

# Introducing the Global Dimension

## Introduction

The Ofsted report *Geography in schools: changing practice* (2008) suggests that the decline in the number of young people opting to study geography at Key Stage 4 is largely due to students' dissatisfaction with a curriculum perceived as irrelevant. One of the factors cited as a key influence on this was teachers' over-emphasis on learning activities sourced from a narrow range of geography textbooks which tended to focus on factual recall exercises rather than the exploration of ideas that have the potential to capture students' interest. Drawing on evidence from Ofsted inspections in 2004-2005 and HMI surveys of geography teaching in 30 primary and 30 secondary schools between 2004 and 2007 the report notes the prevalence of geography teaching heavily focussed on content instead of learning and a reliance on "...rigid, formulaic, three-part lessons" that limit opportunities for spontaneity and creativity. With specific reference to the global dimension in the geography curriculum the Ofsted report states:

*"The global dimension remains underdeveloped in the majority of schools surveyed. Frequently, insufficient connections are made between the wider curriculum and the geography curriculum to reinforce pupils' understanding of issues such as global citizenship, diversity, human rights and sustainable development."*

This online CPD session enables teachers to explore a range of teaching and learning approaches to support the effective inclusion of a global dimension in geography and also across the wider curriculum. Throughout the session information, advice and guidance is presented via case studies, perspectives on teaching practice from specialists in the field of global education and exemplar learning resources. Opportunities for reflection and application are also provided via a series of activities.

## What is the global dimension?

The building blocks for planning a curriculum that addresses the global dimension are outlined in two key reports:

- Department for International Development/Department for Education and Skills (2005) *Developing the global dimension in the school curriculum*.  
<http://www.dfid.gov.uk/pubs/files/dev-global-dim.pdf>
- Qualifications and Curriculum Authority (2007) *The global dimension in action: a curriculum planning guide for schools*.  
[http://www.qca.org.uk/libraryAssets/media/Global\\_Dimensions\\_print\\_friendly.pdf](http://www.qca.org.uk/libraryAssets/media/Global_Dimensions_print_friendly.pdf)

The importance of incorporating a global dimension within the curriculum is expressed in these two reports as follows:

*"Including a global dimension in teaching means that links can be made between local and global issues. It also means that young people are given opportunities to critically examine their own values and attitudes; appreciate similarities between people everywhere, and value diversity; understand the global context of their local lives; and develop skills that will enable them to combat injustice, prejudice and discrimination. Such knowledge, skills and understanding enables young people to make informed decisions about playing an active role in the global community."*

- Source: Developing a global dimension in the school curriculum (DFID/DfES, 2005)

“A 21<sup>st</sup> century curriculum needs to prepare learners to live and work in this fast-moving, interdependent, global society. It should enable all young people to become successful learners, confident individuals and responsible citizens, and should contribute to the achievement of the five outcomes for children identified in *Every Child Matters*.”

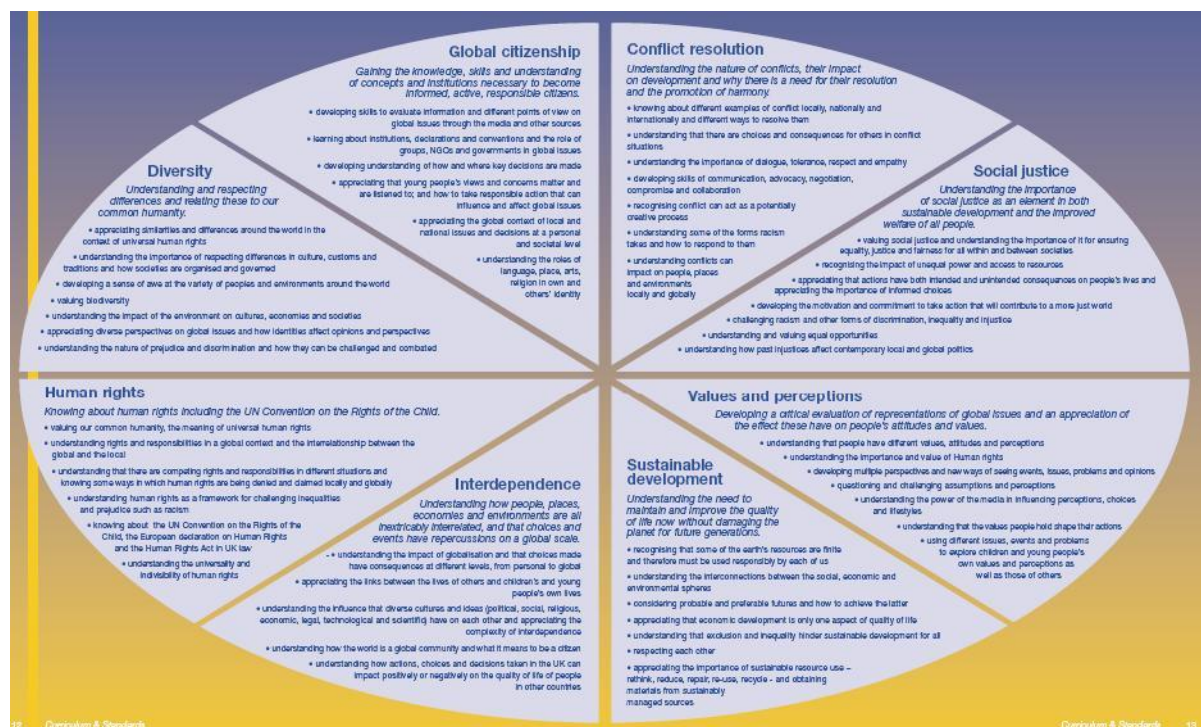
- Source: The global dimension in action: a curriculum planning guide for schools (QCA, 2007)

Through the inclusion of the global dimension teachers seek to encourage a global perspective and equip children and young people to consider themselves as citizens of a global community (as well as cultural and national communities).

The above-mentioned documents set out 8 key concepts relating to the global dimension that can be used as ‘lenses’ through which to explore global issues, and as a framework around which to develop the curriculum, namely:

1. Global citizenship
2. Conflict resolution
3. Diversity
4. Human rights
5. Interdependence
6. Social justice
7. Sustainable development
8. Values and perceptions

Diagram summarising the 8 global dimension concepts –Source: *Developing the global dimension in the school curriculum*, pp.12-13 (DFID/DFES, 2005)]



## The global dimension in the National Curriculum

Within the National Curriculum for geography at Key Stage 3 references to the global dimension (and its 8 sub-concepts) are specifically mentioned in the following areas of the programme of study:

<b>Key concepts</b>	<ul style="list-style-type: none"> <li>• <b>1.3 Scale:</b> (1.3a) Appreciating different scales – from personal and local to national, international and global</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>1.4 Interdependence:</b> (1.4b) Understanding the significance of interdependence in change, at all scales</li> <li>• <b>1.6 Environmental interaction and sustainable development:</b> (1.6b) Exploring sustainable development and its impact on environmental interaction and climate change</li> <li>• <b>1.7 Cultural understanding and diversity:</b> (1.7a) Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies; (1.7b) Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.</li> </ul>
<b>Range and content</b>	<p>The study of geography should include:</p> <ul style="list-style-type: none"> <li>• (3a) a variety of scales, from personal, local, regional, national, international and continental, to global</li> <li>• (3e) different parts of the world in their wider settings and contexts, including the European Union and regions or countries in different states of development</li> </ul>
<b>Curriculum opportunities</b>	<p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> <li>• (4h) investigate important issues of relevance to the UK and globally using a range of skills, including ICT</li> <li>• (4i) make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.</li> </ul>

- Source: Key Stage 3 Geography Programme of Study - <http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/geography/>

In addition, '**Global dimension and sustainable development**' features as one of seven, over-arching themes of the secondary curriculum, alongside the following: Identity and cultural diversity; Healthy lifestyles; Community participation; Enterprise; Technology and the media; Creativity and critical thinking.

