

Global Learning Curriculum Framework: overview

The Global Learning Programme (GLP) will support the effective teaching of global learning in schools in England and enable it to become embedded as regular practice at whole school, curriculum and classroom level. The programme will help pupils gain additional knowledge about the developing world, the causes of poverty and what can be done to reduce it. They will also develop the skills to interpret that knowledge in order to make judgements about global poverty. In this way young people will be able to:

- better understand their role in a globally-interdependent world and to explore strategies by which they can make it more just and sustainable
- become more familiar with the concepts of interdependence, development, globalisation and sustainability
- move from a charity mentality to a social justice mentality
- gain greater awareness of poverty and sustainability
- think critically about global issues
- explore alternative models of development and sustainability
- consider the relative merits of different approaches to reducing global poverty and draw conclusions about the causes of global poverty and how it can be addressed.

In relation to the curriculum the Global Learning Programme will particularly explore the following areas:

1. [Knowledge of developing countries, their economies, histories and human geography](#)
2. [Knowledge of the basic elements of globalisation](#)
3. [Knowledge of the different ways to achieve global poverty reduction and development and the arguments around the merits of these different approaches](#)
4. [Knowledge and understanding of the concepts of interdependence and sustainability](#)
5. [Supporting enquiry and critical thinking about development and development issues.](#)

Under each area heading there is a bulleted list which provides an illustration of the types of knowledge, understanding, issues and skills which might be relevant to these different areas of study. It is not an exhaustive list and there is no expectation that you should teach everything on it. Rather its aim is to illustrate how different elements of global learning can be brought to the different areas and to prompt discussion about what elements of global learning you might undertake.

Some of these areas will be appropriate to Key Stage 2 or Key Stage 3. In addition, other areas will be more relevant to a particular subject area. At the end of each section there is a series of questions which may help prompt your thinking about the issues.

1. Knowledge of developing countries, their economies, histories and human geography

This may include knowledge of:

- the historic civilisations of Africa, Asia and South America and their links with the wider world (historic globalisation)
- the historic encounters between Africa, Asia and South America and Europe which led to conquest, imperialism, colonisation and empire and how economic and social connections between Europe and Africa, Asia and South America shaped the exploitation of natural resources, trade (including the slave trade) and political and social relationships plus the resistance and challenges to colonial rule
- decolonisation and independence
- the geographical characteristics of developing countries; where they are; what they are like; their economic, social and demographic structures; how they have changed
- patterns of uneven development, between and within countries and regions
- changing descriptions and progress of developing countries,; e.g. non-aligned, third world, Less Economically Developed Countries, Newly Industrialised Countries
- the current global distribution of wealth and human development and changes that have taken place
- the interrelationship of water, energy, food, resources and other development issues
- how developing countries' economies are linked into the global economy and the implications of this.
- development challenges: debt; climate change; security and conflict; governance, human rights and social justice; migration and refugees; access to markets and free trade; international collaboration and organisations and how technology can support development
- human rights, the UNICEF's Convention of the Rights of the Child and UN Universal Declaration of Human Rights
- how we measure progress in poor countries and how do we know if the data is reliable?

Key questions

What do we mean by 'developing country'? How is it similar to or different to our own or other countries? How do we measure development? Who decides? Which countries are 'developing'? Do different countries have less and more developed regions within them?

Work in section 1 will support work towards the [global learning pupil outcomes](#) around 'global knowledge' in relation to poverty and development, inequality, services, power, people, money, globalisation, partnerships, conflict and the environment.

2. Knowledge of the basic elements of globalisation

This may include knowledge of:

- the scale, nature and level of current global trade flows of finance, investment and trade and services and the benefits and barriers they have on development
- the world as a global community and the political, social, economic and environmental implications of this including investment in developing countries
- key trade and value networks within globalisation and the location of different elements within globalisation across the globe
- the role of technology, finance, trade agreements and international/transnational companies
- the complex demands placed upon governments and populations by globalisation
- the impact of globalisation on creating wealth and economic opportunities and patterns of inequality within and between countries at different scales. How and why some countries benefit or are disadvantaged?

