

Year Five Curriculum Document Overview Compassionate Global Citizen

Knowledge, Understanding, Competencies, Values & Attitudes



Unit One: Medicines and Medical Research	Unit Two: Migration	Unit Three: Man-made and Natural Disasters	Unit Four: How and who developed Doncaster
Global Citizen Objectives			
<ul style="list-style-type: none"> • 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 • Belief that individuals and groups can improve situations • Willingness to cooperate with others to change things for the better. • How fairness may not always mean equal treatment • Some causes and effects of poverty and inequality including gender inequalities at local, national and global levels • Diversity of cultures and societies within and beyond own experiences • Contributions of different cultures to our lives • Global connections between peoples and countries (e.g. through trade and communications) • How local actions affect the wider world. • People’s dependencies on the environment. • Environmentally- responsible living and global inequalities in ecological footprints • Some causes and effects of conflict at all levels from personal to global • UN Convention on the rights of the child • Reasons why some people have their rights denied • Those responsible for rights being met (e.g. teachers, local and national government) • Basics of how own country and region is governed 	<ul style="list-style-type: none"> • Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally • Proactive inclusion of other people, especially those who may face barriers to participating fully • Belief that individuals and groups can improve situations • willingness to cooperate with others to change things for the better • How fairness may not always mean equal treatment • Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels • Basic of how own country and region is governed • Adapt behaviour to take into account feelings of others • Empathise with people in local and more distant contexts • Identify connections between personal decisions and issues affecting people locally and globally • Explore reasons for negative feelings towards others and in new or difficult situations • Listen attentively, question and respond to others • Express own views and ideas on issues clearly, using a range of appropriate methods • Give reasons, evidence and examples in support of an opinion • Recognise when there may be no single right or wrong answer 	<ul style="list-style-type: none"> • 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 • Belief that individuals and groups can improve situations • Willingness to cooperate with others to change things for the better • Appreciation of interdependence between people and planet • Concern about the effects of lifestyles and consumer choices on people and the planet • Willingness to take on informed stand on global issues • Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels • Global connections between peoples and countries (e.g. through trade and communications) • How local actions affect the wider world • People’s dependencies on the environment • Basics of climate change (cause and effects) • Environmentally-responsible living and global inequalities in ecological foot prints • Give evidence for an argument, assess different viewpoints and presents counter-arguments • Imagine alternative possibilities and suggest new ideas to solve problems 	<ul style="list-style-type: none"> • Imagine alternative possibilities and suggest new ideas to solve problems • Express own views and ideas on issues clearly, using a range of appropriate methods • Give reasons, evidence and examples in support of an opinion • Contribute to the well-being of the wider community • Use strategies to cope with challenging times • Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels • Diversity of cultures and societies within and beyond own experience • Contributions of different cultures to our lives • Nature of prejudice, racism and sexism and the ways to combat these • Global connections between peoples and countries (e.g. Through trade and communications) • How local actions affect the wider world • People’s dependencies on the environment • Some causes and effects of conflict at all levels from personal to global • Strategies for managing, resolving and preventing conflict, Including ‘win-win’ solutions • Examples of conflicts past and present in own society and others • The need for rules in own school and wider society and how people can take part in making and changing them

	<ul style="list-style-type: none"> • Contribute to the well-being of the wider community • Diversity of cultures and societies within and beyond own experience • Contributions of different cultures to our lives • Nature of prejudice, racism and sexism and ways to combat these • Global connections between peoples and countries (e.g. through trade and communication) • How local actions affect the wider world • People's dependencies on the environment • Environmentally-responsible living and global inequalities in ecological footprints • Some causes and effects of conflicts at all levels from personal to global • Examples of conflicts past and present in own society and others • UN convention on the rights of the child • Reasons why some people have their rights denied • Those responsible for rights being met (e.g. teachers, local and national government) 	<ul style="list-style-type: none"> • Identify connections between personal decisions and issues affecting people locally and globally • Listen attentively, question and respond to others • Express own views and ideas on issues clearly, using a range of appropriate methods • Give reasons, evidence and examples in support of an opinion • Describe feelings about changes and events in own setting and the wider world • Recognise when there may be no single right or wrong answer • Contributions of different cultures to our lives 	<ul style="list-style-type: none"> • Basics of how own country and region is governed • 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 • Active participation in school-based decision-making • Belief that individuals and groups can improve situations • Willingness to cooperate with others to change things for the better
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Global Development Goals

- Goal 3 – Good Health and Wellbeing
- Goal 6 – Clean Water and Sanitation
- Goal 7 - Affordable and Clean Energy
- Goal 17 – Partnerships for Future Goals

- Goal 4 – Quality Education
- Goal 6 – Clean Water and Sanitation
- Goal 7 - Affordable and Clean Energy
- Goal 9 – Industry, Innovation & Infrastructure
- Goal 11 – Sustainable Cities and Communities
- Goal 16 – Peace & Justice
- Goal 17 – Partnerships for Future Goals

- Goal 2 – Zero Hunger
- Goal 4 – Quality Education
- Goal 6 – Clean Water and Sanitation
- Goal 7 - Affordable and Clean Energy
- Goal 9 – Industry, Innovation & Infrastructure
- Goal 13 – Climate Action
- Goal 14 – Life Below Water
- Goal 15 – Life on Land
- Goal 16 – Peace & Justice

- Goal 5 – Gender Equality
- Goal 6 – Clean Water and Sanitation
- Goal 8 – Decent Work and Economic Growth
- Goal 9 – Industry, Innovation & Infrastructure
- Goal 17 – Partnerships for Future Goals