For QCA guidance on the cross-curricular dimension, please select <http://curriculum.qca.org.uk/key-stages-3-and-4/cross-curriculum-dimensions/globaldimension/>.

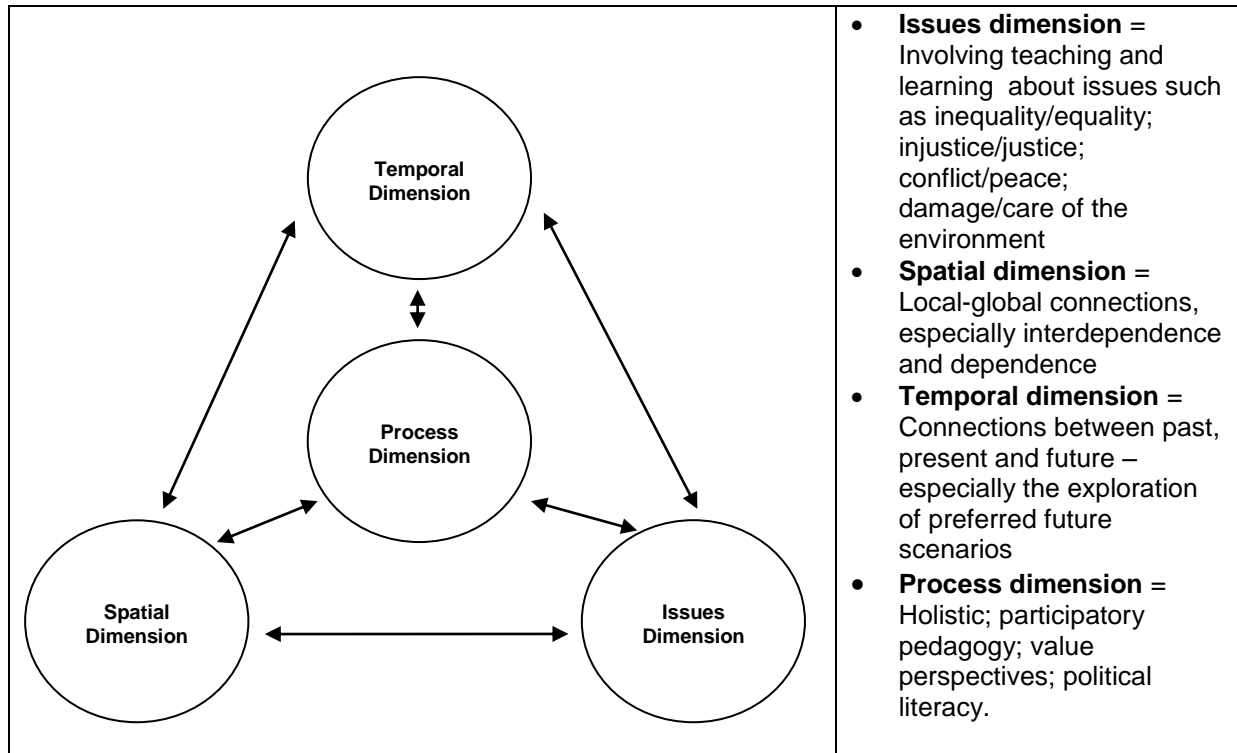
### Why is the global dimension important?

Young people consider learning about global issues to be one of the most interesting aspects of school geography. Following the results of a literature review investigating UK students' perceptions of geography, and the factors that influence their decision to select the subject as an option choice at the age of 14, Weedon (2007) concludes:

*"The most common 'interesting' topics identified by students across the studies included finding out about the world, studying places, other countries – their people, culture and way of life. Big (environmental) issues and events, such as hazards and disasters were also important, as was locational and factual knowledge about places."*

Whilst all subjects of the national curriculum can, and should, contribute to a global dimension, geography has a long-established track-record of supporting teaching and learning about global issues and provides an ideal location within the curriculum for addressing many aspects of the afore-mentioned 8 key concepts.

Hicks (2004) illustrates the global dimension in geographical education as an interaction of four dimensions:



The inclusion of a global dimension within the curriculum is important because it supports the following learning outcomes.

The global dimension:

- Contributes to the development of young people's critical thinking skills - as articulated by Osler (2004), who states that global education is characterised by "...*pedagogic approaches based on human rights and a concern for social justice, which encourages critical thinking and responsible participation. Learners are encouraged to make links between local, regional and world-wide issues and to address inequality.*"
- Encourages young people to develop a "world view" and see the world from alternative perspectives – with considerations about quality of life, rather than accumulation, central to the learning experience.
- Helps young people to understand and value contrasting cultures and communities and prepares them to participate as cosmopolitan citizens in an increasingly globalised world – an outcome that has grown in significance as a result of issues such as increasing inter-cultural conflict and global environmental degradation impacting on quality of life worldwide. Osler (2004) summarises the importance of this learning outcome as follows:

*"Preparing young people to participate as cosmopolitan citizens, capable of shaping the future of their own communities and of engaging in democratic processes at all levels, has become an urgent task. The nation state is no longer the only locus for democracy."*

- Helps young people to value diversity, challenge racism and discrimination and demonstrate respect for all
- Encourages care for the global environment and sensitivity to the needs and views of others.
- Provides opportunities to explore the futures dimension - something that often tends to be omitted from the curriculum, as observed (and illustrated above) by Hicks (2004):

*“Whilst the past and present are well attended to in schools it is the futures dimension which tends to be neglected in education generally and also within global education.”*

## **Main section – Case Studies**

This section of the session provides examples of creative teaching and learning approaches for incorporating a global dimension into the secondary geography curriculum – presented in the form of case studies by teachers and other education professionals.

### **Case Study 1 – Langdon School, Newham**

#### **ACTIVE WORLD CITIZENS:**

- In 2005 Langdon School took part in Send My Friend to School - an initiative that enabled them to learn about issues of global child poverty and lack of access to education. With support from organisations such as ActionAid and Comic Relief the students took part in activities such as making paper 'buddies' to represent the 80 million children globally who miss out on schooling and sent them to world leaders
- The students signed up to the Langdon volunteering register and participated in the Make Poverty History campaign
- Teachers have subsequently built on the project's success by developing similar projects across geography, humanities, citizenship, PSHE and RE programmes.
- The school received an outstanding Ofsted report in 2006 and the Send My Friend to School was praised as a catalyst for engaging large numbers of students in global learning and participation.

- Source: The Global Dimension in Action (QCA, 2007), pp.24-25

What did the school want to achieve?

Langdon School serves areas of significant economic deprivation, with students from a wide range of academic and cultural backgrounds. Its students felt overwhelmed by the scale of global poverty and struggled to see how they could make a positive difference.

The school's previous approach to global learning was fragmented: although topics like sustainable development and human rights were taught in individual subjects, there were no meaningful links across the curriculum. As Assistant Headteacher Vince Doherty explains, 'We wanted to raise students' awareness of themselves as global citizens. Not to live in a bubble, but be part of something far bigger. We value what young people think and what they can actually do to make a difference to themselves and to people living far away.'

How did the school organise learning to meet its aims?

Staff at Langdon developed separately timetabled activity weeks, during which students would link learning about global issues with their role as active world citizens. In 2005 the school took part in Send My Friend to School. Supported by organisations like ActionAid and Comic Relief, students learnt about the 80 million children globally who miss out on schooling. In one activity, students made hundreds of paper 'buddies' to represent these children, which they sent to world leaders.

