

## Guidance

### Curriculum & Standards

# Developing a global dimension in the school curriculum

## Headteachers, Senior Managers, Governors & LEAs

Primary & Secondary  
Schools

Status: recommended action

Date of issue: 09/00

Ref: DfEE 0115/2000



Excellence  
in schools

# Contents

1. Overview
2. Introduction
2. The National Curriculum and the school curriculum
4. Key Stage 1
6. Key Stage 2
8. Key Concepts
10. Key Stages 3 and 4
14. Wider school activities
16. Resources and support

# Acknowledgements

Barlby High School, Selby  
Beaupre Community Primary School,  
Cambridgeshire  
Eldon Infants School, Edmonton  
Enfield LEA  
Fulford Cross School, York  
Graveney School, Wandsworth  
King Edward VI Camp Hill School for Girls,  
Birmingham  
Latchmere Junior School,  
Kingston-upon-Thames  
Nethersett Old Hall School, Norwich  
Whitmore High School, Harrow

CAFOD  
Centre for Global Education, York  
Christian Aid  
Clive Belgeonne  
Council for Education in World Citizenship  
Development Education Centre, Birmingham

Development Education in Dorset  
Development Education Project,  
Manchester  
Intermediate Technology, Rugby  
International Broadcasting Trust  
Leeds Development Education Centre  
Martin Wroe  
MUNDI, Nottingham  
Music for All, Canterbury  
Norfolk Education and Action for  
Development, Norwich  
On the Line Project  
Oxfam  
Oxfam Education, London  
Tourism Concern

## **Photographs:**

Panos London  
The Central Bureau



# Developing a global dimension in the school curriculum

**Audience** Headteachers, senior managers, governors and Chief Executives / Chief Education Officers of local education authorities

**Status** Recommended

**Date of issue** September 2000

**Related documents**

- *The National Curriculum*
- *A Framework for the International Dimension for Schools in England* (produced by the Central Bureau and the Development Education Association)
- *Principles and Practice for Development Education Practitioners Working with Schools* (produced by the Development Education Association)

## Overview

**Overview** This booklet is principally aimed at headteachers and governors, and those teachers responsible for planning and implementing the school curriculum. Its purpose is to show how a global dimension can be incorporated into both the curriculum and the wider life of the school. This means that the content of what is taught is informed by international and global matters, so preparing pupils to live their lives in a global society. It means addressing issues such as sustainable development, interdependence and social justice at both the local and global level. It builds knowledge and understanding, as well as developing key skills and attitudes.

Whilst it is recognised that much work is already done in schools to promote a global dimension, the aim of this booklet is to develop this further and place the school curriculum within a broader, global context. It explains why a global dimension is important and outlines the benefits which it can bring to young people. It shows how a global dimension has been incorporated into the revised National Curriculum, and how it can excite and enrich much of what already happens in schools.

Guidance is provided showing the many opportunities for building a global dimension into all Key Stages and all subjects. Examples of classroom practice are offered as illustrations of how this can be done.

There is also advice on incorporating a global dimension into the wider life of schools, with particular attention being paid to school linking and the opportunities that this offers for learning across the curriculum.

The final section of the booklet provides information on where schools can go for further resources and support.

**Further information** For further information on the issues raised in this booklet, please contact organisations listed in the Resources and support section, page 16.

## Introduction

Global issues are part of young people's lives in a way that they never were for previous generations. Television, the internet, international sport and increased opportunities for travel, all bring the wider world into everyone's daily life.

Society today is enhanced by peoples, cultures, languages, religions, art, technologies, music and literature originating in many different parts of the world. This provides a tremendous range of positive opportunities to broaden pupils' experience and knowledge.

However, whilst there have been huge improvements that have changed the lives of millions of people, one in five of the world's population still lives in extreme poverty. They lack access to basic healthcare, education and clean water, with little opportunity to improve their condition. Moreover, there is increasing acknowledgement of the far-reaching impact of levels of global poverty. Environmental damage, for example, which is exacerbated by poverty, does not stop at national boundaries.

Economies around the world are more than ever interdependent on both trade with, and investment from, other countries.

The importance of education in helping young people recognise their role and responsibilities as members of this global community is becoming increasingly apparent.

Including a global dimension in teaching means that links can be made between local and global issues and that what is taught is informed by international and global matters. It also means that young people are given opportunities to examine their own values and attitudes, to appreciate the similarities between peoples everywhere, to understand the global context of their local lives, and to develop skills that will enable them to combat prejudice and discrimination. This in turn gives young people the knowledge, skills and understanding to play an active role in the global community.

## The National Curriculum and the school curriculum

The revised National Curriculum offers more opportunities than ever before for a global dimension to be incorporated into the life and work of schools.

