns and other countries. This is developed mainly through stories, visits and sharing experiences of travel. We build on the children's natural curiosity by researching places of interest and cultures, looking at similarities and differences, extending vocabulary and the meaning of new words.

OUR WORLD

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FS1 & FS2

Click for Knowledge
Organiser



ATTENBOROUGH CURRICULUM FOR GLOBAL CITIZENSHIP: KNOWLEDGE AND UNDERSTANDING

THEME OF GLOBAL CITIZENSHIP	EYFS (Ages 3-5)	KS1 (Ages 5-7)	KS2 (Ages 7-11)
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Learning Opportunities

1	Knowledge harvest – Find out what the children already know about Our World
2	In the moment planning – children's learning enhanced and extended through adult interaction in response to their own interests and opportunities that arise in their play.
3	<u>Focused Literacy opportunities</u> – <ul style="list-style-type: none"> •Talk for writing - learning, using and developing fiction and non fiction vocabulary. •Books - fiction and non-fiction •Writing/ mark making – eg. story maps
4	<u>Focused Communication and language opportunities</u> - <ul style="list-style-type: none"> •Describing and recalling experiences, journeys, local area, talking about stories •Extending vocabulary and the meaning of new words •Descriptive vocabulary
5	<u>Focused Mathematical opportunities</u> <ul style="list-style-type: none"> •Positional and directional language •Size •Time
6	<u>Understanding of the world</u> <ul style="list-style-type: none"> •Similarities and differences eg. Between places and families •Technology eg. Beebots, recording using ipads, cameras •Simple mapping

Ideas for Home

1	Go out and about on different forms of transport and talk about the journey
2	Visit areas in the locality eg. parks, go for walks and talk about what you can see.
3	Look at a globe/ map and identify countries visited, where relatives live etc.
4	Culture wheels (a letter will be sent home to explain)

Out and About

1	Explore camp environment eg. Library, Naafi, Church, doctor, dentist, JB's
2	Walk into Sennelager
4	Train trip to Detmold – FS2

Related books

1	We're Going on a Bear Hunt
2	Three Billy Goats Gruff
3	Rosie's Walk
4	Whatever Next!
5	Aliens love Underpants
6	The Train Ride

Festivals, traditions and celebrations

1	Shrove Tuesday – pancake day
2	Valentines day – 14 th February
3	Chinese New Year – 25 th January

Stay and play

1	Valentines stay and play – 13 th February
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OUR WORLD

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FS1 & FS2

Vocabulary

1	<u>Place names</u> Sennelager, Paderborn, Detmold, Germany, UK
2	Village, town, city, country, world, Earth
3	Environment – local, national, international
4	Globe, atlas, map
5	journey, travel, space, planets

FS links: *Local and immediate environment * Simple links with other places



'Our World' in KS1

Our world is a huge place, but we are all connected in more ways than we realise. Countries, businesses, people; we are all able to communicate with one another, trade and link up more easily than ever before. How is this possible? And how are the things within our world all interdependent on one another?

In KS1, the children will build upon what they have learnt about their immediate world in the foundation stage. The children will begin to explore their local area, taking note of the businesses and services that are on offer. As the children progress through KS1, they will develop their understanding of larger businesses in wider area and why these have chosen 'Paderborn' as a place to settle. Through using maps and atlases, as well as secondary sources of information through the use of photographs and the internet, the children will develop their awareness of how factors such as community, transport and infrastructure all contribute to why a business trades here.

In our modern society, it is incredible how small businesses are able to trade internationally through the use of the internet. The children will begin to explore the concept of communication and how early forms of communication were used to relay messages to one another. The children will develop their understanding of different forms of communication and will explore the effectiveness of the internet as they move through KS1.

The children will learn what it is like to work within a business and will have the experience of designing, making and developing a product which they will then consider ways in which they could promote this to a 'global' audience.