Many students began spending a lot of time researching and working on the issue. They signed up to the Langdon volunteering register, which has around 60-70 students each year who help in many ways from tidying up or showing visitors around to taking part in campaigns. Several students on the register were then chosen to launch the Make Poverty History campaign in London's Trafalgar Square in February 2005, sharing the stage with Nelson Mandela and speaking to over 20,000 people about the importance of education.

Teachers have built on the project's success by developing similar projects across geography, humanities, citizenship, PSHE and RE programmes. The citizenship department has focused on

developing learners' life skills including self-confidence and critical thinking. 'Citizenship can be a long journey for students who never leave Newham,' reflects Citizenship Teacher Amir Shah. 'We don't always expect our students to act on issues. It's just as valid to think about an issue as long as they are engaging critically and creatively.'

How well is the school achieving its aims?

Langdon received an outstanding Ofsted report in 2006, which highlighted its citizenship programme's 'valuable engagement with the local and international community.' Send My Friend to School was the catalyst for engaging large numbers of students in global learning and participation. Students' awareness of other people's lives has increased, as has their sense of self-worth and confidence. As one pupil said, 'This experience has shown me what is important. It doesn't matter that I'm young; it's still possible for me to change things.'

Other opportunities have opened up. Students won the J8 Global Citizenship competition in 2005 and have been runners-up since. Over the past three years students have lobbied Tony Blair, Gordon Brown and members of the European Parliament. They have appeared in education films, media articles and have even joined Nelson Mandela in Mozambique. For Amir, one of the most satisfying outcomes was students choosing to participate as active citizens, rather than being forced to participate. Fourteen-year-old Caroline Gray recently won an Anne Frank Award for her 'great personal strength, moral courage and determination to stand up for what is right.' Caroline set up her own charity to raise funds for children in Nepal to go to school. She cites classroom experiences as her greatest inspiration: 'I've become more considerate. It's made me realise how lucky I am, how I was just trundling along at school, getting on with my own life, in my little bubble. Now, newspapers are saying I'm an "Action Hero"!'.

What does the school plan to do next?

Over the past three years Langdon has found space for students to learn and act on global issues outside their usual timetabled lessons, and has achieved fantastic results. With the secondary curriculum review now in place and its emphasis on unifying, thematic dimensions such as 'sustainable futures and the global dimension,' staff at Langdon are preparing to include global learning across the whole curriculum. 'We want our curriculum and school ethos to reflect some of the major challenges facing society and the significance these have for our learners,' says Vince. 'We want to integrate the global dimension as a theme which links subjects, events and our school ethos together.'

Case study taken from QCDA document 'The global dimension in action A curriculum planning guide for schools' 2007.

### **Case Study 2 - Deptford Green School, Lewisham**

#### **GLOBAL CITIZENSHIP:**

- This case study is based around a campaign for Deptford Green to become a fair trade school that took place in 2003 and an associated international school partnership programme.
- Key Stage 3 students set up a steering group and drafted a whole-school fair trade policy that met with the Fairtrade Foundation's criteria on the selling, promotion and use of fair trade products. The school tuck shop was then resourced and run according to these criteria.
- The second stage of the initiative involved the establishment of an international school partnership between Deptford Green and St Kizito School in Uganda. Students' global citizenship skills were developed through collaborative projects and exchange visits based on sustainable development and transport themes.
- In 2007, 10x Year 10 students took part in a Global Citizenship Exchange with students from St Kizito and participated in collaborative lessons on human rights, visits to an HIV/AIDS community project and explorations of local environmental issues.
- The work at Deptford Green reflected a cross-curricular approach - incorporating geography, citizenship, art, PSHE and science.



"The global dimension promotes a more cross-curricular approach by focussing on concepts and issues rather than subjects."

What did the school want to achieve?

Staff at Deptford Green School were looking for a sustainable, innovative and holistic way to address the specific social issues the school's demographic presents: the school is in an area of significant social deprivation, and many students are entitled to free school meals, come from minority ethnic backgrounds or have learning needs or disabilities.

Deptford Green was already a humanities specialist school, so staff decided to incorporate global citizenship across the school - and to campaign to be the first UK school with citizenship specialist status. 'We wanted to empower young people to become critical agents of change,' explains Lee Faith, Head of Citizenship. 'To develop a shared vision and ownership of the school based on human rights; to promote and advocate social justice within our wider community and the world. Including citizenship within our school's specialism was essential to achieving this.'

How did the school organise learning to meet its aims?

Pupil participation and ownership of projects is crucial to the school's citizenship aims. Over the past two years pupils in years 7 to 9 have set up and run a fair trade tuck shop. With the support of the citizenship department they have developed this idea further by campaigning to become a fair trade school. Several pupils have set up a steering group and are working towards meeting the Fairtrade Foundation's criteria, which include writing and adopting a whole-school fair trade policy and ensuring the school is committed to selling, promoting and using fair trade products.

To foster students' role as 'critical agents of change' Deptford Green has pioneered using students as associate governors. 'Getting pupil representation at the highest level is important to our philosophy, ethos and future,' says Lee. Developing global links has also played an important role in the schools' global citizenship programme. Since 2003 Deptford Green has been involved in an education partnership with St Kizito School in Uganda. The partnership develops students' global citizenship skills through collaborative projects and exchange visits. Year 9 pupils in both countries were asked to represent a global dimension theme through a collective piece of art to be displayed at an exhibition in Uganda. They chose sustainable development and transport as the theme, and produced a large piece of artwork that was presented at St Kizito school during an exchange visit in June 2007. They then worked with the St Kizito pupils, comparing the art techniques used and discussing similarities and differences in transport in both countries as depicted in the work displayed.

In addition, ten year 10 students took part in a Global Citizenship Exchange with students from St Kizito in June 2007. The students had a range of learning experiences including collaborative lessons on human rights, visits to an HIV/AIDS community project and an exploration of the local environment and issues facing local people. 'This experience has changed my life!' says one of the students.

How well is the school achieving its aims?

Ofsted praised the school's 'pioneering citizenship programme,' which 'contributes significantly to students' outstanding spiritual, moral, social and cultural development'. The global dimension promotes a more cross-curricular approach by focusing on concepts and issues rather than subjects. The link with Uganda, for example, incorporated global issues into art. 'It made me think about the different facilities open to people in various parts of the world,' says one pupil. 'We understood how our actions affect others.' 'Linking with others from different cultures and backgrounds helped the students learn more about others, widen horizons and expectations, but most of all it taught students about themselves,' reflects Assistant

Headteacher Wendy Bisiker. 'I believe all who have been involved so far at Deptford Green and St Kizito in the curriculum project and the youth exchange have changed the way they think in some way.'

What does the school plan to do next?

Deptford Green will host a return visit for St Kizito students in June 2008. The programme will mirror the visit to Uganda, with classroom time on global citizenship themes, a trip out of London to see the English landscape and a range of cultural experiences. The citizenship team is planning global learning for other curriculum areas, including music and the new science for the 21st-century curriculum. Above all, Deptford Green will continue to emphasise participation, giving students ownership of their work.

- Source: The Global Dimension in Action (QCA, 2007), pp.22-23

### **Case Study 3 - Leigh City Technology College, Kent**

#### **ACTING LOCALLY, THINKING GLOBALLY:**

- Students were arranged in vertical tutor groups (involving 5 students from each year working together) to explore connections between their own lives and people living far away and how they could make a difference.
- The students used creative techniques such as 'Issues Wheels' to investigate global issues from different viewpoints and generate discussions about finding local solutions to global challenges (e.g. Climate change). Using the wheel issues were categorised as economic, social or environmental and also whether their impact was local, national or global.
- ActionAid's Global Action Schools projects ([http://www.globalactionschools.org/3\\_pages/english/index.html](http://www.globalactionschools.org/3_pages/english/index.html)) were used to explore different issues and develop critical thinking and enquiry skills. Students also created web pages, contributed to online forums and held international video conferencing sessions with young people in other parts of the world.
- Actions arising from the project included increased cultural and environmental awareness among students and the introduction of sustainable development practices - such as recycling schemes throughout the school
- The work reflects a cross-curricular approach - incorporating geography, citizenship and design technology.

