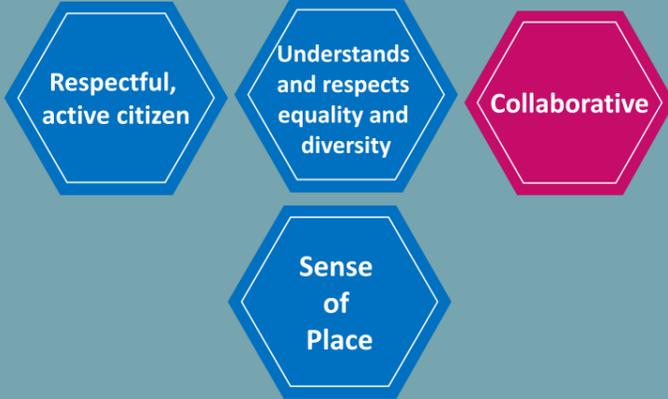
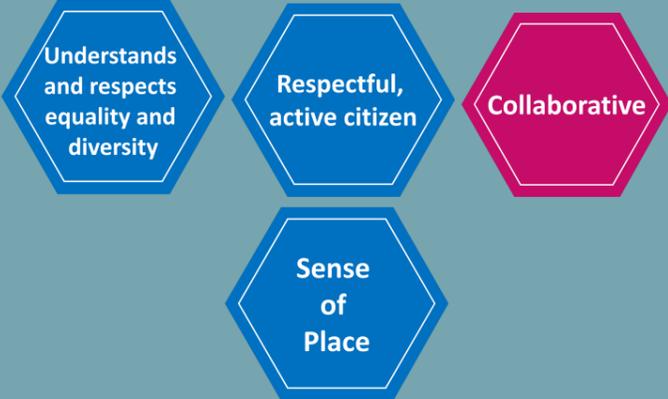
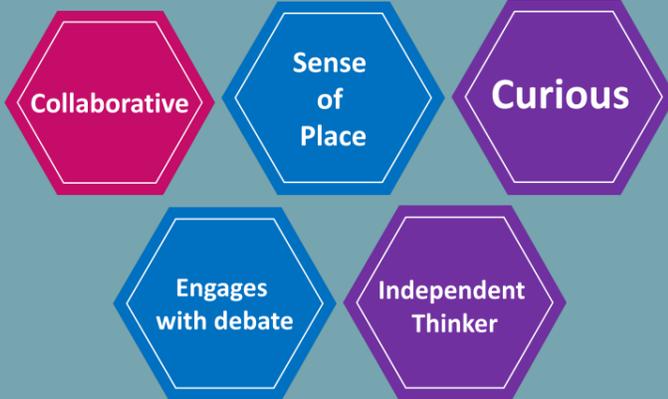


Each Term has a detailed Termly Overview that provides further information of children's learning. These can be located on our Website.
Further overviews for Global Citizenship can be found on our website.

