
GLOBAL LEARNING IN PRIMARY SCHOOLS

KEY DOCUMENTATION

In their different ways, the following all:

- acknowledge the impact of a changing global context on children;
- offer guidance for schools in responding to children's learning needs.

Every Child Matters

The five Every Child Matters outcomes raise questions about wellbeing, identity, diversity, enjoying learning and participation. Global learning helps us see these questions in their full context, while connecting the issues back to learners' needs.

See www.everychildmatters.gov.uk

The global dimension in action ~ a curriculum planning guide for schools

This document from QCA [2007] offers support to schools in planning global learning. It includes activities to stimulate discussion and exemplar case studies.

Copies can be downloaded from www.qca.org.uk

Developing a global dimension in the school curriculum

This guidance from DCSF is about how a global dimension can be incorporated into both the curriculum and the wider life of the school, taking eight key concepts as a focus.

See: www.dfes.gov.uk/publications/guidanceonthelaw/115_00/index.htm

The DCSF framework for sustainable schools

Supporting whole school change which responds to local and global sustainable development, the document and supporting materials focus on three inter-linked spheres of activity: curriculum, campus and community.

See www.teachernet.gov.uk/sustainableschools

Guidance on the duty to promote community cohesion in schools

This paper from DCSF [2007] recommends a whole school approach to valuing diversity, through the formal and hidden curriculum, and connecting to the local and global community.

Copies can be downloaded from:

www.teachernet.gov.uk/wholeschool/communitycohesion

The learning outside the classroom manifesto

The manifesto supports learning in a range of environments outside of the classroom, and asserts ideas about the nature and value of such experiences.

Copies can be downloaded from:

www.teachernet.gov.uk/learningoutsidetheclassroom

The primary review

The review's findings have brought up significant questions about children's experience of the contemporary world, and the kind of curriculum and educational structures which are likely to be needed in future.

See www.primaryreview.org.uk