It includes, for the first time, a detailed overarching statement about the values, aims and purposes of the curriculum. The values and aims which relate to a global dimension are:

"Education is... a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect the enduring values that contribute to these ends. These include valuing ... the wider groups to which we belong, the diversity in our society and the environment in which we live... The school curriculum... should secure

commitment to sustainable development at a personal, national and global level."

The statement of values, aims and purposes also reflects the growing need for young people to be educated to live in a world characterised by rapidly increasing communications:

"...education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work ... we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies."

Some programmes of study, such as geography, history, art and design and music, ensure that a global dimension is included. For other subjects, it is the individual school curriculum, developed around the framework of the National Curriculum, which offers opportunities for including a global dimension.

“The school curriculum should contribute to the development of pupils’ sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain’s diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.”

Over the key stages pupils’ awareness and understanding of global issues might progress as follows:

**At key stage 1** pupils begin to develop a sense of their own worth and the worth of others. They develop a sense of themselves as part of a wider world and gain awareness of a range of different cultures and places. They learn that all humanity shares the same basic needs but that there are differences in how these needs are met.

**At key stage 2** pupils develop their understanding beyond their own experience and build up their knowledge of the wider world and of different societies and cultures. They learn about the similarities and differences between people and places around the world and about disparities in the world. They develop their sense of social justice and moral responsibility and begin to understand that their own choices can affect global issues as well as local ones.

**At key stages 3 and 4** pupils develop their understanding of their role as global citizens and extend their knowledge of the wider world. Their understanding of issues such as poverty, social justice and sustainable development

increases and they realise the importance of taking action to improve the world for future generations. They critically assess information available to them and challenge cases of discrimination and injustice.

Within this progression, certain key concepts form the core of learning about global issues:

- **citizenship**
- **sustainable development**
- **social justice**
- **values and perceptions**
- **diversity**
- **interdependence**
- **conflict resolution**
- **human rights**

The following sections give guidance on how a global dimension can be incorporated into teaching, in ways that ensure progression through the key stages and relate to, and develop, the National Curriculum and religious education.



Housing estate crèche, Deptford, London.  
Penny Tweedie / Panos Pictures

## Key Stage 1

Pupils begin to develop a sense of their own worth and the worth of others. They develop a sense of themselves as part of a wider world and gain awareness of a range of different cultures and places. They learn that all humanity shares the same basic needs but that there are differences in how these needs are met.

**English:** where pupils have opportunities to read, in both fiction and non-fiction books, about people, places and cultures in other countries.

- By doing this they can deepen their knowledge and understanding of themselves and the world in which they live.

In a Garforth primary school, key stage 1 pupils explored the elements of 'story' in 'Our Friends in the Country', a Big Book set in Kenya, produced by Leeds DEC ([www.leedsdec.demon.co.uk](http://www.leedsdec.demon.co.uk)). They examined the language patterns, the sequence of events and the characters, and then created parallel stories of their own lives. This increased their global awareness and understanding of the similarities and differences between the community in Kenya and their own communities.

**Mathematics:** where pupils begin to use number in a range of different contexts and explore number patterns from a range of cultures.

- By doing this they can learn to appreciate the mathematical ingenuity of other cultures.

**Science:** where pupils learn that everybody needs food and water to stay alive.

- By doing this they can learn about the universality of human needs.

**Design and technology:** where pupils recognise the different needs of people from a range of cultures and begin to identify ways in which needs have been and could be met.

- By doing this they can develop an empathy for other people's needs.

**ICT:** where pupils gather information from a variety of sources.

- By doing this they can learn how to access information about different cultures and places.

**History:** where pupils learn about the lives of significant people and past events.

- By doing this they can appreciate the significant contribution made by people from all over the world to our collective history.

**Geography:** where pupils become aware of the wider world.

- By doing this they can begin to understand how they and the place where they live are linked with other places in the world.

Pupils at an infant school in Edmonton, north London, brought in tins and packets of everyday food. Using the labels from the food they found out where the food had come from. They put the labels around a world map and then drew lines between the places and the labels. They found out what these places were like and how they would travel to them. In doing this the pupils learnt that we depend on other countries for much of our food, and began to develop an awareness of the wider world.

**Art and design:** where pupils talk about and begin to understand differences and similarities in art, craft and design from different cultures and traditions.

- By doing this they can begin to develop an understanding and appreciation of the richness of cultures from around the world.



DFID

**Music:** where pupils listen and respond to music from different cultures and begin to recognise and compare different styles, as well as becoming familiar with instruments from a range of different countries and musical traditions.

- By doing this they can learn to take an interest in and value different cultural traditions.

