

# Barham's Curriculum Intent

Our curriculum is centered around 17 Goals to Transform Our World

In 2015, countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals. In 2016, the Paris Agreement on climate change entered into force, addressing the need to limit the rise of global temperatures.



At Barham we share the view that the fundamental goal of a world class education is to ensure pupils make a meaningful contribution within their community and beyond. For this reason, our curriculum links to Oxfam's global citizenship and the United Nations sustainable development goals. We believe that global learning helps pupils make sense of the increasingly complex and rapidly changing world in which they live. Our curriculum enables pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others.

We have selected six core global learning themes to underpin our curriculum and each theme is broken down into knowledge and understanding, skills and attitudes.



The key elements for developing active and responsible global citizenship to transform our world are identified below as:

- Knowledge and understanding
- Skills
- Attitudes

The following pages show progression of each of these key elements across the school.

Knowledge and understanding	Skills	Attitudes
1. Good Health and Well-Being (3)	Self-awareness and reflection Informed and reflective action	Sense of identity #Be Proud
2. Quality Education (4)	Communication	Commitment to participation and inclusion Ability to manage complexity and uncertainty
3. Gender Equality (5)/ Reduced Inequalities (10)	Empathy	Respect for people and human rights  Value diversity
4. Climate Action (13)	Informed and reflective action	Concern for the environment an commitment to sustainable development
5. Peace, Justice and Strong Institutions (16)	Cooperation and conflict resolution	Commitment to social justice and equity Belief that people can bring around change
6. Clean Water and Sanitation (6)	Critical and creative thinking	Respect for people and human rights

## Child centred

## Wider Community

## Worldwide

	Foundation stage		Key stage one		Lower key stage two		Upper key stage two	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>1. Good Health and Well-Being (3)</b>	Basic needs for human life	Able to handle self-care e.g. toilet, wash hands, dress	Sense of belonging and valuing of relationships with others	Respect for all in class	Positivity about the ways in which one is both similar to others and uniquely different	Value what contributes to own identity (including disabilities) -Mindfulness- meditation, colouring, Zumba, yoga	Valuing of own and others' individuality	Valuing of own and others' individuality
<b>Knowledge and Understanding</b>	Awareness of self and own uniqueness	Awareness that others are different and do things differently	Awareness of, and pride in, own individuality	Value strengths and understand that each child has different strengths	-Mindfulness colouring, Zumba, yoga		Being open to new ideas and perspectives which challenge your own.	Being respectful and open to new ideas and perspective.
	Sense of self-worth and worth of others	Why we need to eat fruit, veg and exercise	Mindfulness-Zumba	What humans need to survive e.g. science link			Mental health awareness:  What is mental health? Why does what mentally healthy looks like worldwide differ?	Mental health awareness: What is anxiety? What is stress? What is depression?
				Sense of belonging, extended family, countries e.g. all around the world book				
				Awareness of and pride; wants and needs; different types of relationships				
				Mindfulness: yoga				

