



## Questions for reflection

- Do we always evaluate images for place studies? Do we make sure there is a range of contrasting images so that stereotyping is not reinforced?
- Are we always aware of pupils' misconceptions? How do we ensure that these are fully discussed?
- Do we frequently highlight similarities between people, places and cultures?
- Do we take time to respond to world events like the 2010 World Cup in South Africa and use different places to develop location skills and place studies?
- Are there sufficient opportunities to develop critical thinking skills?
- Have we planned for opportunities which consider probable futures?
- Have we explored the impacts and consequences of choices and actions

## Next steps:

### Curriculum Audit:

Evaluation of existing geography studies for their potential to develop global learning skills

Local Studies – are there enough opportunities for fieldwork skills to develop the sense of place?

### Make decisions:

Can we sustain local or global partnerships with other schools?  
Can we make more links with the local community?

## Monitoring & Evaluation: how do you know it's working?

Pupils making sense of the world with a wider and more informed perspective:

- having positive attitudes and growing empathy towards different communities
- developing a sensitivity to diverse lifestyles in the UK and how they connect with the rest of the world
- sharing information from the media with teachers and aware of disasters in different part of the world
- talking about people and places using specific geographical vocabulary
- school council representatives offering ideas for participation and action in the school and local community and within the global dimension
- in the classroom there are pupil questions about fairness, links are made between fair trade and exploitation, poverty, wealth and interdependence
- whole school curriculum projects which incorporate global learning skills are motivating to pupils

## Thematic Links

- Focus on a whole school environmental project will support global learning through the cross curricular skills of science, geography and design technology.
- Geographical enquiry offers opportunity for collecting, recording, presenting and analysing data, using mathematical techniques to draw conclusions which highlight inequalities.
- Whole school thematic days, weeks or events can have cross curricular themes which link work within the global dimension with Geography. For example, in areas such as energy consumption, or clean water. These will connect geographical and science knowledge and skills and require good report writing skills
- **Simulation games:** *The Paper Gag game* and *Trading Trainers* (Christian Aid) simulations help children understand the difficulties making ends meet and the pressures that force children to work. The *Banana trading game* looks at issues of globalisation, interdependence and fair trade. [www.chrisitan-aid.org.uk](http://www.chrisitan-aid.org.uk)
- The **Development Compass Rose** is featured in the 'Methodologies' leaflet and offers Geographers the chance to explore economic, social, environmental and political ('who decides?') aspects of a situation.



### Global Learning Centre

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Details of current teacher training, information on global learning and examples of HEC's work  
[www.globallearninglondon.org.uk](http://www.globallearninglondon.org.uk)

Join the London Global Teacher Network - LGTN offers London teachers the chance to connect around global learning.  
[www.lgtn.org.uk](http://www.lgtn.org.uk)

**Learning in a Global Context** is a framework for supporting schools in preparing young people for life in an increasingly globalised world.



Learning in a Global Context was developed through Local4Global, funded by UK Aid.



## Introduction

*Geography is not just about knowing about places themselves, but understanding the interdependence and connectivity of places. It is about empowering tomorrow's adults to develop real global understanding and global citizenship so that they have the intellectual understanding to participate individually and collectively in shaping the world around them.*

Bell, 2005

Geography's role in teaching about physical and human resources in both local and global contexts helps foster an understanding of different cultures and builds on pupils' natural curiosity. It is the subject in which pupils learn the important spatial skill of mapping, the notion of scale and are encouraged to develop 'imaginings of place' - the chance to empathise with children in a variety of circumstances across the world.

## Geography and Global Learning

Geography's partnership with global learning can ensure that complex global issues are put into a meaningful context through world knowledge and a sense of place.

The National Curriculum (1999) puts a high priority on global learning in this subject area – *As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.*

National Curriculum, p108

In Geography, questions about place start locally and with the individual. 'Where do I belong?' is a key question for development of identity and central questions for developing global understanding.

## Global learning in geography = ten strategy

- Give an all round view of a place or country
- Don't generalize
- Look for similarities before differences
- Compare like with like across countries (e.g. urban with urban, rural with rural)
- Challenge discriminatory views
- Think of solutions, not just problems
- Look for explanations for global problems
- Draw on the richness and diversity of the school community
- Investigate and use a range of sources
- Avoid tokenism e.g. food from around the world or African music - always give a full context

## Outcomes for pupils

Local studies encourage involvement in the community, assessment of the quality of the environment and making decisions about improvement. Pupils will recognise that physical and human processes can have an impact on people, places and environments. The concepts, skills and vocabulary for a sense of place learned in the local will transfer to the global.