Pupils from four Nottingham primary schools explored traditional and contemporary music from Zimbabwe and the UK through a series of practical workshops. Through whole class discussion and experimentation in small groups, they created their own compositions. The workshops were led by a musician from Harare who was working in Nottingham. The project encouraged pupils to value diversity, to involve and include others and to recognise the contribution of other cultures to the lives of young people in the UK.

**PE:** where pupils play simple games and create and perform dances from different cultures.

- By doing this they can learn to co-operate with others and appreciate the role of dance in other cultures.

**PSHE and Citizenship:** where pupils learn about themselves as members of a community, with rights and responsibilities for themselves, for others and for their environment. They learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. They begin to recognise that they have an active role to play in their community.

- By doing this they can develop an understanding of the universality of human rights, and begin to appreciate that they belong to a wider community. They can also develop their ability to empathise.

**RE:** where pupils learn that people in their own community and around the world have different belief systems which have some things in common.

- By doing this they can begin to develop an awareness of, and respect, different points of view.

## Key Stage 2

Pupils develop their understanding beyond their own experience and build up their knowledge of the wider world and of different societies and cultures. They learn about the similarities and differences between people and places around the world and about disparities in the world. They develop their sense of social justice and moral responsibility and begin to understand that their own choices can affect global issues as well as local ones.

**English:** where pupils read stories, poetry and texts drawn from a variety of cultures and traditions (such as diaries, autobiographies, newspapers and magazines), all of which can include a global dimension. They engage in discussions and debates about topical issues and use drama to explore the experiences of others.

- By doing this they can learn more about their own identity, the world and their role within it.

**Mathematics:** where pupils develop an understanding of the universality of mathematics.

- By doing this they can learn what different cultures have contributed to the development and application of mathematics.

As part of their topic on water a primary school in Dorset, working with their local Development Education Centre, asked year 5 pupils to find out how many litres of water they used at home over a day. Back in school the pupils averaged this out and then imagined how many buckets of water they would need to fetch if suddenly nothing came out of their taps. They worked out how much time this would take them and how much time would then be left to go to school or work. Pupils then learnt about the water needs of villagers in Ghana through a free video, 'Buckets of Water', produced by Water Aid ([www.wateraid.org.uk](http://www.wateraid.org.uk)). Pupils were involved with data handling, volume and weight, and estimation.

**Science:** where pupils learn more about life processes common to humans and about ways in which living things and the environment need protecting.

- By doing this they can appreciate both the positive and negative effects of scientific and technological developments on the local and global environment.

**Design and technology:** where pupils learn to design and make products and evaluate how a range of different products work.

- By doing this they can learn to consider the needs of people from different cultures and places who use the products they design. They can also learn how technology can be used to improve the world and contribute to the development of society.

**ICT:** where pupils learn to use a wide range of ICT tools and information sources to support their work.

- By doing this they can explore the potential of information and communications technology for learning more about, and communicating with, people from other cultures and countries.

Pupils from a school in Cambridgeshire used e-mail and video conferencing to link with schools in several countries, including South Africa. They then used this link to work together to design a school of the future. The project highlighted for the pupils how people in other countries have different priorities, and provided an insight into a range of societies with varying levels of affluence.

**History:** where pupils learn about the social, cultural, religious and ethnic diversity of societies in the wider world and make links between these societies. They learn about the everyday lives of men, women and children in past societies.



- By doing this they can make links between events in different countries and compare the lives of people in other countries in the past with those of people from their own country. Learning about past conflicts can help pupils develop insights into topical situations.

As part of a world history study, pupils in many primary schools have studied the history of the kingdom of Benin, using the WWF/Channel 4 pack 'Benin: An African Kingdom' (available through Oxfam's resources catalogue - see p.16). The history of Benin is part of an important period of African history, and offers a positive image of an African country. This has challenged many preconceptions pupils have about African societies.

**Geography:** where pupils learn about a country that is less economically developed and about environmental change and sustainable development.

- By doing this they can learn to recognise how places fit within a wider geographical context and are interdependent. They can learn how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives.

**Art and design:** where pupils compare ideas, methods and approaches used in different cultures and traditions and learn about the diverse roles of artists, craftspeople and designers working in these cultures and traditions.

- By doing this they can experiment with different methods and approaches used by artists, craftspeople and designers from other cultures, learn more about the context within which these people work, and use what they have learnt to inform their own work.

After visiting their local museum to see objects from other cultures, pupils at a Birmingham school were asked to choose one object that represented their cultural identity. In doing this, pupils realised how difficult it is to base

judgements of another culture on observing a few artefacts. They started to appreciate how false assumptions are sometimes made about cultures about which we have limited information.

**Music:** where pupils learn about the music of different cultures and traditions. They perform music, and can use instruments from a range of different cultures.

- By doing this they can begin to appreciate and recognise the contribution of world music to, for example, modern popular culture.