<p><b>Skills</b></p> <p><i>(Self-awareness and reflection)</i></p> <p><i>(Informed and reflective action)</i></p>	<p>Recognise, name and deal with feelings in a positive way</p> <p>Notice some effects of own actions on others</p> <p>Identify how people are feeling (e.g. happy, sad, worried)</p> <p>Self-care e.g. wearing an apron, wash hands</p>	<p>To be able to articulate and share their thoughts and explain why</p> <p>Show respect and know that own actions affect others</p> <p>Talk about and infer own and others' feelings</p> <p>Infer feelings of others, recognise facial expressions</p>	<p>Recognise effects of own behaviour on others and use this to help make choices</p> <p>Identify matters that are important to self and others</p> <p>Learn from mistakes and use feedback</p>	<p>Show right attitude for behaviour and learning</p> <p>Understand and explain personal emotions</p> <p>Recognise and resolve conflicts</p>	<p>Identify connections between personal decisions and issues affecting people locally and globally</p> <p>Explore reasons for negative feelings towards others and in new or difficult situations</p>	<p>Explore reasons for negative feelings towards others and in new or difficult situations</p> <p>Show empathy towards others emotions</p>	<p>Recognise personal strengths and weaknesses</p> <p>Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</p> <p>-How to manage changes you may be going through</p>	<p>Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</p> <ul style="list-style-type: none"> <li>- collective responsibility</li> <li>- Mental health awareness: how to manage stress and anxiety with focus on: exams, transitions to high school</li> </ul>
<p><b>Attitude</b></p> <p><i>(Sense of identity #Be Proud)</i></p>	<p>Awareness of self and own uniqueness</p> <p>Sense of self-worth and worth of others</p>	<p>Be proud of own achievement</p> <p>Handle changes in routine and new situations</p>	<p>Sense of belonging and valuing of relationships with others</p> <p>Awareness of, and pride in, own individuality</p>	<p>Understanding of where you are from and pride of own individuality</p> <p>Speak about self in positive terms</p> <p>Try your best and take pride in all their work</p>	<p>Positivity about the ways in which one is both similar to others and uniquely different</p> <p>Value what contributes to own identity</p>	<p>Understanding your place in society</p> <p>Knowing yourself and identity</p> <p>Body image and building confidence</p>	<p>Valuing of own and others' individuality</p> <p>Openness to new ideas and perspectives which challenge own</p>	<p>Knowing yourself well enough to cope in high school and accept the people you meet</p> <p>Respectfully challenge others' opinions</p>

<b>2. Quality Education (4)</b>	Rules in class and school	Rules in class and school	How to take part in making and changing rules in own class / school	Add new rules/adjust if need be	The need for rules in own school and wider society and how people can take part in making and changing them	Importance of equal education for all e.g. Malala	Basic national, regional (e.g. EU) and global governance structures and systems (U.N, NATO,) and differences between countries.	How a lack of power and representation can result in discrimination and exclusion
<b>Knowledge and Understanding</b>	How rules can help us	How rules can help us  Equality of education for each child  Good attitude to learning	Uneven sharing of power and how some people are excluded from decision-making	Valuing what they have in terms of education e.g. comparing to other countries  Being fair, opportunities for all and equal access to the curriculum  Empowerment for ‘voice’	Basics of how own country and region is governed.  Uneven sharing of power and how some people are excluded from decision-making	Knowledge of places where education is not equal for all.	How a lack of power and representation can result in discrimination and exclusion  The power of collective action and role of social movements.	Debate global governance of other schools abroad  Evaluate the role and power of collective action and social movements.
<b>Skills</b>  <i>(Communication)</i>	Ask questions  Suggest a way to solve a problem wonder about ideas	Share resources  Take turns  Share views and opinions	Ask relevant questions  Consider merits of different viewpoints  Use different approaches to solve problems	Having respect and tolerance for different viewpoints and beliefs  Debate personal opinion and viewpoints  If one approach doesn’t work, change needs to happen	Begin to identify bias and opinion in everyday life.  Give evidence for an argument, assess different viewpoints and present counter-arguments  Imagine alternative possibilities and suggest	Continue to consolidate skills in being able to identify bias and opinion in everyday life and begin to look at examples in the media  Give more than one example of evidence for an argument, assess different viewpoints and present counter-arguments with confidence and conviction	Consolidate skills in identifying bias in the media. Begin to evaluate media and other sources for bias, stereotypes and range of voices and perspectives  Discuss own and others’ assumptions about people and issues	Confidently evaluate media and other sources for bias, stereotypes and range of voices and perspectives  Analyse own and others’ assumptions about people and issues