Enquiry and local studies require collaborative work which promotes mutual respect

'Reading' graphic images and maps help pupil evaluation of the impact of processes like drought, volcanic eruption and floods. Pupils will begin to understand how the social and economic impact of natural disasters can lead to change in settlement patterns.

A range of positive and representative images will challenge perception, and stereotypical views, enabling pupils to recognise and challenge stereotypes

Geographical enquiry, **connected to global learning**, will develop:

- critical thinking
- purposeful talk to argue a case, to give opinions, make decisions
- meaningful writing to analyse issues in local contexts
- focused reading to support research, comparing different viewpoints, evaluating resources and detecting bias
- concern for environmental change and sustainable development.
- media literacy

### Learning about distant places

After the KS1 module Sally Wood, Teacher, at Chaddesley, commented: *My conclusion following my research was that many children at KS1 have already developed negative and stereotypical attitudes about distant places which may have been formed through subliminal messages and media influence. The school link environment can be a major factor in influencing attitudes either way. Teachers need to be aware of the messages they are giving to children.*

**Teaching about other cultures does not necessarily address negative attitudes.**

*There should be a balance to charitable days and activities by looking at what the distant place can offer. KS1 children are receptive to teaching about distant places and selected photographs work very well to provide a visual, dynamic resource that can quickly address misconceptions (our emphasis)*

TIDE Global Learning

*When children are exposed to images that show life in a distant place to be very similar to their own place, they are far more likely to develop a positive attitude towards that place, even if their original attitude has been negative*

Fran Martin Teaching Geography in Primary Schools, Chris Kingston, 2006

*Young people need to develop skills that allow them to come to their own views about, and discuss, these types of hugely important issues. Having a chance to engage with controversial issues in a constructive environment will help young people to develop as global citizens, and teachers have a key role to play in enabling this development.*

Oxfam Global citizenship guides - Teaching Controversial Issues 2006

### Global Learning experiences within Early Years and KS 1 Geography - Trade and Justice

*Geographical skills* – Work on world maps and globes, builds skills that focus on shape of land masses and seas' distance from the UK. This could be supported by reading 'A Balloon for Granddad' as the balloon travels over land, sea, mountain and deserts.

*Global Learning skills* - Making links and connections with the lives of people in different places around the world can also open up ideas about injustice in the world trading system.

**Activity sequence:** Ask children to recognize and discuss meanings of logos, these include McDonalds, the recycling symbol, the Olympic flag and the Fair-trade mark.

Use a sorting activity to enable exploration of a collection of food wrappings and boxes, including some with the Fairtrade mark.

Using globes and world maps, track the distances travelled by ships and planes. Pupils can begin to appreciate long distances that some food can travel to reach shops in the UK.

Playing a game with raisins shared out fairly and unfairly can then begin to introduce the children to the notion of 'fair' trade.

How do we know its working? RISC, 2008

### Sustainability

*Global Learning skills:* early understanding of sustainability – waste and recycling. Critical thinking about how ways of life can have a negative or positive impact.

**Activity sequence:** Your class could read the book 'Meet Zogg' about an alien who lives on a planet built of the earth's rubbish. The book reflects a range of global and sustainability issues and can surprise the children by the question *Is it possible to live on rubbish?* You can use a P4C approach (see Methodology leaflet) for children to generate questions. In one school, additional resources were used to explore the world of people living on rubbish and children making a living from rubbish.

Meet Zogg, CDEC, 2007

### Ideas for working with a partner school

- Pupils draw or describe what they think their locality looks like
- Exchange maps of the school grounds
- Develop understanding of similarities and differences through letters, films, diaries and daily routines.
- Staff on visits share images of the journey and questions are asked about the images
- Make 'season wheels' to show life in the changing seasons
- Learn each others' playground games
- Exchange traditional stories

### Questions to help learners make local to global connections in geography

#### Identity

Who am I?

Where do I come from?

Who is my family?

What is my 'story'?

Who are the people around me?

