

## How do pupils make progress in Global Learning?

Key Stage	Progression in Global Learning
Key Stage 1	Pupils begin to make connections between different parts of their life experience and develop a sense of their own and others' worth, becoming aware of their relationships to others and of the different communities that they are part of. They extend their horizons and develop a sense of themselves as part of a wider world, gaining awareness and simple knowledge of a range of places, environments, cultures and religions, and making simple comparisons. They begin to understand the need to care for other people and the environment, and to be sensitive to the needs and views of others, learning that people share the same basic needs, but that there are differences in how these needs are met.
Key Stage 2	Pupils develop understanding beyond their own experience, building up their knowledge of the wider world and of diverse places, societies and cultures, and becoming more adept at making comparisons between people and places. They begin to explore reasons for these disparities, and different types of connections between people, places and environments. They express and explain their opinions and learn to consider others' views, develop their sense of fairness/justice and begin to understand that people's choices can affect local and global issues such as sustainability.
Key Stage 3	Pupils extend the breadth and depth of their knowledge of the wider world and develop their understanding of concepts such as development, globalisation and interdependence. Through investigating issues such as patterns of global poverty, uneven development and sustainability, they develop their understanding of change in the world. They develop their capacity to investigate and think critically, e.g. assessing information, reasoning and making judgements about global issues, and expressing and engaging with different points of view.
Key Stage 4	Pupils continue to broaden and deepen their knowledge of the world and their understanding of key concepts, including the concept of globalisation. They gain deeper understanding of the processes and complex interactions that lead to change in the contemporary world, such as those that contribute to patterns of wealth and poverty, including more abstract ideas such as the role of finance and political decisions in development. Pupils continue to develop their capacity to investigate and to become more independent in their thinking, for example by evaluating information and arguments such as those concerning different approaches to development, aid and social justice, or the value of sustaining the world for future generations. In so doing they develop understanding of their role as citizens within local and global contexts.

Adapted for GLP-E from: [Developing a global dimension in the school curriculum](#)