					new ideas to solve problems			
<b>Attitude</b> <i>(Commitment to participation and inclusion)</i>  <i>(Ability to manage complexity and uncertainty)</i>	Willingness to play fairly and inclusively with others	Willingness to play fairly and inclusively with others  Know that school is important  Be ready to learn  Good attendance and punctuality	Willingness to participate in activities both inside and outside of the classroom  Belief that that everyone should be included and able to participate	Willingness to participate in activities both inside and outside of the classroom and changes they want to see in the classroom  Fairness, equal opportunities for all	Active participation in school-based decision making  Proactive inclusion of other people, especially those who may face barriers to participating fully	Reflection and Self-assessment	Supporting and encouraging others to participate  Willingness to reach agreement through compromise	Willingness to reach agreement through compromise through conflict resolution and be solution driven thinkers
<b>3. Gender Equality (5)/ Reduced Inequalities (10)</b>	Uniqueness and value of every person  Similarities and differences between self and others	Show respect for adults and children  Know that girls and boys can choose whatever they want to play with and challenge stereotype in roles at home, male and female role models	Consolidate that jobs should be determined by choice, not gender  What contributes to self-identity and belonging? What makes you, you?  Addressing stereotypes in jobs.	Compare and Respect differences between themselves and others  What contributes to their sense of belonging to Britain (British values?)?	Be able to describe the nature of prejudice, racism and sexism and talk about examples  Discuss diversity of cultures in the local setting and societies within and beyond own experience  What are the contributions of different	Be able to explain the nature of prejudice, racism and sexism and suggest ways ways to combat these  What is social class? What is social mobility?  What it looks like in other countries for people in different classes. Look through historical examples  Begin to look at how can culture impact	Be able to identify the benefits and challenges of diversity in a modern society ( <b>Key Question: WHAT IS DIVERSITY?</b> )  Historical, local and national impacts of stereotyping, prejudice and discrimination and how you/others can/have challenge(d) these  To be able to explain what social class is and identify factors	Current impacts of stereotyping, prejudice and discrimination and how people are challenging these worldwide.  To analyse and evaluate the importance of language, beliefs and values in cultural identities now and what it may be in the future
<b>Knowledge and Understanding</b>	Know that girls and boys can choose whatever they want to play with							

			Similarities and differences between people in local setting and also in wider contexts (houses, language, ages, etc.)		cultures to our lives?	on inequality e.g. girls not at school in some in some countries	behind social mobility  To analyse and evaluate the importance of language, beliefs and values in cultural identities now and what it may be in the future.  Continue to look at how can culture impacts on inequality	
<b>Skills</b> <i>(Empathy)</i>	Show sensitivity to people's feelings and needs	Help others when they need  Be able to talk about how others may feel	Show awareness of, and concern for, people's feelings  Manage feelings  Show interest in, and concern for, others outside immediate circle and in contexts different to own	Awareness of own and others feelings- show emotional intelligence	Adapt behaviour to take into account feelings of others  Empathise with people in local and familiar contexts.  Understand impacts of prejudice and discrimination	Empathise with people in distant contexts  Adapt behaviour to take into account feelings of others using empathic approach  Understand impacts of prejudice and discrimination	Discern how people are feeling through their words, body language, gestures and tone  Recognise how different backgrounds, beliefs and personalities affect behaviour and world views	Discern how people are feeling through their words, body language, gestures and tone and adapt behaviour accordingly independently  Recognise how different backgrounds, beliefs and personalities affect behaviour and world views