**PE:** where pupils learn about the dance of different cultures and traditions and work together as a team.

- By doing this they can develop an understanding of the influence of other dance forms and an appreciation of the value of working co-operatively.

**PSHE and Citizenship:** where pupils discuss and debate topical issues, including global problems and events. They learn to understand other people's experiences, to appreciate the range of religious and ethnic identities in the United Kingdom and to recognise and challenge stereotypes.

- By doing this they can develop a sense of themselves as members of a world-wide community in which there exists a wide range of cultures and identities but a common humanity.

**RE:** where pupils learn about the world's major religions and about how each individual is important.

- By doing this they can appreciate religious diversity in their own society and around the world. They can learn about different religious beliefs with regards to the environment and learn to value each other and actively seek to include others.

# Key Concepts

Underlying the notion of a global dimension to the curriculum are eight key concepts. These underpin subject areas and help us clarify what the global dimension means.

## Citizenship

*Gaining the knowledge, skills and understanding necessary to become informed, active, responsible global citizens.*

**English:** using texts concerning issues of a global nature.

**Science:** promoting discussion of the science-based issues that may affect pupils own lives, the direction of society and the future of the world.

**History:** explaining the role of national and international organisations throughout history; highlighting different

forms of action to effect change.

**Geography:** inspiring pupils to think about their own place in the world and their rights and responsibilities to other people; studying issues of global significance.

**PE:** promoting social skills involving co-operation and collaboration.

**Citizenship:** teaching about democratic institutions and different political and societal structures; encouraging pupils to participate and become active citizens.

## Sustainable development

*Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.*

**ICT:** explaining the implications of the use of ICT for the environment.

**History:** showing how past actions and choices have had an effect on the environment and so on the quality of people's lives.

**Geography/Science/D&T:** teaching the principles of sustainable development; explaining

the positive and negative effects of scientific and technological developments on the environment and on people; highlighting the importance of choosing materials, making processes and using resources sensitively.

**Citizenship:** showing how pupils can become citizens making a contribution to the future well being of the planet and its people.

**RE:** teaching about beliefs about the created world and how it should be cared for.

## Social justice

*Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.*

**Design and technology:** exploring values and ethics in relation to the application of design & technology.

**History:** explaining the motivation of individuals who made sacrifices for a particular cause.

**Geography:** showing how the level of development in different countries is related to quality of life.

**Citizenship:** encouraging debate on topical issues relating to social justice.

**RE:** highlighting the importance of social justice to belief systems.

## Diversity

*Understanding and respecting differences and relating these to our common humanity.*

**English:** exploring the way that cultures are represented in stories and poems; showing how language relates to national, regional and cultural identities.

**Design and technology:** exploring how different people have developed solutions to meet their needs.

## Values and perceptions

*Developing a critical evaluation of images of the developing world and an appreciation of the effect these have on people's attitudes and values.*

**English/MFL:** highlighting contrasting images of the developing world in literature/film and exploring responses to these; developing awareness of bias and stereotyping in the media.

**Science:** showing how perceptions of different cultures can influence the extent to which scientific ideas are accepted, used and valued.

**Geography:** studying less economically developed countries and localities through analysis of sources such as photographs, texts, etc and raising consciousness of the way these shape the pupils' own and others' views.

**PSHE:** encouraging discussion about stereotypes and prejudices, and why these exist.

**Geography:** studying people, places and environments in different parts of the world.

**MFL:** exploring the different linguistic and cultural traditions of those countries where the target language is spoken.

**Music/Art:** studying art forms from different cultures and traditions; showing how ideas, beliefs and values influence the making of art.

**RE/Citizenship:** celebrating different national, religious and ethnic identities.

## Interdependence

*Understanding how people, places and environments are all inextricably interrelated and that events have repercussions on a global scale.*

**Mathematics:** showing that mathematicians from many cultures have contributed to the development of modern day mathematics.

**ICT:** explaining how ICT connects local, national and international communities; exploring the impact of ICT on global interdependence.

**History:** showing how events throughout history and around the world are interrelated.

**Geography:** explaining why places and people are interdependent.

**Citizenship:** showing how the world is a global community.

**RE:** teaching about the moral and social obligations we have towards each other.

## Conflict resolution

*Understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony.*

**English:** encouraging discussion of different viewpoints, including those expressed in literature; exploring conflict through drama.

**History:** explaining the causes and impacts of previous conflicts; showing

the importance of resolving conflict fairly.

**Geography:** explaining how conflicting demands on an environment arise and the difficulties that these can cause.

**PSHE:** teaching conflict resolution.

**RE:** encouraging understanding of, and empathy for, other points of view.

## Human rights

*Knowing about human rights and understanding their breadth and universality.*

**Science:** showing how our basic needs are universal.

**History:** teaching about the lives of those who have fought for human rights, both in Britain and the wider world.

**MFL:** discussing human rights in the target language.

**PSHE/Citizenship:** teaching about bills of rights; explaining why everyone is entitled to these rights and why we all have responsibilities to ensure these rights are met.