What did the school want to achieve?

The Leigh City Technology College was keen to give students a broader understanding of the world. Most of them are white British and, like many young people, their world view is limited to their local surroundings. 'Students here can be very insular,' explains Assistant Principal Karon Buck. 'I wanted them to have more global understanding and to make the rest of the world real to them. To plant a seed and watch it grow into something bigger.' Overall, teachers at the school wanted students to be aware of their impact on people and environments locally and globally, to envisage their role in creating a sustainable future and to create innovative ways of linking their learning to responsible action.

How did the school organise learning to meet its aims?

Staff wanted to develop a participatory, student-led approach to learning. They decided to use vertical tutor time to give students the opportunity to really learn and investigate the roots of important issues like climate change or fair trade. A vertical tutor group has five students from each year group, including the sixth form. All students receive five 50-minute lessons a week in tutor time, one of which is devoted to global learning. Karon's aim was for students to use this time to explore connections between their own lives and people living far away, and to investigate how they could make a difference. At first there was some resistance from both students and teachers to mixing age groups, but both have found positive outcomes. 'The year 7s bring in new ideas from primary school, and we help to make them into bigger ideas,' says a year 9 pupil. 'And when some of the sixth formers in my class came back from a trip to India they told us what it was really like. We ended up getting involved with World Aids Day and World Water Day to link everything up.'

During tutor time, students used creative techniques such as 'issues wheels' to investigate global issues from different viewpoints and generate discussion about the part their school can play in



finding local solutions to global problems like climate change. An issues wheel is an activity to categorise issues: whether they are economic, social or environmental; whether their impact is local, national or global. The activity generates discussion rather than definitive answers. 'The more I learnt, the more surprised I was about how little our school does for the environment,' says a year 10 student. 'We leave computers on and the lights on and we use loads of gas in science. Now, we've got recycling in every classroom.'

Staff used ActionAid's Global Action Schools project to explore different opinions and places, develop critical thinking and enquiry skills, and enrich students' personal development. Students developed web pages and joined in online chats and forums to find out what pupils in other countries were learning and doing. 'We had a video conference with a Polish school,' says one student. 'I was surprised to hear about how different their school rules are to ours. We've all been learning about climate change and fair trade, and we realised we'd come up with similar ideas even though our cultures are quite different!' How well is the school achieving its aims?

Since the project, teachers have noted an increase in students' environmental and cultural awareness. Students began to think about the difference they could make in their own school to contribute to sustainable development, for example reducing the amount of energy used, the food consumed and the paper wasted. As a result of student pressure, all classrooms now have paper-recycling bins. This increased awareness has also led to a hands-on interest in global issues and other cultures.

Some post-16 students who visited India in 2006 are now organising a fashion show with the retail chain Monsoon to raise awareness of fair trade within the local community. Through the project, teachers have also developed a style that helps students learn independently. Vertical tutor time has given teachers the flexibility to explore difficult issues that might normally be confined to particular year groups or subjects. 'Using vertical tutor time has prepared teachers for project-based learning,' says Karon. 'The process of letting the kids be in charge of their own learning has been very important.'

What does the school plan to do next?

A move towards project-based learning during curriculum time is under way. The plan is to introduce a more coherent approach to curriculum planning with subjects like geography, citizenship and design and technology working together. The use of cross-curriculum dimensions such as 'global dimension and sustainable development' and 'community participation', as outlined in the new secondary curriculum, will support this.

- Source: The Global Dimension in Action (QCA, 2007), pp.26-27

#### **Case Study 4 - Hove Park School, Brighton and Hove**

##### **GLOBAL PATHWAYS TO SUCCESS:**

- The school sought to develop an international ethos to enhance teaching and learning across the curriculum as part of its languages specialist status.
- 40 different projects with schools in 15 countries were developed and the school invested in videoconferencing as a communication tool to establish and develop the international school partnerships
- In 2007 geography students visited Iceland to study climate change, and other students measured yearly air pollution in Brighton and Hove and compared their findings with representatives from several European schools. The Head of History visited Ghana in 2005 and later developed a school link with a Ghanaian school to enable Year 9 students to explore the history and legacies of transatlantic slavery.
- Staff reported a positive impact on students' learning - particularly enhanced critical thinking skills, the ability to make links between local and global issues, valuing diversity and developing a sense of identity as 'active global citizens'.
- The work reflects a cross-curricular approach - incorporating languages, geography, history, ICT and citizenship

- Hove Park won the TES/HSBC Make the Link Award for International School of the Year and also received a DCSF International School Award for good practice.
- Staff have also organised conferences - titled Global Pathways to Success - for other teachers on implementing the global dimension across the curriculum

What did the school want to achieve?

Although Hove Park is a language specialist school, it wanted to overturn the misconception that language colleges offer curriculum opportunities and overseas trips only for language teachers and learners. 'We needed to create a very different vision,' explains international director Charmian Hartley. 'We wanted to develop an international ethos to enhance teaching and learning across the whole curriculum, bringing benefits to staff, pupils, partner schools and the wider community.'

The school wanted to give learners first-hand experience of global dimension concepts such as sustainable development, interdependence and rights and responsibilities by working with other schools around the world on shared global issues. 'A significant number of our students are from deprived, challenging backgrounds,' says Headteacher Tim Barclay. 'Most have never been abroad. We wanted to give them an experience within the curriculum that broadens their outlook and brings them into direct contact with other cultures.'

How did the school organise learning to meet its aims?

Staff at the school developed a huge range of global connections: in total the school is working on around 40 different projects and has links with schools in 15 countries, including France, Germany, Italy, Mexico, Poland, Hungary, the Czech Republic and Ghana. Hove Park has installed videoconferencing as a cost-effective communication tool for many of the projects. Students and teachers are encouraged to experience other cultures and pressing global issue first hand. In 2007 geography students visited Iceland to study climate change, and other students measured yearly air pollution in Brighton and Hove and compared their findings with representatives from several European schools. Charmian's role is to ensure all curriculum areas have a global dimension. 'I try to find projects which appeal to the interests of particular staff and which have relevance to the curriculum area they need to deliver. Then I plant seeds and watch them grow.' One such seed was head of history Judy Cooper's visit to Ghana in 2005. 'The history of slavery connected well with Ghana's past and present,' explains Judy. 'We investigated how children from places like Ghana's Cape Coast were used as slaves. We then explored modern-day slavery. Pupils were able to think critically about a current global problem which they might otherwise never have explored.' Year 9 pupils linked up with a school in Ghana and then created a website about slavery. 'We had a lot of involvement in the project,' says one pupil. 'It wasn't about a teacher telling us what to do. We looked at the issue of slavery and then decided to summarise the history and tell the story from different perspectives on our own website.' Pupils in both countries used slavery as a starting point for exploring issues such as bullying and climate change.

How well is the school achieving its aims?

In recognition of its impressive range of global links and projects, Hove Park won the TES/HSBC Make the Link Award for International School of the Year in 2005 and has also received a DCSF International School Award for good practice in the international dimension. Staff report a positive impact on students' learning, and particularly on their ability to think and reflect critically. Students are making links between local and global issues, valuing diversity and developing a sense of identity as 'active global citizens.' They can relate abstract issues like poverty to real people, such as their contacts in Ghana. Staff at Hove Park are also promoting good practice within the wider teaching community. For the past two years they have organised a national conference, Global Pathways to Success, giving 80 teachers practical tips on implementing the global dimension across the curriculum.