<p><b>Attitude</b></p> <p><i>(Respect for people and human rights)</i></p> <p><i>(Value diversity)</i></p>	<p>Starting to think of others</p> <p>Positive attitude towards difference and diversity</p> <p>Willingness to listen to the ideas of others</p>	<p>Know that everyone is different</p> <p>Growing positive attitude towards difference and diversity</p>	<p>Respect for other people's feelings and ideas</p> <p>Respect for the rights of others</p> <p>Belief that everyone has equal rights</p> <p>Valuing others as equal and different</p> <p>Willingness to listen respectfully to the ideas and views of others even when one disagrees</p> <p>Willingness to learn from the experiences of others</p>	<p>Valuing others as equal and different(remarkable people with disabilities)</p> <p>Belief that everyone has equal rights but are unique individuals</p> <p>Good listening and speaking skills</p> <p>Be ready to listen to others and learn new information</p>	<p>Readiness to think through consequences of words, actions and choices on others</p> <p>Belief that it is everyone's responsibility to challenge prejudice and discrimination</p> <p>Valuing difference</p> <p>Recognising the benefits of listening to a range of different perspectives and viewpoints</p>	<p>Ability to evaluate the consequences of words, actions and choices on others.</p> <p>To consolidate that it is everyone's responsibility to challenge prejudice and discrimination and suggest ways in which it can be challenged.</p> <p>Be able to identify why difference and diversity is valuable.</p>	<p>To be able to analyse the consequences of words, choices, and actions on others.</p> <p>To begin to feel a sense of solidarity with those suffering human rights violations, injustice and discrimination.</p> <p>Commitment to hold duty-bearers to account for upholding equal rights for all</p> <p>Respect for the rights of all to have a point of view</p> <p>Willingness to challenge prejudiced and discriminatory views</p> <p>Recognition of diverse perspectives on any issue.</p>	<p>To be able to preempt the consequences of their words, choices and actions on others and act accordingly.</p> <p>To actively feel a sense of solidarity with those suffering human rights violations, injustice and discrimination and can suggest /carry out methods of social change.</p> <p>Commitment to hold duty-bearers to account for upholding equal rights for all</p> <p>Respect for the rights of all to have a point of view and can voice the right for others.</p> <p>Willingness to challenge prejudiced and discriminatory views articulately</p>
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								with opposition views.  Recognition of diverse perspectives on any issue, and that the majority view is not always right.
<b>4. Climate Action (13)</b>	Living things and their needs  How to take care of immediate environment (my classroom)  Possibility of change in the future	Introduce ways to minimise waste  How to take care of the environment around me (my e.g. recycling paper) e.g. growing plants (O2 and food)  Turning the tap off  Teaching children to love/care for animals	Positive and negative impacts of people's actions on others and the environment (e.g. Dropping litter, not recycling, reusing plastic)	Identifying the key reasons for importance of certain ecosystems around the world e.g. Amazon, Antarctic  Be able to describe different types of recycling:  Key reasons of climate change (causes and effects) <b>Key question - what are the key causes?</b>  Be able to describe ways to live in an environmentally - responsible way. E.G. what	Understanding on a deeper level people's dependencies on the environment around the globe – <b>identify key ones - see year 3</b>  Next level of climate change (causes and effects) exploring <b>what the progression is here.</b>  Discuss how being a vegetarian/vegan can impact the world  Suggesting ways to look after the environment	Understanding the consequence of not looking after the environment e.g. Global warming Desertification; animal species' extinction, Rising sea levels; land corrosion, Melting of sea ice, bee numbers decreasing coral bleaching, 'hole in the ozone layer'  Adaptation to depend on the environment	Differing views about development and quality of life and their measurement  UN Sustainable Development Goals and progress against them  Importance of biodiversity wider causes and implications of climate change.  Awareness of various individuals and organisations that are doing things in the field of climate change: Greenpeace etc.	Be able to identify global inequalities in ecological footprints and the reasons for them (e.g. differences between countries, continents.)  Identify and analyse political issues and influences in current news and be able to comment and discuss.  <ul style="list-style-type: none"> <li>• Oil rig money</li> <li>• Fracking</li> <li>• Forest fires</li> <li>• Protests (peaceful vs non-peaceful)</li> <li>• Treaties</li> </ul>
<b>Knowledge and Understanding</b>								