## Key Stages 3 and 4

Pupils develop their understanding of their role as global citizens and extend their knowledge of the wider world. Their understanding of issues such as poverty, social justice and sustainable development increases and they realise the importance of taking action to improve the world for future generations. They critically assess information available to them and challenge cases of discrimination and injustice.

**English:** where pupils study the media and read texts from different cultures and traditions.

- By doing this they can critically assess what they see and hear. They can learn to recognise and challenge stereotyping and bias in news reporting about developing countries. They can also develop their understanding of global issues through literature.

Schools across the country have used travel writing, holiday brochures, poetry from other cultures and media representation to explore issues around tourism in developing countries. These materials are available in the 'Looking Beyond the Brochure' video pack produced by Tourism Concern ([www.tourismconcern.org.uk](http://www.tourismconcern.org.uk)), with support from DFID.

**Mathematics:** where pupils learn about number and algebra, shape, space and measures and handling data. They learn how widely mathematics is used and applied in the technological world.

- By doing this they can use mathematics as a language of communication with young people around the world. They can apply their mathematical skills to interpreting statistics relevant to international current affairs such as international debt and fair trade.

**Science:** where pupils learn about the effects humans have on the world and the need for diversity and protection. They explore the cultural contexts that may affect the extent to which scientific theories are accepted. Opportunities exist within science to use data from different parts of the world.

- By doing this they can appreciate the international nature of science and the contribution scientists from all over the world have made. They can also address some of the ethical issues that arise over the use and misuse of science globally.

GCSE pupils at a school in Norwich regularly undertake a project where they compare the production of bread in the UK and India. This raises a wide range of issues including agriculture, environment, energy, transport, food preservation and storage, nutrition and economics while highlighting some of the disparities between lifestyles in less developed and more developed countries.

**Design and technology:** where pupils explore the effects of technology on the development of societies and the pupils' own lives.

- By doing this they can develop an understanding of social, environmental and sustainable development issues and explore ways in which the world can be improved. They can learn how the trading neighbourhood is the whole planet and that all communities, however remote, are potentially helped by global trade.

GCSE pupils at a girls' school in Birmingham were set the task of producing flash cards to communicate safety issues around the use of electricity in developing countries. Pupils researched ways in which this information could be communicated, taking account of potential problems such as illiteracy. They also considered cultural issues such as the use of the colour red to communicate danger and whether this convention was understood everywhere. Through this project pupils learnt ways in which the quality of life can be improved and to consider the needs and wants of people from different cultures.

**ICT:** where pupils use ICT to share and exchange information effectively, and work with others to carry out and evaluate their work. They reflect critically on the impact of ICT on their own and others' lives, considering the social, economic, political, legal, ethical and moral issues involved.

- By doing this they can enter into contact with young people in other countries and gain access to ideas and experiences in a wide range of communities and cultures. They can gain an understanding of the significance of ICT for developing countries and the opportunities and challenges which it presents.

Five schools in Birmingham have set up an internet link with five schools in the South African province of Gauteng (which incorporates Soweto) aimed at encouraging young people to use the internet as a medium for learning and communication, and bridging cultural divides. The project is designed to have direct relevance to the national curriculum of both countries, with pupils and staff regularly exchanging ideas and information on a range of subjects as diverse as geography, art and design, tourism and international relations as well as ICT. It is backed by Birmingham City Council, DFID and Wits University in Johannesburg.

**History:** where pupils learn about key aspects of world history and develop their understanding of the connections between events in different societies and cultures. They carry out two world studies, one before and one after 1900.

- By doing this pupils can explore some of the causes of world poverty, conflict, immigration and refugee peoples. They can bring in a global perspective through the study of trade, slavery, empire, colonialism and the Commonwealth; and they can learn to appreciate the different perspectives on events when seen from different standpoints.

**Geography:** where pupils study people, places and environments in different parts of the world and different states of economic development.

- By doing this they can appreciate the role of values and attitudes, including their own, by considering topical issues such as aid, interdependence, international trade, population and disasters.

As part of their work on sustainable development and tropical rainforests, a range of secondary schools have used Worldaware's 'Global Eye' magazine to learn about the Iwokrama International Centre for Rainforest Conservation and Development in Guyana. The centre is a unique project looking at how rainforests can be developed in a sustainable way, and study of the centre offers pupils an excellent opportunity to see what a less economically developed country is doing to help manage one of the world's most endangered ecosystems. Information about the project is available both in the magazine and via its online version, Global Eye News ([www.globaleye.org.uk](http://www.globaleye.org.uk)), which includes an ICT project for schools, based on the centre. The website also showcases students' material and features answers from the director of the project to questions sent to him by UK schools.