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Learning Opportunities

1	Entry Point - exploring different foods that are available to buy from our local shops. Where do the children think the food originates from?
2	Knowledge Harvest - What do the children already know about business and how businesses communicate their ideas.
3	Trip into Sennelager to see what businesses are in our local area.
4	What type of businesses are situated in our local area? Why have they chosen to open a shop here?
5	How did people / businesses communicate in the past? How has that changed over time?
6	Investigate Pizza Hut recipes and discuss our favourite foods / toppings.
7	Design and cook our invented pizza designs and enjoy our tasty treats!

Ideas for Home

1	Look at your food shop and try to find on a map where different food items are grown / produced.
2	Explore your local surroundings and discuss why certain businesses have located there.
3	Try creating your own pizza at home following our simple recipe idea.
4	Discuss adverts you might see on TV - what did you like about it? What was it trying to promote?

History

1	How has communication changed over time.
2	Who was Alexander Graham Bell? The inventor of the telephone.

Geography

1	Where are we located in the world? Use of atlas' / globes.
2	How is Sennelager different to other towns/cities around the world?
3	What businesses have been set up in our local area? Why?
4	Where do our food products come from?

ICT

1	How do companies use ICT to promote their product?
2	Create an advert to promote your pizza.

Design Technology

1	How do Pizza Hut make quality pizzas?
2	Learn the skills needed to create a pizza - grating, spreading, cooking etc.
3	Design and make your own pizza.

OUR WORLD

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Year 1

Vocabulary

1	Town
2	City
3	Country
4	Continent
5	Globalisation
6	Interdependence
7	Communication
8	Manufacture
9	Trade
10	Produce



Learning Opportunities

1	Entry Point - looking at food products, thinking where they came from but how they were delivered to us.
2	Knowledge Harvest - What do the children already know about business and how businesses communicate their ideas.
3	Through maps, photographs and other sources of information, we will look at the types of businesses in our local area, e.g. <i>Food Shops, Services such as post offices or banks.</i>
4	We expand our thinking to focus on large shops and businesses within our local and semi-local area. Why do places such as IKEA and BENTELER choose to do business near Paderborn and the surrounding locality?
5	Communication: How communication has evolved over time. Developing from the Y1 History curriculum, Y2 will learn about the significance of the internet, the scientist Tim Berners-Lee and the significance of his invention of the world wide web.
6	In design, the children will have the chance to design a new product for the customers of a local business.
7	They will then have the chance to explore how to market this product globally using technology.

Design Technology

1	Design, make and evaluate an interesting photo frame for an IKEA customer that can be transported easily.
2	Skills related to creating a frame: sawing wood, cutting card, affixing materials effectively.

Ideas for Home

1	When in town, have a look at the businesses and shops that are there. Discuss with your child what they sell?, why you think they are there?, who might visit these shops?
2	Look at the food products you use everyday. Research where these come from.
3	Make a list of the ways in which you communicate with friends and family. How many ways do you use regularly, e.g. <i>phone, skype, facetime, messenger?</i>

Related books

1	The World Came to My Place Today by <i>Jo Readman and Ley Honor Roberts</i>
2	Casey The Container by <i>Kristina Bowden</i>

History

1	How has advancements in communication have helped support globalisation.
2	Who is Sir Tim Berners Lee? The inventor of the world wide web.

Geography

1	The classification of businesses within our local area.
3	What larger businesses have chosen to locate themselves in our local area? Why?
4	How do products get transported all around the world?

OUR WORLD

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Year 2

Vocabulary

1	Globalisation
2	Business
3	Interdependence
4	Trade
5	Product
6	Manufacture

ICT

1	How do companies use ICT to promote their products?
2	Create an advert to promote your photo frame.



OUR WORLD

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KS2

Our World in KS2 is divided into Lower KS2 (LSK2 - Years 3 & 4) and Upper KS2 (USK2 - Years 5 & 6)

Click the Area you Wish to visit

Lower KS2
Y3&4

Upper KS2
Y5&6

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'Our World' in LKS2

We are largely British people living in a German society but within our class alone we have families that come from South Africa, Sweden, St Lucia, Ghana, Pakistan, The Netherlands, Fiji and more that I've forgotten. In addition to that we have families who have lived in Turkey, Nepal, Brunei among other places. This is important and relevant learning for children right now and as they grow up.