What does the school plan to do next?

Future plans include a link to China via the modern foreign languages and geography departments, and an online project with a school in South Korea following a successful visit to a food college in Thailand.

**Activity:**

Reflect on the information contained in the case study films and draft a response to one (or more) of the following questions (considering short term, medium term and long term planning objectives):

- Which case study did you find most useful? Explain why?
- How will you apply the content of this case study to your own classroom practice?
- As a Head of Department, how could you use the approaches featured in this case study with other colleagues in your curriculum area (for example as a teaching mentor, in a department meeting or during an INSET session)?
- How might you use the content of this case study to help establish - or enhance - cross-curricular links with other areas of the curriculum?

## Section 3: Pedagogy and Thinking

Morgan (2006) suggests that the study of global issues and concepts relating to sustainable development, global citizenship, social justice and human rights are important because they enable the development of “post-formal thinking” – i.e. the higher-order, multi-dimensional thinking processes that are necessary for addressing global 21<sup>st</sup> century challenges, such as environmental degradation, intercultural understandings and socio-economic inequalities. He describes this type of thinking as “geographical wisdom” and states that it represents an “...*ideal endpoint of human development at both the personal and societal level*”.

By broadening young people’s horizons of concern through the inclusion of the global dimension teachers can, therefore, facilitate young people’s development of geographical wisdom. However, it is important to note that the types of ‘real world’ issues addressed via the global dimension are notoriously complex and require a level of geographical wisdom that accommodates multiple perspectives, as well as skills of collaboration and negotiation.

Morgan (2006) makes the following distinctions between the characteristics of benign problems and difficult problems:

Benign problems	Difficult problems
<ul style="list-style-type: none"> <li>• Very easy to define what the problems is</li> <li>• Very easy to decide when the problem has been solved</li> <li>• All of the knowledge necessary to solve the problem is available</li> <li>• Only one correct or true ‘answer’ is possible/appropriate</li> <li>• Not particularly contentious</li> </ul>	<ul style="list-style-type: none"> <li>• Problem cannot be easily defined, therefore likely to involve negotiation</li> <li>• Never clear when the problem has been solved (ongoing issue)</li> <li>• Have better or worse (rather than right or wrong) solutions</li> <li>• Have no objective measure of success</li> <li>• Require constant revisiting and reformulation</li> <li>• Often have strong moral, political or professional dimensions which makes them contentious</li> </ul>

From the above-mentioned lists it is clear to see that the skills and attributes seen as necessary for addressing complex (or “difficult”) problems – such as critical thinking, creativity, compassion/caring thinking and empathy – mirror the skills-set and learning outcomes that result when teachers incorporate a global dimension into the curriculum.

A selection of pedagogic approaches that can be used to incorporate a global dimension into the geography curriculum at Key Stage 3 are detailed below, with examples of freely available, web-based learning resources.

### Pedagogic approaches for Key Stage 3 geography

#### 1. Place, interconnectedness and “synoptic capacity”

In a forum piece for Teaching Geography, entitled *Place, Identity and Global Interdependence*, Vatish (2005) advocates use of the teaching and learning resources on the Geographical Association’s Valuing Places website at <http://www.geography.org.uk/projects/valuingplaces/cpdunits/> to help incorporate a global perspective into the learning process. A particularly useful learning activity is featured in the CPD unit on ‘Place and Interconnectedness’ (see <http://www.geography.org.uk/projects/valuingplaces/cpdunits/PlaceInterconnectedness>) and involves the use of photographic images of places in different parts of the world and the key question, “*What has this got to do with me?*” Each image is placed in the centre of an activity sheet, or an interactive whiteboard ( IWB), and encircled with a series of ancillary questions that create a scaffold to help young people enter into a geographical dialogue about the relationship between the

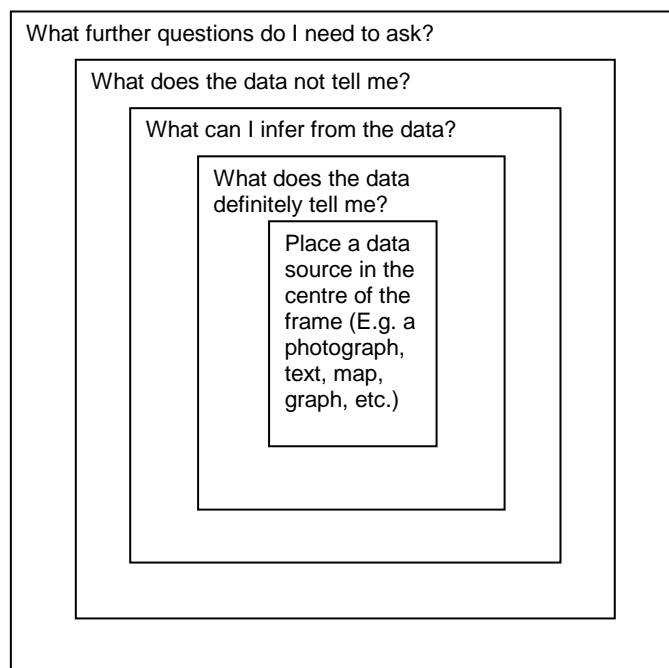
local (where they are now) and the global (the image in the photograph). Some examples of the ancillary questions used around the image include:

What's this got to do with me?

- Personally
- As a member of a family
- Within my local community
- For my nation
- Internationally
- Globally

Brooks (2006) describes the use of this type of pedagogic approach in the geography classroom as one that focuses on “synoptic capacity” - i.e. the provision of learning activities that enable young people to appreciate the sliding scale of geographical understanding, from the big picture to the little picture, the local to the global, and the links in-between.

Another illustration of this approach is detailed in Chapter 9 of the Secondary Geography Handbook, where Roberts (2006) states that students should be encouraged to use a 'Layers of Meaning' framework when carrying out geographical enquiries to help distinguish between what they can definitely say, what they can infer from a data source and what they cannot conclude from a given data source. An example of this framework is shown below:



**Illustration: 'Layers of Meaning' framework**

*Geography in schools: changing practice* (Ofsted, 2008), identified that some of the best practice relating to the global dimension in geography was found in schools where schemes of work highlighted local/global links, teachers encouraged students to reflect on their own values and provided opportunities for students to express personal opinions through participation in global citizenship debates. The report states:

*“Acting locally, thinking globally’ is a cornerstone of the global dimension. Pupils in secondary schools should be thinking about the issues of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice and sustainable development. However, in many schemes of work, these concepts are absent or incidental. Teaching programmes which are dominated by content provide few opportunities to pursue them.”*

Notebook activity:

How might you apply the scaffold activity, “*What’s this got to do with me?*” or the ‘Layers of Meaning’ framework to illustrate aspects of global interdependence or interconnectedness between places within an existing scheme of work?

## 2. Using ‘Think Maps’ to understand distant locations and cultures

The way in which children and young people reflect, interpret and make sense of information is based on existing attitudes and values – which can often contain stereotypes and misconceptions of people and places. An example of this is cited by Pickering (2008) in his research about UK students’ perceptions of the Gambia, where he states:

*“Pupils, and to a large extent adults, hold very negative views of Africa. The media presents a poverty laden view of Africa where developing world issues and Western charity is highlighted.”*

One strategy that can be used to challenge the initial stereotypes and misconceptions that students may hold about places in other parts of the world is to help them develop ‘Think Maps’ prior to researching a particular country. For this activity (also known as “affective mapping”) students are given an outline map of a country and asked to plot the feelings that the place evokes – using pictures, symbols and annotations. The students’ maps can then be compared and contrasted with ‘Think Maps’ of the UK produced by students from other countries and discussed to enable young people to recognise the impact of stereotyping and media bias on their sense of place and also explore why their initial conceptions of a locality, place or region in another part of the world are often inaccurate. ‘Think Map’ activities are seen as a useful prelude to initiating a curriculum-based partnership project with another school – either within the UK or as part of an international school linking initiative.