				<p>can the everyday person do on a day to day basis? (Save a bee, buy a grocery bag, metal straws etc.)</p> <p>-What is my carbon footprint?</p>	<p>(around the world) e.g. reduce logging, mass plastic production, helping bee population grow, reducing emissions, Understanding conservation</p>			
<p><b>Skills</b></p> <p><i>(Informed and reflective action)</i></p>	<p>Support others in groups.</p>	<p>Support others in group or class</p>	<p>Contribute actively and constructively to the life of own class and school e.g. helpers for the day</p> <p>Voice when something is unfair</p>	<p>Contribute actively and constructively to the life of own class and school e.g. helpers for the day</p> <p>Take action when something is unfair</p>	<p>Participate in decision making in school</p> <p>Contribute to the well-being of the wider community</p> <p>Share opinions and evidence on issues with others including decision-makers and elected representatives</p>	<p>Participate in decision making in school</p> <p>Contribute to the well-being of the wider community</p> <p>Share opinions and evidence on issues with others including decision-makers and elected representatives</p>	<p>Identify and plan appropriate action(s) and opportunities to make own voice heard</p>	<p>Challenge viewpoints which perpetuate inequality and injustice</p> <p>Reflect on learning from taking action</p>
<p><b>Attitude</b></p> <p><i>(Concern for the environment an commitment to sustainable development)</i></p>	<p>Appreciation of, and care for, living things and own environment</p> <p>Sense of wonder and</p>	<p>Take care of the environment in school</p> <p>Comment on changes in their</p>	<p>Concern about the local environment and willingness to care for it</p>	<p>Have a voice and be assertive</p> <p>What can we do to further improve this</p>	<p>Sense of responsibility for the environment and the use of resources</p>	<p>Commitment to taking action to protect and improve the environment and quality of life for people locally and globally</p>	<p>Appreciation of interdependence between people and planet</p>	<p>Concern about the effects of lifestyles and consumer choices on people and the planet</p>

	curiosity about the world  Starting to value resources	immediate environment	Taking care of resources and not wasting them					
<b>5. Peace, Justice and Strong Institutions (16)</b>	How own actions have consequences  Some basic ways to avoid, manage and resolve conflict	Understand that not everybody thinks the same thing  Begin to solve own problems using words  Talk about fair/unfair	Causes of disagreement and conflict at personal, levels  Some ways of avoiding, managing and resolving conflict	Causes of disagreement and conflict at personal, classroom and household levels  -Suggest ways of resolving personal and classroom conflict confidently	Examples of causes and effects of conflicts past and present in own society and others (through Ancient history and modern times.)  Symbols of peace through different cultures, times and countries  Strong institutions: NHS, Police Force	Some causes and effects of current conflict at all levels from local to national to global  Strategies for managing, resolving and preventing conflict, including 'win-win' solutions  Strong institutions: Armed forces- Army, Navy, Air force	Wider causes and effects of conflict at all levels – <b>identify and focus on key ones</b>  Importance of resolving conflict fairly  -Strong institutions: Fire Service, Legal age of responsibility, judicial system in UK. (Magistrate, crown/high/supreme court et.)	Wider causes and effects of conflict at all levels - <b>identify and focus on key ones</b>  Role of non-violent protest in social and political change  -Strong institutions: RED CROSS, UNICEF, E.U. NATO, U.N, G7, WAR CRIMES COUNCILS
<b>Knowledge and Understanding</b>								
<b>Skills</b>  <i>(Cooperation and conflict resolution)</i>	Participate in group activities  Take turns and share  Manage disputes peacefully	Participate in group activities  Take turns and share  Manage disputes peacefully	Play and work cooperatively  Help to ensure that everyone in own group is included	-play and work cooperatively  Help to ensure that everyone in own group is included  Begin to show tact and diplomacy	Work cooperatively to solve problems or achieve goals  Start to use strategies to manage anger, frustration and aggressive feelings	Work cooperatively to solve problems or achieve goals  Use different strategies to manage anger, frustration and aggressive feelings  Use knowledge of others' viewpoints to	Take on different roles in group work  Begin to suggest effective strategies for repairing damaged relationships	Take on different roles in group work  Employ effective strategies for repairing damaged relationships