Global Citizenship Knowledge Progression Map - KS1

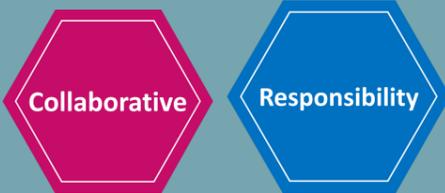
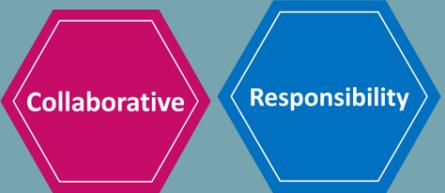
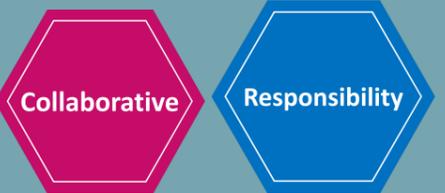
Global Citizenship Knowledge Progression Map - KS1			
Phase Year A	Autumn - Global Theme: Identity & Diversity Focus: Ourselves and our community Social Action Project:	Spring Global Theme: Social Justice & Equity and Human Rights Focus: challenging discrimination Social Action Project:	Summer Global Theme: Globalisation & interdependence and Sustainable development Focus: transport and air pollution Social Action Project:
Learning Characteristics Links			
Context for learning	<p>In depth local area study: Children will learn how their locality has changed overtime.</p> <p>PSHE/RSE: Being me in my world & Celebrating Differences</p> <p>Religion: 1.1 What do my senses tell me about the world of religion and belief? 1.2 How does celebration bring a community together. Muslim, Christian?</p> <p>Wider School:</p>	<p>History: Significant people (local area): What important roles have women had in the past?</p> <p>PSHE/RSE: Dreams and Goals</p> <p>Wider School:</p>	<p>History: Can women fly too?</p> <p>Geography: Respectful, active citizenship: How can we look after our world?</p> <p>Religion: 1.5 How did the universe come to be?</p> <p>Wider School:</p>
	<p>Throughout the term, the children will explore and discuss the theme of diversity and identity and form ideas around their own identity. The children will show an acute awareness of diversity in their/a local communities and develop an understanding of different cultures and what makes individual's unique. The children will use the local area as a stimulus with a geographical and historical learning, through an in-depth study of the local area and community in geography and explore how their locality has changed in living memory in history. In addition, the children will learn how to show empathy and provide a sense of community to those around them.</p>	<p>Throughout the term, Children will look at the legacy and impact of Mary Seacole through exploration of her work during the Victorian period. They will consider how Mary Seacole battled against prejudice for being an independent, working, black female and became an incredible role model in modern Britain. They will explore the concept of discrimination further when learning about Edith Cavell and Florence Nightingale. The children will learn about basic human rights, using the UN Convention as a basis for their understanding. Children will explore their own dreams and goals and how determination can help you succeed.</p>	<p>Throughout the term, Children will learn about the first flight and female pioneers who challenged stereotypical views. They will build on their understanding of prejudice and social equity from the spring term.</p> <p>They will explore the global impact flight has had on connecting countries. They will begin to explore environmental issues through the focus of transport and the impact on the environment. Children will explore the problems we are facing due to carbon emissions, what world leaders are doing to reduce the amount of carbon emissions that are being released into the environment and what can be done at a school level.</p>
Key Vocabulary	<p>Previous vocabulary: Self Other Religion Home Family Friends Celebrations World</p> <p>New Vocabulary: Identity Diversity Community Differences Similarities Language Beginning Understanding Homeland</p>	<p>Previous vocabulary: human rights equality laws responsibility Education food/water fair/unfair healthcare home safe identity</p> <p>New Vocabulary: human rights refugees respect kindness</p>	<p>Previous vocabulary: devastation equity resilience community positive impact, negative impact, damage, environment</p> <p>New Vocabulary: pioneers environment impact issues emissions stereotype stereotypical transport invention links change</p>