**Modern foreign languages:** where pupils increase their cultural awareness using materials from other countries and communities. These countries can include those in the wider world where the language may be spoken, such as French in West Africa, Spanish in Central and South America, and German in Namibia. Opportunities exist for direct contact with native speakers, and for topical material provided by partner schools to be used. Pupils may be offered the opportunity to learn a non-European language such as Urdu, Arabic or Bengali.

- By doing this they can learn about other cultures through language and develop positive attitudes towards non-English speakers.

Year 11 pupils at a special school in York celebrated the 50th anniversary of the declaration of human rights with an e-mail link to a school in France. Pupils in both countries studied the declaration before putting together a list of their own rights, which they then shared with each other. Incorporated in the work they did was work on the rights of street children in Kenya and Mexico. Teachers developed materials to raise awareness of the rights of other children whilst reinforcing linguistic concepts, as all the work was done through the medium of French.



French class. Guy Mansfield / Panos Pictures

**Art and design:** where pupils analyse and evaluate how ideas, beliefs and values are represented in different cultures and traditions, and develop knowledge and understanding of the diverse purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world. They explore the ways in which artists working in different cultures produce images, symbols and objects to convey meaning.

- By doing this they can learn to appreciate the rich variety and diversity of art and design and extend their knowledge of different cultures.

Year 10 pupils at a South London secondary school visited the Horniman Museum and researched African artefacts including textiles and masks. In particular they learnt about the cultural significance of Adinkra symbols used by the Ashanti in Ghana which provide 'a code of living'. They compared these symbols with those used in other cultures and interpreted their research in their own creative work, drawing on their own cultural background.

**Music:** where pupils learn about, and learn to appreciate, music from different times and cultures.

- By doing this they can learn about the roots of contemporary popular music, which can help many pupils develop a greater sense of their own identity.

**PE:** where pupils learn to compose, perform and prepare dances from a range of different cultures and traditions. Pupils engage in sports played globally and this provides a universal communication through festivals and world-wide games.

- By doing this they can develop an understanding through dance of historical and social contexts of different cultures.

**Citizenship:** where pupils learn about human rights, the media, the diverse nature of society in the United Kingdom and globally, and the need for mutual respect and understanding. They learn about the role and work of national and international organisations, and the importance of resolving conflict fairly, and develop the skills to discuss and debate topical issues. They learn to consider others' experiences.

- By doing this they can become informed citizens and understand the world as a global community. They can learn about global governance and address such issues as international development and why it matters. They can develop their interest in topical, global issues and can become willing to take action and actively participate to improve the world.

Schools in the Manchester area participate regularly in an Earth Summit Day organised by the Development Education Project. They role play delegates discussing issues around development and the environment. In the schools' Earth Summit Day each class takes on roles representing the summit organisers, the international press, multinational corporations, development organisations and geographical regions. Discussions centre around questions such as 'how can international trade become fairer for all countries?' and 'how can we develop sustainable use of the world's resources?' Pupils gain an understanding of north-south inequalities and sustainable development as well as developing their skills of debating, presentation and co-operation.

**PSHE:** where pupils learn about the effects of stereotyping and prejudice and how to challenge them assertively. They learn to recognise the importance of goodwill in relationships.

- By doing this they can develop their confidence and willingness to empathise with people different from themselves.

**RE:** where pupils learn about and from the beliefs of different people throughout the world.

- By doing this they can enhance their spiritual, moral, social and cultural development and their sense of themselves as part of a global community.



Allerton Grange School, Leeds  
Philip Wolmuth / Panos Pictures

## Wider school activities

### Whole-school policy

Many schools have developed their own whole school policy to show not only how a global dimension is incorporated across the curriculum but also how it has become part of the whole school ethos. This might include looking at how the school provides a basis for the spiritual, moral, social and cultural development of its pupils, and how understanding and respect are promoted.

These issues, as well as specific subject opportunities, can be expressed in mission statements and clearly incorporated within the school development plan. This helps to ensure that a global dimension features in all aspects of the school's work as well as being demonstrated through displays and exhibitions around the school, and being discussed in assemblies and collective worship.

Many schools have found that by conducting an audit they discover a range of ways in which they have already incorporated a global dimension in their teaching and more generally, as well as opportunities for developing this further.

At a Junior School in Kingston-upon-Thames the Global Education Policy states that "By ensuring a global perspective to our work we can widen the horizons of our pupils, both to their own multicultural society and the world at large, fostering skills of tolerance, co-operation and understanding." The policy outlines strategies the school adopts to support global education which include international school links, contact with students and teachers from other countries, the use of local development education agencies and multicultural weeks.

