

OUR WORLD

Globalisation &
Interdependence



Spring 2021

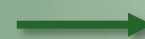
Click below to find out how
each year group will deliver
'Our World'

KS2

FS1 & FS2



KS1



Y3&4

Y5&6

'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 their 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 and sharing their 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.

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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)
Globalisation and interdependence	<ul style="list-style-type: none">⇒ immediate and local environment⇒ simple links with other places (e.g. through learning about food)	<ul style="list-style-type: none">⇒ similarities and differences between places in various parts of the world, including own setting⇒ links between local community and the wider world	<ul style="list-style-type: none">⇒ global connections between peoples and countries (e.g. through trade and communications)⇒ how local actions affect the wider world



Learning Opportunities

1 Knowledge harvest – Find out what the children already know about 'their' World and the wider world. Where do we live? Who lives with us? Where do the rest of our family live? What other places do you know? How do we get there? What is it like there? What can we do there?

2 Entry Point: Look back at the culture wheels completed over the Christmas holidays. Chn to have the opportunity to talk about their culture wheels and ask and answer questions about theirs and others culture wheels.

3 Focused Literacy opportunities –
 •Talk for writing - We're Going On a Bear Hunt : imitate (learn and explore) discuss vocabulary and role play activities
 • Books - a variety of fiction and non-fiction books related to our world and travel in the reading corner.
 •Writing/ mark making – eg. story maps, making maps of our walks.

4 Focused Communication and language opportunities -
 •Describing and recalling experiences, journeys, local area, talking about stories
 •Extending vocabulary related to our world and journeys.

5 Focused Mathematical opportunities
 •Positional and directional language

6 Understanding of the world
 •Similarities and differences eg. Between places and families
 •Technology eg. Beebots (forwards, backwards), cameras (taking photographs of our environment)

7 Exit point: To draw and talk about a simple map of our school

Global Heroes

James Cook

Out and About

- | | |
|---|--|
| 1 | Explore school environment, indoors and outdoors |
| 2 | Explore camp environment eg. Library, Naafi, Church, doctor, dentist, JB's |

Related books

- | | |
|----|---------------------------------------|
| 1 | We're Going on a Bear Hunt—focus text |
| 2 | Three Billy Goats Gruff |
| 3 | Rosie's Walk |
| 4 | Mr Gumpy's outing |
| 5 | Mr Gumpy's Motorcar |
| 6 | The Train Ride |
| 7 | Big Blue Train |
| 8 | Choo Choo Clickety Clack |
| 9 | The Journey Home from Grandpa's |
| 10 | Captain Duck |
| 11 | What the Ladybird Heard |
| 12 | The Wind Blew |

Ideas for Home

- Go out and about on different forms of transport and talk about the journey
- Visit areas in the locality eg. parks, go for walks and talk about what you can see, how did you get there?
- Look at a globe/ map and identify countries visited, where relatives live etc.

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FS1

Vocabulary

- | | |
|---|---|
| 1 | <u>Place names</u>
Sennelager, Paderborn, Germany, UK, England etc |
| 2 | Near, far, here, there |
| 3 | Village, town, city, country, world, Earth |
| 4 | map |
| 5 | journey, travel, |
| 6 | Vehicle names: Car, aeroplane, boat |

Festivals, traditions and celebrations

- | | |
|---|---------------------------------------|
| 1 | Shrove Tuesday – pancake day 16th Feb |
| 2 | Valentines day – 14 th Feb |
| 3 | Chinese New Year – 12th Feb |
| 4 | Karneval RM: parades 13.2/ 15.2 |



Learning Opportunities and Key Questions

1	Knowledge harvest – Find out what the children already know about 'Our World'. What places do you know? What is it like there? Where have you travelled to? How can we travel? Use Culture Wheels.
2	Entry point: Introduce Hermann who lives exploring. Hermann will visit different places, using different transport. Build a home in the class room and create an explorer's kit.
3	Where do our friends and family live? What are these places, what are they like and how do we get there?
4	Explore our local camp environment—What is in our camp environment?
5	Introduce Chinese New Year—Where is China? What is it like there? What is the same/different between China and our environment?
6	What is an explorer? Where could an explorer go? How can explorers share their journeys and discoveries?
7	