	Unfamiliar Memories belonging	Resilience family war country escape belonging loneliness devastation	
Learning Links	Identity & Diversity Can you remember when you learned about ... Later you will be learning about the multicultural society during the Tudor Period.	Social Justice & Equity and Human Rights Can you remember when you learned about... Later you will be learning about child labour and children's rights to education.	Globalisation & interdependence and Sustainable development Can you remember when you learned about Later you will be learning about sustainable development through their exploration of the impact of plastic pollution on our environment.
Phase Year B	Autumn - Global Theme: Identity & Diversity. Social Justice, Equity & Human Rights Focus: Social Action Project:	Spring Global Theme: Social Justice, Equity and Human Rights Focus: Child Labour around the World Social Action Project:	Summer Global Theme: Sustainable Development Focus: Environmental Impact Social Action Project:
Learning Characteristics Links			
Context for learning	History: Who were the Tudors? And the untold story of the black tudors. PSHE: PSHE/RSE: Being me in my world & Celebrating Differences Geography: UK How does the use of the land in our local area contribute to our lives and how has it changed overtime? Wider School:	History: Significant historical events/changes within living memory: Who helped the children? - (Dr Barnardo, Ragged School,) Wider School:	Science: Science: Biology: Plants Geography: Africa: How are humans affecting the environment? Wider School:
	Throughout the term, the children will be celebrating their individuality and the diversity within their class. The children will listen to others and accept other viewpoints, even when different from their own and develop an understanding that what makes them happy may not necessarily be the same for others. They will consider not only viewpoints of their peers but there's some different generations and show awareness of, and concern for people's feelings. The children will develop their historical enquiry skills by researching how the local area has changed over time, investigate the Tudor heritage in our local City, try and consider what life was like in the Tudor era. They will discover the Untold Stories of a black Tudors. The children will conduct a geographical area study of Norwich and evidence of the Tudor era	Throughout the term, Children will develop an understanding of the difference between rights and responsibilities and consider how these relate to themselves and other children from around the world. We will consider how poverty affects families in our locality and in India and how children experience different upbringings because of this. Children will develop their own opinion on this current issue and feel passionate to fight for change, respectfully listen and consider their peer's opinions and use this to help justify their own thoughts. Children will critically examine the impact of child labour (including the history of child labour) and the positive and negative effects on children, their families and the economy. Children will make links to the Victorian times, where those who were rich had access to nice homes and access to an education. This meant that many poor children received no education and could neither read nor write. Most families needed their children working and earning money. Dr Barnardo sought change and wanted to create a better community.	Throughout the term, Children will: This term, the children's learning will be driven by the global theme 'Sustainable Development' to identify the impact of people's actions on themselves and the environment with a focus on recycling. Children will identify and evaluate the environmental damage that humans have made locally and globally, then explore what changes can be made to improve it. Their study will be focussed on the plastic pollution issues in The Gambia. Through rich discussions and mini-debates, they will discuss how they can be responsible citizens and agents of change and explore how plastic waste can be recycled in their local area. Children will make links from their understanding of habitats and living things and explore how the impact of climate change can affect the growth of plants.

Key Vocabulary	Previous vocabulary: Identity Diversity Community Differences Similarities New Vocabulary: Language Beginning Understanding Homeland Unfamiliar Memories belonging Unique strengths characteristics culture country hobbies individual inclusive relationships	Previous vocabulary: human rights, respect kindness resilience Family country escape belonging loneliness devastation New Vocabulary: social justice empathy vision impact education poverty differences responsibilities justify equal equality needs UNICEF United Nation	Previous vocabulary: devastation country community responsibilities choices consequences behaviours New Vocabulary: impact recycle pollution rubbish Endangered waste reduce reuse plastic compost landfill community
Learning Links	Identity & Diversity. Social Justice, Equity & Human Rights Can you remember when you learned about Ourselves and Our Community and social justice, equity and human rights and challenging discrimination through the eyes of Mary Seacole Later you will be learning about child labour and education during the Victorian era & Gender Stereotypes in LKS2.	Social Justice, Equity and Human Rights Can you remember when you learned about social justice, equity and human rights through the eyes of Mary Seacole and the Black Tudors? Later you will be learning about Gender Stereotypes in LKS2.	Sustainable Development Can you remember when you learned about the impact carbon emissions are having on our environment. Later you will be learning about sustainable development as the dependency on a environment.