### School linking

The life and work of schools can be greatly enriched through a link with a school in a less economically developed country. Direct contact with school communities overseas does not simply offer opportunities for research and exchange of knowledge - it can bring development issues vividly to life.

As well as this, exchanging ideas with teachers and pupils on an equal basis, whether it is about science, environmental issues, the arts, or culture, can challenge the stereotyped, 'problem oriented' image of people in less affluent countries and thereby contributes to education in values and attitudes in a multicultural global society. It also provides a basis for broadening subject teaching areas to incorporate wider global input and perspectives.

A junior school in Slough initiated a link in response to a request from a school in Delhi. Over 90% of the pupils at the Slough school are of Asian ethnic origin and the partnership was seen as one way to help children stay in touch with their cultural roots. It was also hoped that the link would enable teachers to have a closer understanding of the children's cultural background and a better knowledge of some of their customs and practices. Through developing close links on a one to one basis, using both the Internet and mail, the participating children and teachers developed a global perspective, and an ongoing dialogue was created. The project also provided an opportunity to do focused ICT work, including use of the Internet. More recently, the links have also been useful in other areas of the curriculum, such as studying the weather, and in examining attitudes to moral issues under PSE.



The Castle Cary–Mufulira partnership was initiated in 1991, and built upon an established link between the diocese of Bath and Wells and the Anglican diocese of Northern Zambia. Over the years a number of reciprocal visits between the two schools have enabled 102 staff, students and parents to participate in reciprocal exchanges. Each exchange focuses on a specific area of the curriculum and materials and activities are developed with the staff and students involved. In this way the curriculum in almost every subject area has been enriched, from Science to Religious Education, and from Art to PE. A video and booklet has been produced which features work by a joint drama group incorporating both English and Zambian traditions, learnt from visiting local schools and drama groups. The project is managed by a working group and features strongly in the school's development plan. The link between secondary schools has now extended to the feeder primaries and continues to spread into the community.

### **Whole-school and community activities**

One of the most exciting aspects of an enhanced global dimension is the opportunity it provides for whole school activities. These can range from activities taking place in just one school, like an 'International Day', to a co-ordinated effort involving a number of different schools, as well as the wider community. There are also opportunities to involve parents and local organisations by inviting them to contribute their knowledge and experience of the wider world in assemblies and as part of classroom discussions.

Over 4,000 school children took part in the Norfolk and Norwich Millennium Children's Our World Festival in Summer 2000. The performance, displays and activities for the festival day were the culmination of an extensive programme of classroom workshops, with teachers and pupils working together with local artists from other countries. The project, which was run by Norfolk Education and Action for Development and supported by Norfolk LEA, aimed to promote a greater sense of global citizenship and sustainable development amongst young people in Norfolk, and to develop practical strategies to enable schools to continue their work in the future.



Mary Harley (left), Headteacher of St John's Junior School, Accra, Ghana, with Sue Alton, Headteacher, Wandle Primary School. Photo: The Central Bureau

## Resources and support

### Material resources

The National Grid for Learning contains a database of good quality materials that can help teachers of all subjects, and at all key stages, bring a global dimension into their teaching. The database can be found at [www.globaldimension.org.uk](http://www.globaldimension.org.uk) and information on how to obtain printed copies of these resources is also given in the site.

In addition to those organisations that produce and make available their own materials, the following produce mail order catalogues containing a wide range of materials from different organisations:

Worldaware  
31-35 Kirby Street  
London EC1N 8TE  
Tel: 020 7831 3844  
Email: [education@worldaware.org.uk](mailto:education@worldaware.org.uk)  
[www.worldaware.org.uk](http://www.worldaware.org.uk)

Oxfam  
274 Banbury Road  
Oxford OX2 7DZ  
Tel: 01865 313600  
Email: [oxfam@oxfam.org.uk](mailto:oxfam@oxfam.org.uk)  
[www.oxfam.org.uk/coolplanet/](http://www.oxfam.org.uk/coolplanet/)

Reading International Solidarity Centre (RISC)  
35-39 London Street  
Reading RG1 4PS  
Tel: 0118 958 6692  
Email: [risc@risc.org.uk](mailto:risc@risc.org.uk)  
[www.risc.org.uk](http://www.risc.org.uk)

Development Education Dispatch Unit (DEDU)  
153 Cardigan Road  
Leeds LS6 1LJ  
Tel: 0113 278 4030  
Email: [dedu@leedsdec.demon.co.uk](mailto:dedu@leedsdec.demon.co.uk)  
[www.leedsdec.demon.co.uk](http://www.leedsdec.demon.co.uk)

More generally, the Department for International Development (DFID) publishes a wide range of country and institutional strategy papers (CSPs / ISPs), issue/briefing notes, and research and specialist publications, as well as some material produced specifically for schools. All of these are available free of charge on request.