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	

Out and About

1	Explore camp environment eg. Library, Naafi, Church, doctor, dentist, JB's
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Related books

1	The Train Ride
2	Three Billy Goats Gruff
3	Non-fiction books—different countries
4	Non-fiction books—Tim Peake
5	Poetry books
6	The Great Explorer by Chris Judge

Activities

1	Talk for Writing—poetry
2	Talk for Writing—non-fiction: instructions
3	Map making
4	Making vehicles

Festivals, traditions and celebrations

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

Global Heroes

1	James Cook, Tim Peake
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OUR WORLD

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FS2

Vocabulary

1	<u>Place names</u> Sennelager, Paderborn, Detmold, Germany, UK, China
2	<u>Transport</u> Travel, train, tram, aeroplane, car, boat, bus, rocket
3	<u>Local Environment</u> Village, town, city, country,
4	<u>Wider Environment</u> Globe, atlas, seaside, countryside, map, polar
5	<u>Explorer</u> Equipment, journey, space, planets, mountains, deserts



'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 different features and characteristics that make up Sennelager and the surrounding districts of Paderborn. Through the use of maps and atlases, as well as secondary sources of information, the children will explore the local area and the various businesses, leisure outlets and facilities that are available to us. The children will learn how our locality is different that that of other children living in other parts of the world. Through the use of images and technology, we will explore communities from around the world and discover the similarities and differences between these places and our area.

We will begin to understand the concept of globalisation, how our huge world can seem so small through the act of communicating and trading with people in countries thousands of miles away. The children will begin to explore the concept of communication and how early forms of communication were used to relay messages to one another, introducing one of our Global Heroes, Alexander Graham Bell.

We will then learn how globalisation has contributed to the advancement in technology and significant historical achievements, one being the first moon landing by our second Global Hero, Neil Armstrong. The children will then take on the role of an international business and will have the experience of designing, making and developing a food product to be used by an astronaut.

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Learning Opportunities

- 1 **What does our local area feature? - Entry Point**
We will be identifying the various shops, facilities and businesses that are found in our local area as well as locations such as parks, woodlands and other human features.
- 2 **How are features shown on a map?**
What are the features of our immediate local environment?
Using online and printed maps, we will be learning how these documents represent different areas by way of special colours and symbols. We will then be creating our own map of our school area.
- 3 **How are places in other parts of the world similar or different to ours?**
Using a combination of books and online content, we will be learning about a contrasting part of the world and exploring how this differs from our own area.
- 4 **What connects us to other places within the world?**
Globalisation is a key word within this topic and we will explore what this means. The KS1 children will use food and products as a way of understanding this concept. We will explore where items we use daily originate from and explore how these have travelled to get to our doorsteps.
- 5 **How do people across the world connect with each other?**
With the introduction of our global hero 'Alexander Graham Bell', we will learn how the invention of the telephone revolutionised communication and allowed people to communicate with one another.
- 6 **How has globalisation supported significant historical achievements?**
We will introduce our second global hero 'Neil Armstrong' and how achievements such as the first moon landing wouldn't have been possible without the ability to communicate and cooperate with a global team.
- 8 **Where do the ingredients for our food come from?**
The children will complete a design and technology project, creating some astronaut food that uses ingredients from more than one country.

Design Technology

- 1 Food technology - design, make and evaluate a blended food product that is suitable to eat in space.

Related books

- 1 *Countries, Cultures, People, Places - DK Publishing*
- 2 *Mirror - by Jeannie Baker*
- 3 *Alexander Graham Bell - by Barbera Kramer*
- 4 *The World Came to my Place Today - by Jo Readman*
- 5 *The Extraordinary Life of Neil Armstrong - by Martin Howard*

Vocabulary

- 1 Features
- 2 Landscape
- 3 Business
- 4 Locality
- 5 Globalisation
- 6 Achievement

Geography

- 1 Features of our local area.
- 2 Using maps and plans at a range of scales.
- 3 Comparing our locality to that of a contrasting country.