Key questions

What do we mean by globalisation? What is it? Why is it happening? Where is it happening? Where isn't it happening? How does it affect people's lives? Is it a good or bad thing? What kinds of issues are there? Who decides? Who are the winners? Who are the losers?

Work in section 2 will support work towards the [global learning pupil outcomes](#) around 'global knowledge' in relation to poverty and development, inequality, services, power, people, money, globalisation, partnerships, conflict and the environment.

3. Knowledge of different ways to achieve global poverty reduction and development and the arguments around the merits of these different approaches

This may include knowledge of:

- theories and models of development, different approaches to development and critiques of them and how successful they have been
- the aims of the current Millennium Development Goals and their impact on global development and what may replace them
- contemporary examples of how different countries and communities are meeting the challenge of poverty
- the scale and impact of trade in relation to aid; understanding of different types of aid and development assistance, e.g. investment in health, education and other social programmes, debt relief, trade concessions, security/peace keeping or military support
- what the current debates about effective global poverty reduction are
- the complex decisions governments have to make in balancing human rights, social justice and poverty reduction with national interests
- how having access to open data can help people understand development and inequality and promote greater transparency in decision making.

Key questions

What do we mean by poverty? What is relative and absolute poverty? Why is it happening? Where is it happening and why? How do we measure quality of life? What's it got to do with us? How can we reduce and end poverty?

Work in section 3 will support work towards the [global learning pupil outcomes](#) around 'global knowledge' in relation to poverty and development, inequality, services, power, people, money, globalisation, partnerships, conflict and the environment.

4. Knowledge and understanding of the concepts of interdependence and sustainability

This may include knowledge of:

- the relationship between social, cultural, economic, environmental aspects of the quality of life
- interdependence at the global scale; use of raw materials, manufacturing and product chains; finance and investment and social and cultural interdependence
- biodiversity and ecosystem use, management and exploitation, and how governments and people undertake collective actions at the international, national and local levels to address poverty
- the balancing of development and the sustainable use of resources including energy resources, water, land, and raw materials and transport
- developing technologies, e.g. to extract primary resources (such as metals) more efficiently, for recycling, improve agriculture, and to promote human health
- ways of reducing waste and pollution, and methods for reducing the impact on the environment and human health
- the wider issues and challenges of global interdependence and responsibility.

Key questions

How are we interdependent? What are the implications of this? What challenges does it create? How is technology impacting on global development?

Work in section 4 will support work towards the [global learning pupil outcomes](#) around 'global values' in relation to social justice, diversity, fairness, agency and care.

5. Supporting enquiry and critical thinking about development and development issues

This may include:

- recognition of the different actors, and their effective participation, in tackling poverty: governments, communities and organisations
- a valuing of evidence, rigour and debate, alongside critical thinking, balancing evidence and opinion to develop coherent and cogent arguments
- the need to set specific case studies within a wider development context
- opportunities for individuals and groups to bring about social change locally, nationally and beyond in respect of global learning
- helping young people make greater sense of the world; the lives of other cultures and societies; to understand their own place and role within a globalised society. In order to achieve this they will draw on information and data from print, online, broadcast and digital sources (including fiction and non-fiction) and debate these issues.