We are products of an inter connected world and we owe it to our children to give them as much information about the world as possible. One of the biggest international news stories of our generation is based around the relationship between countries. Significant historical landmarks are made up from our countries interact with one another. Sometimes these relationships are not equal and generate questions of moral.

During this half term children will learn about how countries are connected together by trade and by communication – we all consume products made from other countries and most of us have friends that live in a different country to ours. The children will also thinking about how small and local actions can have a wider affect around the world.

Children will learn knowledge and develop the skills to think independently about the issues covered.

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Year 3&4

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English

1	Read poems from other countries about themselves.
2	Write a poem about the identity of Germany.
3	In depth reading of 'Cloud Tea Monkeys' – a story of a girl dealing with a poorly mother whilst working on a tea leaf plantation.
4	Writing a new ending to 'Cloud Tea Monkey'.
5	Writing a fact report about what being a global person means. How does trade and communication effect me?

Oracy – Discussions we'll to have

1	Why is it important that Americans learn to communicate in Spanish?
2	Why are some people so desperate to move countries?
3	What values join the world the together?
4	Can cultures survive in different countries?
5	How can we collectively help to improve the environment?

Our focus for Globalisation and Interdependence

How does global trade and communication affect me?

Geography

1	Learn that we consume products that come from all over the world.
2	Which countries trade with one another?
3	Why does Germany trade with the world?
4	What do other countries trade?
5	Why doesn't Germany grow all its own crops?
6	Do people always make the right choices when it comes to trade?

DT

1	Examine and evaluate food packaging and design a packet for a locally made product.
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OUR WORLD

Globalisation & Interdependence



Year 3&4



'Our World' in UKS2

Our children are our global citizens of the future. We want to enable our learners to think, act and achieve in order to secure a sustainable and global future.

Through our learning of 'Our World', we will build upon the children's knowledge of the world around them, including how communities are linked together and how local actions affect the wider world. In our day to day lives, we visit supermarkets often buying products containing palm oil. But how does our consumerism impact on the wider world and the issues surrounding palm oil? How are we impacting on global trade and how does global trade impact on communities and people worldwide?

The children will make connections between people and communities to look at how the palm oil trade impacts on the wider world. The children will focus on Borneo; using geographical knowledge to locate rainforests, and identify and understand its importance for people as well as the ever fading wildlife. They will concentrate on how local actions such as deforestation and farming for palm oil impacts on the communities of Borneo, from the palm oil farmers, tribesmen and local tour guides, to the global representatives such as business companies.

Children will learn to think independently, develop empathy and acquire the ability to argue effectively in order to act responsibly for their future as global citizens.

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Year 5&6

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English	
1	Diary entry
2	Setting descriptions
3	Environmental reflections
4	Character perspective
5	Poetry
6	Narrative
7	Discussion leading to a presentation
8	Book review

Learning Opportunities	
1	Entry point– Trip to the local Naafi in Sennelager to identify products containing palm oil.
2	Knowledge Harvest-What do the children already know about trade and palm oil.
3	What is trade? What makes an effective trade link?
4	How does trading affect local people and communities?
5	How does our consumer choice affect social and environmental impact of palm oil?
6	How do global decisions impact locally, nationally and globally?

Geography	
1	Use maps to locate rainforests.
2	Identify and describe trade links.
3	Use knowledge of the world to understand the impact of global trading.



Year 5&6

Vocabulary	
1	Globalisation
2	Interdependence
3	Deforestation
4	Trade
5	Impact
6	Consumer