Global Citizenship Knowledge Progression Map - LKS2

Global Citizenship Knowledge Progression Map - LKS2			
Phase - LKS2 Year A	Autumn - Global Theme: Sustainable development Focus: dependency on environments Social Action Project:	Spring Global Theme: Identity & Diversity Focus: Challenging Gender Stereotypes Social Action Project: Challenging gender stereotypes	Summer Global Theme: Sustainable Development Focus: Climate Change - healthy rivers Social Action Project: Protecting our waterways
Learning Characteristics Links			
Context for learning	History: How did the way of life change? Stone Age - Iron Age. Geography: Africa How do people depend on their environment? Comparison between a region in the UK & Somalia. Wider School:	History: How have females been empowered through time? PSHE/RSE: Dreams and Goals Wider School:	History: What did the Ancient Egyptians achieve? Geography: Volcanoes (Italy - Etna & Vesuvius) and earthquakes (Ring of Fire, Haiti), Natural Disasters and their impact. Wider School:
	During the autumn term, children will be developing their understanding of concern for the environment and endangered animals. Over the term children will be describing and comparing their own locality to a country in Africa and finding out about the similarities and differences between both localities. Children will address stereotypical perceptions of Africa as a continent and we'll explore the negative impact of humans on our global wildlife populations through the lens of animal products for	Throughout the term, children will be exploring and challenging their pre-conceived ideas and assumptions of gender stereotypes in order to understand the impact of prejudice and discrimination. The children will apply their learning on a local, national and global scale through examining the time period of Ancient Egypt, the ancient civilization of Sumer, and the UK suffrage movement with a focus on the untold stories of the black and Asian suffragettes. Children will learn about the Queens of ancient Egypt and	Throughout the term, Children will learn about sustainable development and the impact of climate change by studying a historical era of the Ancient Egyptians. They will learn about the structure and people's roles in society and how this supported the development of a sustainable community. They will explore how ancient civilisations and present day communities rely on their environments for sustainable living and the impact of natural disasters can have on the environment and economy including

	<p>sale. Children will learn why families are driven to hunting and poaching, expressing their own views and ideas. Children will learn that Africa has been described by scientists as the Cradle of humankind and some of the earliest human bones have been found in the horn of Africa.</p> <p>Children will be able to make links between the prehistoric eras (Stone Age, Iron Age and bronze age) and lessons that can be learnt from their ancestors.</p>	<p>compare female empowerment of then and now. They will find out how gender is represented in modern times in the workplace in order to develop a sense of justice and consider unfair treatment of others.</p>	<p>flooding and tsunamis. They will understand why the River Nile was so vital to the communities and compare this with today's society. Children will learn about the quality of today's rivers, how this has been affected by climate change and the impact this is having on sustainable living.</p>
Key Vocabulary	<p>Previous vocabulary: Sustainable development choices actions damage upcycle influence planet climate consequences livelihoods response, dependencies</p> <p>New Vocabulary: sustainability endangered trading vulnerable Extinction reserve impact right profitability consumer poacher poaching</p>	<p>Previous vocabulary: unique strengths characteristics culture Country hobbies individual inclusive relationships</p> <p>New Vocabulary: prejudice Equity sympathy dissimilarities resemblances ethos fairness Inequality gender stereotypes viewpoint power</p>	<p>Previous vocabulary: dependencies, sustainable, supported, structure, community, protect, pollution</p> <p>New Vocabulary: climate change, tsunami, contamination, environmentally-responsible, ecological footprints,</p>
Learning Links	<p>Sustainable development</p> <p>Can you remember when you learned about climate change and pollution in KS1. Later you will be learning about how an ancient civilization depended on their environment for sustainable living and the impact climate change had.</p>	<p>Identity & Diversity</p> <p>Can you remember when you learned about a multicultural society during the Tudor Period. Later you will be learning about Self-identity and belonging through your studies of multi-cultural Roman Britain.</p>	<p>Sustainable Development</p> <p>Can you remember when you learned about how the African community relied on their environment and the impact of poaching on animal populations. Later you will be learning about another ancient civilization and their development of sustainable farming and use of water sources. You will be learning about the food industry consumer choice.</p>
Phase - LKS2 Year B	<p>Global Theme: Social Justice & Equity and Peace & Conflict Focus: The power of debate and activism Social Action Project:</p>	<p>Global Theme: Identity & Diversity and Globalisation and interdependence Focus: Self-identity and Belonging Social Action Project:</p>	<p>Global Theme: Sustainable Development Focus: Sustainable Food Industry Social Action Project:</p>
Learning Characteristics Links			
Context for learning	<p>History: How did debate, democracy and the class system develop? Ancient Greeks. PSHE/RSE: Being me in my world & Celebrating Differences Geography: Europe: A comparison of the UK with Greece Wider School: Pupil Parliament Elections</p>	<p>History: What does the Romanisation of Britain mean? Geography: The Silk Road Religion: 4.3 How do religious groups contribute to society? 4.4 Why is there so much diversity of belief within Christianity? Wider School:</p>	<p>Wider School:</p>
	<p>Throughout this term the children will learn how social justice and equity was viewed and addressed in ancient Greece and will build on their empathy skills after hearing about life during that time period. As debate was a crucial tool used by poorer sections of society in Ancient Greece to dispute the living conditions, Children will study the concept of activism and the role that protest has in society. Children will make comparisons between the UK and Greece and make connections between the geography and the Legacy the ancient Greece have had on the modern world. They will learn the Untold Story of the female Greek philosopher Aspasia and explore the uprising of those classes within the city state and uncover how it led to the weakening of the Greek empire.</p>	<p>Throughout the term, Children will learn about life in Roman Britain and the multicultural communities that existed at the time. They will research whether Roman Britain was only inhabited by white European and to what extent Roman Britain was multicultural. The children will learn about the contributions of different cultures to modern Britain and how to combat prejudice. They will discuss and debate the legacy left in Britain by the Romans and focus on the untold stories of the non-European members of Roman Britain society. The children will build on their knowledge of the United Kingdom and make comparisons with both Italy and China through a study of the Silk Road and how that helped shape international trade in modern Britain.</p>	<p>Throughout the term, children will be exploring sustainable food options. They will learn the way of the Anglo-Saxons, the ways we can improve how we produce food to reduce emissions and protect local ecosystems. The children will become aware as a consumer, the different options available regarding food production, the source of where our food comes from and the impact this has on the environment. They will also look into the agriculture and farming practices within the UK. Taking this into account they will consider key historical events within the animal rights movement and how this has impacted our lives today as a consumer.</p>