			Begin to show tact and diplomacy		Use knowledge of others' viewpoints to resolve problems and compromise	resolve problems and compromise		
<b>Attitude</b> <i>(Commitment to social justice and equity)</i>  <i>(Belief that people can bring about change)</i>	Appreciation of, and care for, living things and own environment  Sense of wonder and curiosity about the world  Starting to value resources	Treat others fairly  Appreciation of, and care for, living things and own environment  Sense of wonder and curiosity about the world  Value resources	Concern about the local environment and willingness to care for it  Taking personal responsibility for care of resources and not wasting them	Concern about the local environment and willingness to care for it  Taking collective responsibility for care of resources and not wasting them	Sense of responsibility for the environment and the use of resources  Begin to realise the importance of commitment to taking action to protect and improve the environment and quality of life for people locally and globally	Vocal sense of responsibility for the environment and the use of resources  Commitment to taking action to protect and improve the environment and quality of life for people locally and globally	Begin to appreciate the interdependence between people and planet  Begin to show and voice concern about the effects of lifestyles and consumer choices on people and the planet	Appreciation of interdependence between people and planet  Consider and voice concern about the effects of lifestyles and consumer choices on people and the planet
<b>6. Clean Water and Sanitation (6)</b>	Basic hygiene eg. Washing hands, using soap	Know what water is used for in day to day life  Know which water can be drunk safely.	Why is getting enough water important for plants to grow?  How does weather link with water?  To know about	To know that water is a food source  To know that clean water is good for you to drink as a part of a healthy diet.	Why is water good for you?  How drinking dirty water affects the body  Understand some ways how water is cleaned for consumption	Understand the water cycle  Understanding some reasons (historic and current) for water pollution on a local, national and global scale  Knowing that some countries do not have access to clean water some of the	Understanding the wider reasons (historic and current) for water pollution on a local, national and global scale  Understand and suggest ways in which we can clean and preserve water on a global scale	Analyse and evaluate ways in which we can clean and preserve water on a global scale  Learn about and create a model for desalination
<b>Knowledge and Understanding</b>								

			different landscapes that have water/ice.		Raise awareness for plastic in the oceans Irrigation systems	factors behind this (drought, poverty, industrial pollution etc.)  Begin to learn about water filtration		
<b>Skills</b>  <i>(Critical and creative thinking)</i>	Ask questions  Suggest a way to solve a problem  Wonder about ideas	Ask questions  Suggest a way to solve a problem  Wonder about ideas	Ask relevant questions  Consider merits of different viewpoints  Use different approaches to solve problems	Ask relevant questions  Consider merits of different viewpoints  Use different approaches to solve problems	Ask challenging questions at an appropriate level to solve problems  Begin to identify bias and opinion  Give evidence for an argument, assess different viewpoints and present counter-arguments  Imagine alternative possibilities and suggest new ideas to solve problems	Ask challenging questions at an appropriate level to solve problems  Begin to identify bias and opinion  Give evidence for an argument, assess different viewpoints and present counter-arguments  Imagine alternative possibilities and suggest new ideas to solve problems	Examine media and other sources for bias, stereotypes and range of voices and a perspectives  Analyse own and others' assumptions about people and issues  Keep mind open to new ideas	Evaluate media and other sources for bias, stereotypes and range of voices and a perspectives  Analyse own and others' assumptions about people and issues  Keep mind open to new ideas
<b>Attitude</b>  <i>(Respect for the environment, the wildlife that lives in it and human rights)</i>	Appreciation of, and care for self and health  Sense of wonder and	Appreciation of, and care for self and health  Appreciation of, and care	Concern about the local, national and global environment and	Concern about the local, national and global environment	Sense of responsibility for the environment and the use of resources	Vocal sense of responsibility for the world's water sources and water in their own environment	Begin to appreciate the interdependence between people and planet  Begin to show and voice concern about	Appreciation of interdependence between people and planet  Consider and voice concern about the

	<p>curiosity about the world</p> <p>Starting to value resources</p>	<p>for, living things and own environment</p> <p>Sense of wonder and curiosity about the world</p> <p>Value resources</p>	<p>willingness to care for it</p> <p>Taking personal responsibility for care of their own personal water sources and not wasting it.</p>	<p>and willingness to care for it</p> <p>Taking collective responsibility for care of water sources and not wasting it.</p>	<p>Begin to realise the importance of commitment to taking action to protect and improve the water in their own environment and globally and therefore improving the quality of life for wildlife and people locally and globally.</p>	<p>Commitment to taking action to protect and improve the world's water sources and water in their own environment and therefore quality of life for people locally and globally</p>	<p>the effects of lifestyles and consumer choices on people and the planet</p>	<p>effects of lifestyles and consumer choices on people and the planet</p>
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