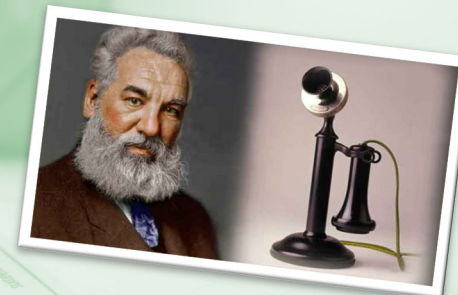
Global Heroes

- 1 Alexander Graham Bell
- 2 Neil Armstrong

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KS1



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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

In the 1960s, Tim Berners-Lee invented the world wide web that now connects over 4.3 billion people, and 57% of the planet has access. However, this is not the only resource or product that helps to build connections in our wider world.

During this global theme, the children will be exploring the links between the food we purchase from the supermarket and the communities and countries that it is produced in. We will research and investigate the mammoth journeys and complex processes that some products take in order meet the demand of consumers.

In addition to this, we will explore and reflect on our own choices and how they effect families and communities that are thousands of miles from our own homes. Through research, the children will compare and discuss the importance of global trade links and debate the impact that 'Fairtrade' has on global connections and communications.

We hope that this learning journey will provide the children with greater knowledge and understanding about the food, clothes and products we choose to use on a daily basis, and how many of these small things that we take for granted, provide vital connection and links between people, communities and the wider world.

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Year 3&4

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English

1	Poetry— Shape poems and Calligrams
2	Narrative - The Chocolate Tree - Mayan Folktale
3	Balanced Argument - 'Should you always buy Fair Trade?'
4	Non-Chronological Report - 'What is Fair Trade?'

Key Questions

1	What is trade and why is it important?
2	How do trade links connect the wider world?
3	Why do countries have different imports and exports?
4	How do our choices effect trade?
5	Is all trade fair?
6	Why is fair trade so important to global trade and communications?

Globalisation

Why is global trade and communication so important to the wider world?

Who is affected by global trade and communication?

Global Heroes

1	Tim Berners-Lee
2	Zang Qian

OUR WORLD

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Year 3&4

Vocabulary

1	Trade
2	Import
3	Export
4	Consumer
5	Producer
6	Globalisation
7	Interdependence



'Our World' in UKS2

Martin Luther King Jr once said, 'Before you finished eating your breakfast in the morning, you've depended on more than half the world'. Each day of our lives, we exist by depending on others-but do we really think about where our food, clothes and other products come from?

This global theme will explore the global connections that impact on our everyday lives; we will build on 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 purchase products often without thinking about their origin, but how does our consumerism impact on the wider world and the issues surrounding fair and equal treatment?

The children will make connections between people and communities and look at the 'bigger picture' of how and why we have global connections. Furthermore, we will explore how we are impacting on global trade and how does global trade impact on communities and people worldwide?

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. Our global heroes for this theme are: Tim Berners-Lee and Zhang Qian.

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Year 5&6

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Learning Opportunities

Knowledge Harvest– What do we know about trade? How does trade affect us and other people around the globe?

Entry point– Why do we need a break time? What food choices do you make when it comes to choosing a snack? What do our consumer choices have on social and environmental impact?

What do we trade and who do we trade with?

How does trading with EL Salvador affect me?

What impact does Fairtrade have on me and others around the world, socially and environmentally?

What is the global economy? How do global decisions impact locally, nationally and globally?

Global Heroes

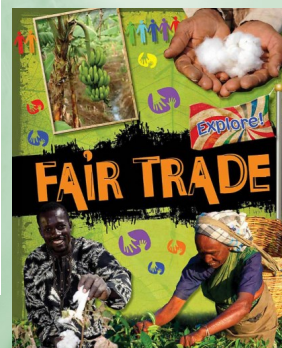
Tim Berners-Lee

Zhang Qian



English

1	Poetry
2	Setting descriptions
3	Narrative
4	Environmental reflections
5	Discussion leading to a presentation
6	Book review



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Year 5&6

Geography

Human and physical geography:

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Locational Knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Vocabulary

Trade

Fairtrade

Social

Environmental

Global connections

Economy

Consumer