Key Vocabulary	Previous vocabulary: social justice empathy vision impact education poverty differences responsibilities justify equal equality needs UNICEF United Nations New Vocabulary: equity inequity transformation democracy agreement election successor Nations pledge leader integrity consequence elections overthrow international agencies humanitarian territory	Previous vocabulary: prejudice equity sympathy dissimilarities Resemblances ethos fairness inequality gender stereotypes viewpoint New Vocabulary: inspirational aspirations visionary opportunity Success failure encouragement resilience empowerment unique	Previous vocabulary: influence contamination refuse pollutants Threatened salvage alternatives options conservation Campaign awareness impact waterways trade social-change New Vocabulary: dependency protection responsibility' sustainable food' global production sustainable agriculture ecological footprint Emissions ecosystems
Learning Links	Social Justice & Equity and Peace & Conflict Can you remember when you learned about...friendship, feelings and dealing with falling out with your peers. You learned about philosophy in RE. Later you will be learning about how war and conflict can impact communities around the globe leading to asylum seeking.	Identity & Diversity and Globalisation and interdependence Can you remember when you learned about multi-cultural society during the Tudor Period. Later you will be learning more about self-identity and belonging in your studies about the Rio Carnival.	Sustainable Development Can you remember when you learned about how an ancient civilization depended on their environment for sustainable living and the impact climate change had on their way of life. Later you will be learning about the concept of sustainable development within clothing, food and manufacturing.