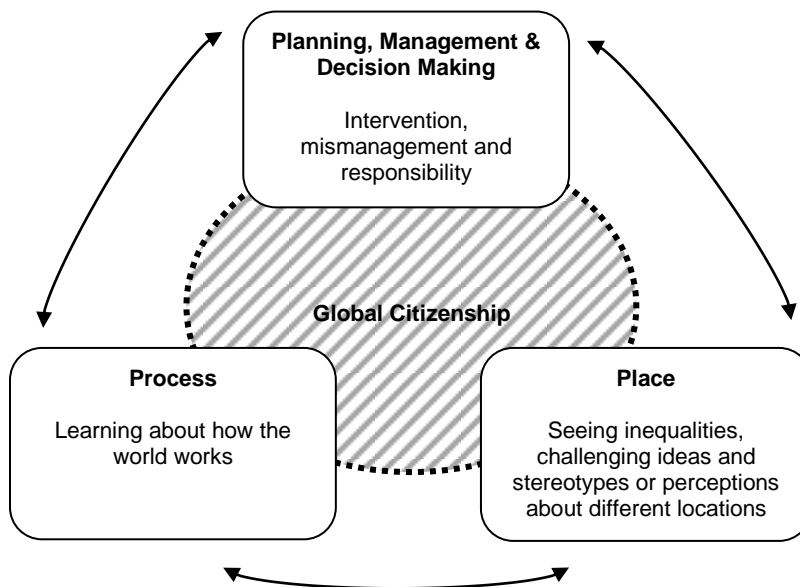
Further information about the pedagogy of using ‘Think Maps’ can be viewed on the Geographical Association (Valuing Places Project) website at <http://www.geography.org.uk/projects/valuingplaces/cpdunits/thinkmaps>.

Activity:

- Read the information about ‘Think Maps’ on the Geographical Association’s Valuing Places website at <http://www.geography.org.uk/projects/valuingplaces/cpdunits/thinkmaps>.
- Download the example of an Affective Mapping activity sheet and consider how it might be modified for use within a unit of work involving the study of distant places.
- What do you consider to be the key benefits and potential challenges of using this type of activity as a tool for incorporating a global dimension in the geography curriculum?

## 3. Geographical enquiries and active global citizenship

A study by Walshe (2007) on teachers’ conceptualisations of geography suggests that global citizenship underlies the most important concepts in secondary geography, as illustrated in the diagram below:



Moreover, Walshe (2007) suggests that global citizenship education should also include opportunities for young people to actively engage with the issues in question - so that the learning process becomes more meaningful, the students can express empathy with the lived experiences of the communities studied and the work is not reduced to a paper exercise. It is important, therefore, for geographers to work in partnership with citizenship specialists to ensure that geographical enquiries incorporate an affective dimension.

The importance of active citizenship is also articulated by Osler (2004) in a lecture on *Citizenship and the Challenge of Global Education*, in which she concludes:

*"...I would like to propose recognition of citizenship as status, feeling and practice. We need an inclusive approach to citizenship but one which also acknowledges the feelings of individuals and their multiple identities. This is especially important when considering citizenship education. Without the affective dimension it is unlikely we will engage learners."*

A selection of websites featuring cross-curricular teaching and learning approaches for geography and citizenship that include opportunities for active learning within a global context are detailed below:

- ActionAid's Global Links website - <http://www.globallinks.org.uk>
- Citizenship Foundation's Giving Nation website - <http://www.g-nation.co.uk/>
- UNESCO's Teaching and Learning for a Sustainable Future online, multimedia, teacher education programme - <http://www.unesco.org/education/tlsf/>
- WaterAid's Learn Zone for secondary geography and citizenship - [http://www.wateraid.org/uk/learn\\_zone/secondary/](http://www.wateraid.org/uk/learn_zone/secondary/)

#### 4. Using personal narratives to give an holistic view of global topics and issues:

##### 4a) Young Lives: an international study of childhood poverty

The teaching and learning resources provided on the Young Lives website at <http://www.younglives.org.uk/> are a good example of how a global perspective can be incorporated into the Key Stage 3 geography curriculum in a dynamic, topical and holistic way through the use of personal narratives. The case studies about international childhood poverty provided via this study offer geography teachers opportunities to present real-life issues to their students seen through the eyes of children and young people in different parts of the world. The website presents case study information about the lives of young people from Vietnam, India, Ethiopia and Peru who are participating in a 15-year longitudinal study, initiated by Save the Children and the Department for International Development in 2001. The personal narratives illustrate what it means to lack basic human rights and experience poverty from a young



person's perspective and are presented alongside images of the young participants growing up within contrasting family, community and cultural contexts. The issues presented via the Young Lives study are closely linked to the eight UN Millennium Development Goals (see <http://www.un.org/millenniumgoals/>) and can, therefore, be used by teachers not just to present facts about global problems but also to explore actions that can be taken by the global community to address them.

Activity:

- How might you incorporate the audio-visual narratives featured on the Young Lives website into a specific scheme of work within your geography curriculum?

#### **4b) Geography Journeys: migration narratives and the global dimension**

In a forum piece for Teaching Geography on *Global Identities* Turner (2005) cites the Geography Journeys project as an effective way for teachers to incorporate a global perspective into their geography teaching at late Key Stage 2 and early Key Stage 3. The project is one of several which arose from action research undertaken by teachers in East Anglia as part of their involvement in the Geographical Association's Valuing Places initiative (see <http://www.geography.org.uk/projects/valuingplaces/>). The Geography Journeys project explores the issue of migration to Britain from Eastern Europe through the personal narratives and memories of individual migrants. The learning activities include mapping the routes taken by the migrants - so that students link their affective and cognitive learning in geography - and also discussion activities about the pull and push factors impacting on the decisions to migrate.

Activity:

- View the online tutorial and supporting resources about Population and Migration featured on the Geography Teaching Today website at <http://www.geographyteachingtoday.org.uk/ks3-resources/online-cpd/population-and-migration/>
- How might personal narratives about the experiences of international migrants, refugees, asylum seekers and/or returnees be incorporated into a Key Stage 3 unit of work on population and migration?
- Browse the BBC Global Villages Voices website ([http://news.bbc.co.uk/1/hi/talking\\_point/3660971.stm](http://news.bbc.co.uk/1/hi/talking_point/3660971.stm)) to source examples of international migration narratives that reflect a range of socio-economic contexts and use them to develop (or revise) a unit of study on migration within the geography curriculum.