Key questions

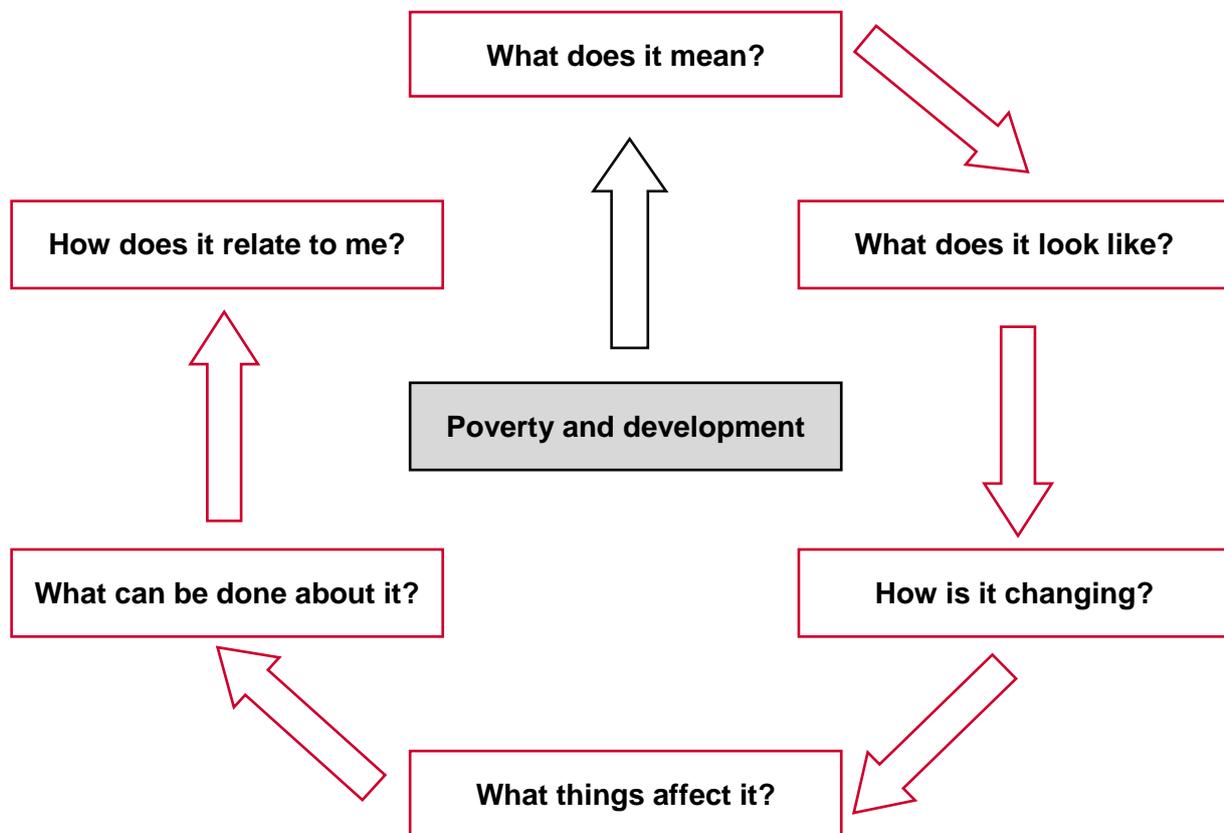
Who should have a say and why? Where is this information from and is it valid? What approaches do I need to explore these issues? What is bias and opinion?

Work in section 5 will support work towards the [global learning pupil outcomes](#) around 'global skills' in relation to critical thinking and multiple perspectives, exploring stereotypes, communication, enquiry and debate.

In addition, you may also find it helpful to draw on the [global learning pupil outcomes and achievements framework](#). This provides additional exemplification of the wider knowledge, skills and values that pupils may gain through their studies. In this way it helps set the 'core' Global Learning Programme knowledge, which is outlined below and further developed within each of the respective subject areas, within a wider context of skills and values.

In helping young people to recognise their connection with development issues and their own values when studying different aspects of it you may find it helpful to use the following global learning knowledge sequence to help pupils reflect on what they are learning and their response and reaction to it.

Global learning knowledge sequence



There is additional information that will help you explore global learning through case studies, examples and through specific subject support across Key Stages 2 and 3 in citizenship, English, geography, history, mathematics, religious education and science. The aim of this additional support is to help you introduce global learning within a subject-specific context. Where relevant, references have also been provided to show where the themes, examples and case studies provide work directly towards the new National Curriculum.