Global Citizenship Knowledge Progression Map - UKS2

Global Citizenship Knowledge Progression Map - UKS2			
Phase Year A	Autumn - Global Theme: Sustainable development, Power & Governance Focus: sustainable communities Social Action Project: promoting consumer choice to influence sustainability - fast fashion	Spring Global Theme: Peace & Conflict and Social Justice, Equity and Human Rights Focus: Seeking Asylum Social Action Project: raising awareness of challenges faced by asylum seekers in the UK or how Black Lives Matter has impacted on challenging racism in the UK	Summer Global Theme: Social Justice & Equity; Power & Governance Focus: The Role of Political Protests to Influence Policy Social Action Project: planning and delivering a political campaign for equity and justice in schools Wider School:
Learning Characteristics Links			
Context for learning	Geography: Africa: How does the community of Awra Amba ensure their sustainability? Science: Water diseases History: Anglo- Saxons and Vikings struggle for Britain. Why was Britain so desirable to the Anglo-Saxons & Vikings? Wider School:	History: Free movement across the globe? PSHE: Dreams and Goals Wider School:	Geography & History: In depth study: What's the story of the Windrush Generation? What is the legacy of human movement and migration to East Anglia? PSHE: (previous links - being me in my world) Wider School:
	During the autumn term the children will research and explore the concept of sustainable development within clothing, food and manufacturing. They will study the differences between water accessibility in developed and developing countries and the impact that charitable aid can have on developing sustainable	Throughout the term, the children will learn about the plight of the Rohingya minority living in Myanmar and the journey some refugees have experienced in Australia. They will analyse infographics and real life accounts in order to understand the impacts of prejudice and discrimination they may face. The	Throughout the term, Children will build on their understanding of migration and study the changing face of London. They will study the inequalities within society and challenge viewpoints which perpetuate inequality and injustice. The Windrush generation will be the focal point of the learning journey and how they contributed

	and independent Communities, with a focus on Awra Amba. They will have the opportunity to develop their critical thinking skills and attitudes towards consumer choices in order to make change in their school and on a wider global scale. The history learning journey will build on their global learning by looking at the transformational farming habits cultivated during the Anglo-Saxon and Viking era.	children will research and discuss a variety of viewpoints of the current situation which perpetuate inequality and injustice. Children will also look at inequality on a more local level, through the study of the 'Black Lives Matter' movement, starting by learning about the events of the civil rights movement, going as far back as the introduction of the 13th amendment.	to the evolution of London and now in modern Britain. They will also critically analyse major events that have happened more recently such as Brexit and the Grenfell Tower incident and developing a sense of solidarity with people who suffer from injustice and exploitation. Their learning journey will lead towards planning and delivering a political campaign for justice and equity in school.
Key Vocabulary	Previous vocabulary: dependency protection responsibility sustainable food global production sustainable agriculture ecological footprint emissions ecosystems New Vocabulary: water sustainability community dumping scarcity drought famine crisis finite irreplaceable resource renewable scarce supply contamination	Previous vocabulary: equity Inequity transformation democracy agreement election successor Nations pledge leader integrity consequence elections united nations overthrow international agencies humanitarian territory New Vocabulary: asylum persecution immigration detention political refugee flee protest statelessness institution status nationality ethnic minority guilt justice prosecution	Previous vocabulary: equity inequity transformation democracy Agreement election successor nations pledge leader integrity consequence elections overthrow international agencies humanitarian territory New Vocabulary: homeless displaced housing association social housing council housing social mobility manifesto society Legislation initiative welfare reforms
Learning Links	Sustainable development. Power & Governance Can you remember when... you learned about the concept of a Sustainable Food Industry and pollution. Later you will be learning about deforestation due to the impact of globalisation.	Peace & Conflict and Social Justice, Equity and Human Rights Can you remember when... you learned about the power of activism, debate and democracy and the uprising of the lower classes. Later you will be learning about the Windrush generation and the role of political protests to bring about policy change.	Social Justice & Equity; Power & Governance Can you remember when... you learned about Black Lives Matter & the Civil Rights movement and the role of power and governance in other societies. Later you will be learning about the role of the British and International relations and the Eastern influence on the world through your studies of the Islamic Empire.
Phase UKS2 Year B	Autumn - Global Theme: Sustainable development and Identity and Diversity/Social Justice, Equity and Human Rights	Spring Global Theme: Peace & Conflict; Power & Governance Focus: International Relations	Summer Global Theme: Peace & Conflict; Power & Governance Focus: Eastern influence on the world
Learning Characteristics Links			
Context for learning	History: In-depth Study of Brazil and links to the slave trade Geography: South America: How is globalization affecting the sustainability of Amazon Rainforest? Science: Biology: Living things & their habitats 5 & 6 Religion: How do Buddhists explain suffering in the world? Wider School:	History: What was the role of the British Empire during WW2? Geography: Africa: How was Africa colonised and why? PSHE: Dreams & Goals Wider School:	History: Non-European Society: What was the Golden Age of Islamic Civilisation? (early pioneers and the influence of the East over the world) Religion: Human and Social Sciences: 5.2 How has belief in Christianity & Islam impacted on music and art throughout history? Wider School:
	Throughout the term, the children will look into the destruction of the Amazon Rainforest and the crisis of land lost due to logging and impact of globalisation. The children will explore the impact of the consumer demand for cattle ranchers and research the conservation initiative that is already in place. They will be able to	Throughout the term, the children will be learning about the different aspects of peace and conflict with a focus on inner peace and international relations. They will explore the triggers of a key international conflict (WW2) and analyse the events that led to the declaration of war. The children will explore the key figures	Throughout the term, the children will be learning about the golden age of the Islamic Empire with a focus on Baghdad and its position in the world as the centre of knowledge. The children will learn about the influence of this Eastern empire and discover a range of pioneers from this period of history. Links will be made