Where do they come from?

What is their 'story'?

### My Place in the world

Where do I live?

How does it look?

How do I feel about it?

How is it changing?

How do I want it to change?



### Global Learning experiences within KS 2 Geography - Social Justice

*Geographical skills* - India is frequently used as a 'distant place' study and many schools have developed enquiry based thematic work around 'urban' and 'rural'. This case study will establish a sense of place through enquiry questions and interpretation of visual sources – What is Kolkata like? Why is this place like it is? How is this place changing? What caused the drought? Why did people move to the city? Use a balance of images including positive and vibrant images of the bustling city of Kolkata so that stereotyping is not reinforced.

*Global Learning skills* - Exploration of a case study country can both develop understanding of reasons for inequalities and offer opportunities to recognise and challenge injustice. Pupils will become aware of poverty, injustice and inequality in local communities. Pupils can explore what is fair and unfair through understanding causes and effects of inequalities.

There are various resources that focus on Kolkata. Search under 'Save the Children UK' or 'Eye to Eye'. [savethechildren.org.uk](http://savethechildren.org.uk) or [savethechildren.org.uk/eyetoeye](http://savethechildren.org.uk/eyetoeye)

### Geographical Enquiry and Global Learning - Curriculum links

Geographical enquiry has the capacity to enable understanding of many global learning concepts such as independent and critical thinking and developing informed views about the world and its peoples:

- KS2 geography expects pupils to draw conclusions by *identifying and explaining the different views that people hold about geographical issues*. KS1 expectations focus on pupils being able to *express their own views about people, places and environments*.
- Mapping skills of location, direction and scale, ensure they can make comparisons as well as make sense of location and place so that local, national and global connections can be made around important global themes like trade or climate.
- Geographical Enquiry involves detailed comparisons of similarities and differences of people and places in other parts of the world, giving purposeful opportunities to address pupil misconceptions, prejudice and bias.
- Enquiry develops higher order questioning to stimulate critical thinking e.g. For appreciation of local natural and built environments: What is this place like? How has this place changed? How and why did it get like this? What changes need making?
- Using a balanced range of images for teaching of geography, helps pupils' understanding of diverse places, cultures and lifestyles that they have not seen with their own eyes.
- Effective Global learning takes place when embedded in a whole school progressive framework linked to development of specific geographical enquiry skills and global dimension concepts.

### Which maps are you using?

The small familiar map on the left is a traditional Miller and Mercator map. Mercator was a 16th century cartographer who originally produced a map for navigation, making the shape of each continent accurate, but distorting their sizes. Maps like these encourage the perception that northern hemisphere countries are larger and more significant than they really are. Its use has been called into question since 1910 because it perpetuates a distorted view of the world. E.g. Africa appears smaller than North America, whereas it is actually bigger; compare India and Greenland, is Greenland really bigger than India? Go to [www.worldmapper.com](http://www.worldmapper.com) or look for 'Peter's projection' maps. India = 3,166,830 km<sup>2</sup>. Greenland = 2,175,600 km<sup>2</sup>.

There are better and more accurate world maps easily available, but as Mercator's Projection is so familiar it is considered a 'standard' and therefore not questioned.

### Global dimension concepts in the context of Geography

#### Sustainability

Introduction through sustainable school issues - buildings, waste, recycling- begins early understanding.

Finding out that ways of life can have a negative or positive environmental impact.

Learning about harmful processes such as deforestation or mass mono-agriculture and that natural resources are limited and must be used responsibly.

#### Peace and Conflict

Understanding that there are different viewpoints of how resources are used and that this can cause conflict.

Examples of how such conflict has been resolved – cooperation is better than conflict.

#### Identity and Diversity

Having a sense of identity – what makes us the same and what makes us different - and recognising that people and places have their own characteristics.

Understanding and respecting differences in culture and ways of life while recognising similarities shared.

Appreciating the richness and diversity of the world and having a sense of awe about the variety of people and places in the world.

#### Social Justice

Deciding what is fair and unfair through understanding causes and effects of inequalities - how this impacts poverty and world trade. Looking at the effects of political systems on justice for peoples.

#### Globalisation and Interdependence

Interconnections and links between the local and the global - introducing how climate change, trade connections ('Made in China') or food connects people and places and that we have responsibilities towards each other.