#### **4c) Teachers' and students' own personal narratives**

The 2008 Ofsted report highlighted that young people's learning was enhanced when high quality resources about other countries with which teachers and/or students had personal connections were utilised in the geography classroom. For example, the following approach was used by one school to incorporate students' own experiences of vacation journeys to increase the global dimension in the geography curriculum:

*"When pupils take extended holidays abroad, they are given learning packs to encourage them to take photographs and record their experiences through drawing and writing. When pupils complete the work, it is shared with other pupils and contributes to their geographical understanding."*

- Source: *Geography in schools: changing practice* (Ofsted, 2008)

#### **5. "Community of enquiry" approaches: The Geography Box**

The 'Geography Box' is a very effective teaching tool for non-specialist teachers of geography at early Key Stage 3, adapted from an approach described by Lambrinos and Bibou (2006) in their research study about geography teaching in Greek and UK primary schools. The approach can be applied to both the initiation of place-based and issue-based geographical enquiries with groups of young people (e.g. The Peru Enquiry Box, The Geography Box on Deforestation; The Climate Change Box, etc.) – and could be designed to take place in a library/Learning Resource

Centre as an introductory fact-finding lesson and homework project. The activity involves a teacher asking groups of students to fill a box with 10 items that represent a particular place or geographical issue (including maps, DVD film footage, photographs of people and environments, news stories, artefacts representing the products of a country, coins, stamps, postcards, etc.). Part of the acquisition process could involve students devising their own initial enquiry questions (Who?; What?; Where?; When?; Why?; How?) as well as the teacher steering the research process with specific questions differentiated to suit the age and ability range of the group. The young people then give a presentation about the content of their 'Geography Box' to justify their choices to other students in the class. The teacher takes on the role as facilitator and provides access to a wide range of information sources, whilst the young people take on the roles of researchers and reporters and have to exercise a range of critical thinking skills and decision-making skills to sift, select and describe relevant content. The presentation of the boxed contents is a necessary element of the process, as it provides an opportunity for the teacher to question why particular items were selected for inclusion as well as challenge any potential stereotypes and misconceptions about particular places that may emerge. The activity is a useful one for helping to incorporate a global perspective into the curriculum and the process of gathering information in this way is also very democratic, as it enables all the young people's views and perspectives to be articulated and acknowledged in the classroom.

Moreover, academic geographers (Lipman, 2003; Morgan, 2006) argue that the "community of enquiry" approach – i.e. a group of individuals working collaboratively to share the workload and develop a collective understanding or solution about an issue – is a very effective way of exploring geographical issues generally.

Activity:

- Consider how the 'Geography Box' activity could be integrated into an existing scheme of work within your Key Stage 3 geography curriculum to incorporate a global dimension
- How might you adapt the 'Geography Box' enquiry-based learning process for children and young people with special educational needs (SEN)?
- How might you follow on from an introductory activity like the 'Geography Box' to move young people on in their thinking to address more complex geographical questions, achieve a deeper understanding about 'real world' global challenges and consider their potential solutions?

## 6. Issues-based learning

Many geography teachers comment favourably about the intellectual challenge that issues-based learning provides for their students – especially as it enables teachers to bring in ethical, political and aesthetic dimensions into their teaching practice (Brooks, 2006). Moreover, Weedon (2007) suggests that there is evidence that students prefer curriculum content that is current and linked to the issues around them - either in their own lives or in the news - so a geography curriculum that incorporates a global dimension is seen as dynamic and responsive to the changing nature of the world around us.

The 2008 Ofsted report, *Geography in schools: changing practice*, also notes the effectiveness of issues-based teaching and learning approaches and the additional benefits of aligning this type of geographical enquiry with media analysis:

*"In schools where the global dimension is prominent, pupils get below the surface of descriptive geography and begin to analyse issues such as the way in which places are seen through the media. Pupils found examples of places that were heavily stereotyped by the media and issues that were seen from only one side. This understanding, in turn, made them more critical users of the media."*

Geography in the News (<http://www.geographyinthenews.rgs.org>) provides information about key geographical stories in the news, supplemented with case studies, research reports and associated learning resources for teachers to help their students interpret the geography behind the headlines.

A number of the topical resources featured on the website address global issues, so teachers can use Geography in the News to help incorporate a global dimension in the curriculum.

Activity:

- Read the case study about 'International Migration and the UK' featured on the Geography in the News website (<http://www.geographyinthenews.rgs.org>)
- How might you adapt and differentiate the content for use at Key Stage 3?

## Whole-school approaches relating to the global dimension:

The following approaches can be used to effectively embed a global dimension across the wider curriculum and across all aspects of school life. Several of the recommendations feature strategies that could be initiated by geography teachers on behalf of the whole school .

### 1. School Council

The establishment of a school council - where student representatives have a say in school decision-making, policy and practice - is seen as an effective way to help incorporate a global dimension across the curriculum, as it is a pedagogic approach that encourages learner participation in making decisions about what, and how they learn – in keeping with the United Nations Convention on the Rights of the Child (UNCRC):

Articles 12-14: *“... the child who is capable of forming his or her own views [has] the right to express those views [and] the right to freedom of ... thought, conscience and religion.”*

Source: UNICEF UNCRC summary - <http://www.unicef.org/crc/>

Active and effective school councils address school policy and practice issues at a variety of scales – including the global implications of their decision making – and often consult a wide range of stakeholders before arriving at decisions. It is, therefore, important for geography teachers to help raise awareness about the connections between world studies during lessons and the actions young people can take via their school councils to address global issues - such as fair trade, sustainable development and environmental stewardship at a local level.

Further information and downloadable resources to support the development of school councils are available from School Councils UK at <http://www.schoolcouncils.org>.

### 2. School Linking and the International School Award (ISA)

School linking is seen as an important aspect of global education and partnerships can be established and developed at local, national and international levels.

Research undertaken by Pickering (2008) into the effects that international school partnerships have on children's understanding, sense of values and perceptions of distant places suggests that the more active learning that can arise from such partnerships has a positive impact on teaching practice and on learning outcomes. Based on his 3-year research project involving nine schools in Worcestershire, England, and five schools in the Central River Division of the Gambia Pickering makes the following observations:

*“From my research observations, and in discussions with geography teachers, it seems quite clear that reliance on photo packs, text books and other secondary sources of information encourages telos rather than praxis – seeking just the knowledge rather than the desire to act upon this knowledge. For children to develop as active citizens then we must seek to include praxis in education... Some of the interviews with children involved directly and actively with school partnerships suggests that this more active support and a desire to ‘do’ as well as ‘know’ can be encouraged through school partnerships.”*

As a prelude to embarking on an international school linking initiative Pickering (2008) suggests that UK schools should first consider a partnership with a contrasting school within their home region. In this way students gain an appreciation of diversity as normality rather than as something

distant and exotic and are better placed to develop future partnerships based on mutuality, equality and respect for diversity.

Guidance and support for developing partnerships between schools in the UK is available from the Schools Linking Network (<http://www.schoolslinkingnetwork.org.uk>)

A number of organisations provide advice and guidance on establishing international school partnerships, links and 'eTwinning' opportunities, including the following:

- British Council Global Gateway - <http://www.globalgateway.org>
- BBC World Class - <http://www.bbc.co.uk/worldclass/>
- DFID Global Schools Partnership Programme - <http://www.dfid.gov.uk/funding/globalschools.asp>
- UNESCO Associated Schools Project Network (ASPnet) - <http://portal.unesco.org/education/en/>

Activity:

- Browse the case studies featured on the Who Do We Think We Are? (WDWTWA) website about successful school linking initiatives in both UK and international contexts – <http://www.wdwtwa.org.uk/casestudies/>
- Note down the positive outcomes arising from the school partnerships - for young people, teachers and the school community as a whole.

The **DCSF International School Award**, managed by the British Council, is a free accreditation scheme designed to support curriculum-based international work in UK schools. Registered schools can work with their partners to progress through a series of levels (Foundation, Intermediate, Full) and measure their achievements using an online recording tool. Additional advice and guidance is also provided via case studies, links with champion schools in every region, and support from local authority advisors.

The DCSF has expressed the hope that every school will work towards the ISA. The scheme is also cited by Ofsted as an effective way to support community cohesion in Britain as well as internationalism and global awareness. In relation to secondary geography the 2008 Ofsted report states the following benefits of pursuing school linking initiatives and ISA accreditation:

*“Schools that have attained the International School Award are often good at sustaining such links, seeing the potential benefits for learning geography. For example, one school which had won the award had introduced a unit called ‘passport to the world’ in Year 7. This allowed pupils to research key features of different countries and make comparisons between them, so providing a very strong baseline for further work. In another school, the global dimension permeated many aspects of the school’s work.”*

Further information about the DCSF International School Award, and access to the online registration form, are available via the Global Gateway website <http://www.globalgateway.org>.