	<p>reflect upon their own lifestyle choices to reduce their personal contributions to the crisis and develop the skills and knowledge to make a meaningful change in their wider community and their school. In history the children will learn both the history of Brazil and connections to the transatlantic slave trade and the origins of the Rio carnival. They will compare this with the biggest carnival in Europe, the Notting Hill Carnival, and how this came about due to race riots in London. the children and make connections to their own local community events and reflect on the impact they have on community cohesion.</p>	<p>involved in the war and how their impact can be viewed from different perspectives. The children will also think critically about the omission of the stories of the contribution from soldiers from all over the Empire. Why are they not mentioned and celebrated as widely as other figures? The children will analyse and identify propaganda and the influence it played in the outcome of World War 2.</p>	<p>between the positive influences of the Islamic world on a local level, a national level and a global scale focusing on the arts, science and culture. Children will be able to draw comparisons between the Roman, Greek, British and Islamic Empires and learn the stories of great thinkers from the East.</p>
Key Vocabulary	<p>Previous vocabulary: water sustainability community dumping scarcity drought famine crisis finite irreplaceable resource renewable scarce supply New Vocabulary: consumerism demand lifeline ecosystem utopia free for population decline increase eradicate threaten urbanization species Extinction critically endangered</p>	<p>Previous vocabulary: asylum persecution immigration detention political refugee flee protest statelessness institution Status nationality ethnic minority guilt justice prosecution New Vocabulary: mutual interest dominance tyranny idealism Democracies suppress oppress union coalition allies treaties</p>	<p>Previous vocabulary:homeless displaced, housing association, social housing, council housing, social mobility manifesto society Legislation initiative welfare reforms discrimination New Vocabulary:apartheid Segregation integration minority Afrikaans nationalist township Repression policy</p>
Learning Links	<p>Sustainable development and Identity and Diversity/Social Justice, Equity and Human Rights Children will consolidate and deepen their understanding of the many issues regarding sustainability through their study of the Amazon Rainforest. They will make connections to the various aspects of sustainability they have learned throughout the primary phase. Children will consolidate and deepen their understanding of Identity and Diversity/Social Justice, Equity and Human Rights through their stud of the Brazilian Slave Trade.</p>	<p>Peace & Conflict; Power & Governance Can you remember when you learned about throughout history there have been struggles for land and power. Children will have already studied political systems during other historical periods e.g.Romans and Greeks. Later you will be learning about the power of the Empire.</p>	<p>Peace & Conflict; Power & Governance Children will consolidate and deepen their understanding through the study of the Islmaic Empire and by drawing links with other Empires they have study throughout history and the modern day.</p>