For further information, contact DFID's Public Enquiry Point:

Tel: 0845 300 4100  
Email: [enquiry@dfid.gov.uk](mailto:enquiry@dfid.gov.uk)  
[www.dfid.gov.uk](http://www.dfid.gov.uk)

### Organisations

There are a range of organisations at local and national level which specialise in supporting global perspectives in schools. Their activities include running workshops offering professional development opportunities for teachers, and providing information on school linking, resources and funding.

The **Development Education Association** was formed in 1993 to support and promote the work of all those engaged in raising awareness of, and bringing about a better public understanding of global and development issues in the UK. It is a national umbrella body working in partnership with over 240 member organisations, including a network of local development education centres (DECs), in the UK and overseas. It also works closely with development education networks in Scotland, Wales and Northern Ireland.

For further information, contact:

Development Education Association  
Third Floor  
29-31 Cowper Street  
London EC2A 4AT  
Tel: 020 7490 8108  
Fax: 020 7490 8123  
Email: [devedassoc@gn.apc.org](mailto:devedassoc@gn.apc.org)  
[www.dea.org.uk](http://www.dea.org.uk)

The **Central Bureau for International Education and Training** is the UK agency for the development of an international dimension in education and training. It offers information and professional advice on educational exchange and administers a wide range of international programmes and professional development activities. The Central Bureau is funded by the UK Education Departments and the Department for International Development, and is a division of The British Council, the United Kingdom's international organisation for educational and cultural relations. The Central Bureau coordinates a network of Resource Centres and Regional In-service Training Networks.

The Central Bureau can provide assistance to schools wishing to find and establish a link with a partner school. Some funding is available to enable teachers to carry out initial reciprocal visits and develop joint curriculum projects. The Bureau also provides a range of opportunities for teachers to extend their professional development through exchanges and study visits and in-service training.

For further information, contact the Central Bureau or visit its linking websites:

Central Bureau for International Education and Training  
The British Council  
10 Spring Gardens  
London SW1A 2BN  
Tel: 020 7389 4247  
Fax: 020 7389 4426  
[www.centralbureau.org.uk](http://www.centralbureau.org.uk)

Windows on the World - offers help with partner finding.  
[www.wotw.org.uk](http://www.wotw.org.uk)

Montage - provides a series of interactive curriculum projects involving many countries worldwide.  
[www.montage.edu.au](http://www.montage.edu.au)

The importance of a global dimension to the curriculum has also been acknowledged by a growing number of **Local Education Authorities** and many now have policies relating to the international dimension. In some cases there is a designated officer with responsibility for supporting schools developing work in this area.

For further information, contact your LEA (details of contact persons in each LEA are available from the Central Bureau).

"For us an important aspect of our global week is to challenge stereotypical images of other places and cultures. We aim to portray a more balanced view, seeing the positive as well as the negative, and highlighting similarity as well as difference. The potential of a global approach is just beginning to dawn on us."

(John Caine, Teacher at Holly Lodge School, Birmingham)

"Raising global issues brings a contemporary resonance. It helps us to see the context of a situation at the time, and to develop an empathy with those involved."

(Paul Bracey, Teacher at Park View School, Birmingham)

'...our children want to write, to research, and read about Ghana – they certainly want to come to school. It's an all-round motivation evident in subjects such as Geography, History and Maths.'

(Sue Alton, Head of Wandle Primary School, London)

"As a teacher I knew that the young children I taught responded to opportunities to learn about issues related to fairness in the world. Children understand about neighbourhood, about thinking globally and acting locally."

(Glenys Kinnock, speaking at the TIDE Broadening Horizons Conference in Birmingham, June 1997)

'Since we expanded the number of international projects that we have been involved in, our academic achievement has risen year by year.'

(Michael Carding, Head of Bishop Heber School, Cheshire)

Copies of this document can be obtained from

DFEE publications  
Tel 0845 60 222 60  
Fax 0845 60 333 60  
Textphone 0845 60 555 60  
e-mail: [dfee@prologistics.co.uk](mailto:dfee@prologistics.co.uk)

DFID Public Enquiry Point  
Tel 0845 300 4100  
e-mail: [enquiry@dfid.gov.uk](mailto:enquiry@dfid.gov.uk)

Development Education Association  
Tel 020 7490 8128  
Fax 020 7490 8123  
e-mail: [devedassoc@gn.opc.org](mailto:devedassoc@gn.opc.org)

Central Bureau for International Education and Training  
Tel 020 7389 4964  
Fax 020 7389 4426  
e-mail: [cblon.information@britishcouncil.org](mailto:cblon.information@britishcouncil.org)

ISBN ref no. 1 86192 204 3