Activity:

- Browse the Global Gateway website at <http://www.globalgateway.org>.
- Note down a selection of approaches to international school linking, 'twinning' or partnership provided via this service
- Consider the potential benefits and challenges of pursuing school linking and ISA accreditation in relation to your school
- Identify your preferred approach to international school linking and draft a 'to do' list of up to 5 action points/next steps to progress this initiative.

### 3. 'Real world' projects and ethical practices that address global issues

Active, whole-school, global citizenship initiatives and sustainable development practices – such as adopting fair trade and 'green' purchasing policies for school supplies - can help to reinforce what is taught in the classroom and help young people see the connectivity between

people and places across different scales. Young people can also be encouraged to get involved in the development of ethical practices that address global issues through the school council.

#### **4. Links with Development Education Centres (DECs).**

Development Education Centres are independent local centres that raise the profile of global issues and encourage positive local action for global change. They provide a range of resources and support for schools – including information about conferences and training courses, resource libraries and advice on developing school projects.

Contact details for regional networks and local DECs can be obtained via the DEA (Development Education Association) website at <http://www.dea.org.uk>.

#### **5. Involving community-based organisations in the schooling process**

Brighouse (2004) suggests the involvement of community elders in the schooling process to encourage intergenerational as well as intercultural learning is an effective way of incorporating a global dimension across the curriculum. He also advocates drawing on children's own cultural backgrounds and heritage to inform the approach taken in school.

The government report on *Developing the Global Dimension in the Curriculum* (DFID/DFES, 2005) summarises this approach as follows:

*"In a globalised world, the global dimension is found on our doorstep, not only in far away localities. Establishing partnerships with other schools locally, visiting places of worship, participating in local events, working with the local council and inviting parents/carers and other members of the local community into school to share experiences can all contribute to developing the global dimension."*

Activity:

- Review your existing schemes of work and consider how links with community groups, local fieldwork, community partnership projects and invitations for local guest speakers can be incorporated to further develop the global dimension in the geography curriculum.

#### **6. Adopting international themes in every aspect of school life**

Incorporating international themes in every aspect of school life - including the visual, aural, organisational and behavioural environment – can help to make global citizenship and education for sustainable development central to a school's philosophy and ethos.

Examples of how the global dimension can be developed through participative assemblies, classroom and corridor displays, whole school sustainability projects, school news media (such as a school newspaper, radio or website) and lectures/talks from visiting guest speakers are available from the Global Dimension website

<http://www.globaldimension.org.uk>.

Activity:

- Speak to other colleagues in your school about how the global dimension has been incorporated in other areas of the curriculum at Key Stage 3. Consider how cross-curricular links can be made with the geography curriculum and draft an action plan for embedding links with at least two subjects.
- If you are a Head of Department, use the information to draft a report for your department, or the Senior Management Team, about how geography contributes to the whole-school inclusion of a global dimension across the curriculum.
- Consider how the Ofsted SEF might be used as a tool for demonstrating the value of the global dimension.



## Every Child Matters

The outcomes framework for Every Child Matters (ECM) and the inclusion of a global dimension across the curriculum are closely aligned, as both advocate an active, participative pedagogy. It is, therefore, possible to map the connections between the 8 global dimension concepts (Global citizenship, Conflict resolution, Social justice, Values and perceptions, Sustainable development, Interdependence, Human Rights and Diversity) and the 5 ECM outcomes (Enjoy and achieve; Make a positive contribution; Stay safe ; Be healthy; Achieve economic well-being) as an integral aspect of the curriculum planning process.

Some examples of successful teaching and learning approaches, as detailed in the DFES/DEA seminar report on links between Every Child Matters and the Global Dimension (held 19 June 2006), are summarised below:

- Enjoying and achieving – Using role-play and simulation games to explore global issues across the curriculum in active and creative ways.
- Making a positive contribution – Participation in decision-making activities and projects with young people around the world using internet-based simulations
- Staying safe – Learning about conflict resolution strategies in different parts of the world through participation in international school linking initiatives
- Being healthy – Incorporating a global element to cross-curricular projects on food, farming and healthy eating.
- Achieving economic well-being – Developing whole-school projects and mini enterprise initiatives that generate income or save money in an ethical way – such as the establishment of a fair trade tuck shop in school.

### Activity:

- Consider what you could do in your own teaching practice to respond to the connections between ECM and the global dimension?
- For each of the 5 ECM outcomes suggest a teaching and learning activity, or whole-school initiative that could be developed in your school and add the ideas to your Notebook.

## Plenary/Conclusion

Research undertaken by citizED (Bradley-Smith, 2005) into the challenges of teaching global citizenship through secondary geography identified that Key Stage 3 students in Year 7 often found global issues very difficult to understand and needed considerable help from teachers to unpack the complexities associated with geographical enquiry on a global scale.

*“Students at the beginning of Key Stage 3 found it difficult to tackle global issues and global scales...Many of them lacked the maturity and emotional intelligence to comprehend their place in a global community.”*

The teaching and learning approaches featured in this session provide effective strategies to help young people unpack the complexities of the global dimension - through the embedding of critical thinking skills, creative learning and empathy activities. The use of ‘Think Maps’, active citizenship initiatives, personal narratives and ‘Community of Enquiry’ approaches are all examples of strategies that can be used to incorporate the global dimension within geography programmes of study at Key Stage 3. The session highlights how geography teachers can also support the inclusion of a global dimension across the wider curriculum by working in partnership with staff from other curriculum areas, the School Council, contacts in the local community and organisations such as Development Education Centres to encourage an ethos of “acting locally and thinking globally” in all areas of school life. Information about the formal accreditation of this good practice is provided via schemes such as the DCSF International School Award.

**Activity:**

Reflect on all the information contained in this session on the global dimension and draft a response to one, or more, of the following questions (considering short term, medium term and long term planning objectives:

- How will you apply the content of this CPD session to your own teaching practice?
- How will you use the approaches detailed in this CPD session with other colleagues in your department, (for example as a mentor, in a department meeting or during an INSET session)?
- How will you apply the content of this CPD session within a whole-school context?

## **Useful websites and sources of further information**

### **British Council Partners in Learning**

<http://www.britishcouncil.org/globalschools-partners-in-learning.htm>

### **Council for Education in World Citizenship**

<http://www.cewc.org/newSite/joomla/>

- This site has a strong focus on global citizenship education, human rights issues, etc.

### **Department for International Development – Discovery Zone**

<http://www.dfid.gov.uk/discoveryzone/>

### **Development Education Association (DEA)**

<http://www.dea.org.uk>

- The website provides information about the work of the DEA – an advocacy organisation which supports and promotes a better understanding of global and development issues in the UK through education.

### **Geographical Association – Geography Trainer Induction Programme (GTIP)**

<http://www.geography.org.uk/projects/gtip/>

- The website contains a useful ‘think piece’ on global dimensions and secondary education, by Penny Sweasey (Manchester Metropolitan University)

### **Global Dimension**

<http://www.globaldimension.org/>

- An online guide to teaching resources which support global, intercultural and environmental understanding for all age groups and subjects.

### **Global Gateway**

<http://www.globalgateway.org.uk/>

- Global Gateway provides a free registration service for schools wishing to establish a partnership with other schools in the UK, Europe and globally. The website provides access to hundreds of potential partner schools plus advice on funding, projects and ‘how to’ guidance on initiating an international school link.

### **TIDE ~ Global Learning**

<http://www.tidec.org/>

- A website offering guidance to teachers on how to respond to the educational challenges of global dimensions, development perspectives and human rights principles – including information on CPD courses, curriculum projects, study visits etc.



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