

# Global Citizenship Curriculum Progression



Identify and Diversity								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & Understanding	<p>To understand people are all unique and everyone should be valued.</p> <p>To identify the similarities and differences between self and others</p>		<p>To understand the similarities and differences between people in our local setting and in wider contexts.</p> <p>To know what contributes to self-identity and belonging for oneself.</p>		<p>To understand the diversity of cultures and societies within own experience</p> <p>To identify and value the contributions of different cultures to our lives</p> <p>To understand the nature of prejudice, racism and sexism and ways to combat these.</p>		<p>To know the benefits and challenges of diversity</p> <p>To know the impacts of stereotyping, prejudice, and discrimination and how to challenge these.</p> <p>To know the importance of language, beliefs, and values in cultural identities</p>	
Vocabulary	<p>Same</p> <p>Different</p> <p>Self/ myself</p> <p>Everyone</p> <p>Us/all</p>		<p>Belonging</p> <p>Diversity</p> <p>Similarities</p> <p>Differences</p> <p>Respect</p> <p>Identity</p>		<p>Culture</p> <p>Understanding</p> <p>Society</p> <p>Value</p> <p>Tolerance</p> <p>Discrimination</p> <p>Inclusion/Exclusion</p>		<p>Prejudice</p> <p>Sexism</p> <p>Racism</p> <p>Stereotyping</p> <p>Liberty</p>	

Peace and Conflict								
	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<b>Knowledge &amp; Understanding</b>	<p>To know our own actions, have consequences.</p> <p>To know some basic ways to avoid, manage and resolve conflict.</p>		<p>To know causes of disagreement and conflict at personal, classroom and household levels</p> <p>To know some ways of avoiding, managing, and resolving conflict</p>		<p>To know some causes and effects of conflict at all levels from personal to national to global</p> <p>To know strategies for managing, resolving, and preventing conflict, including 'win-win' solutions</p> <p>To know examples of conflicts past and present in own society and others.</p>		<p>To know wider causes and effects of conflict at different levels.</p> <p>To know the importance of resolving conflict fairly.</p> <p>To know the role of non-violent protest in social and political change and the impact of violence in history.</p>	
<b>Vocabulary</b>	<p>Fair</p> <p>Unfair</p>		<p>Agree</p> <p>Consequences</p> <p>Disagree</p> <p>Change</p> <p>Argument</p> <p>Peace</p> <p>Conflict</p>		<p>Debate</p> <p>Prevention</p> <p>Resolution</p> <p>Solution</p> <p>Cause</p> <p>Effect</p>		<p>Protest</p> <p>Violent / Non-Violent</p> <p>Oppression</p> <p>Dictate</p> <p>Politics</p>	

Saving Our Environment								
	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<b>Knowledge &amp; Understanding</b>	<p>To know about different living things and their needs.</p> <p>To know how to take care of immediate environment in our locality.</p>		<p>To know the positive and negative impacts of people’s actions (including own personal choices) on others and the environment.</p> <p>To know how people can damage or improve the environment.</p> <p>To understand the possibility of how we will be affected by change in the future.</p>		<p>To know how people are dependent on the environment.</p> <p>To have a basic knowledge of climate change, the causes, and effects.</p> <p>To know the basics of environmentally - responsible living and global inequalities in ecological footprints.</p>		<p>To know and have opinions on differing views about development and quality of life.</p> <p>To know about the UN Sustainable Development Goals and progress against them.</p> <p>To know the importance of biodiversity.</p> <p>To know the wider causes and implications of climate change.</p>	
<b>Vocabulary</b>	<p>Care Nature World</p>		<p>Save/Saving Responsibility Environment Living Things Damage Extinct Endangered Reduce / Reuse / Recycle</p>		<p>Pollution Climate Change Global Warming Crisis Impact</p>		<p>Biodiversity Sustainability Conservation Ecological</p>	

Social Justice								
	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<b>Knowledge &amp; Understanding</b>	<p>To know what is fair and unfair within their experience.</p> <p>To know the importance of caring and sharing on others.</p>		<p>To know what is fair and unfair within the local community.</p> <p>To know the value of believing that everyone should be included and able to participate.</p>		<p>To know how fairness may not always mean equal treatment.</p> <p>To know some causes and effects of poverty and inequality (including gender inequalities) at local, national, and global levels.</p>		<p>To know ways of defining and measuring poverty (relative and absolute) and inequality.</p> <p>To know inequalities within and between societies and how these change.</p> <p>To know wider causes and effects of poverty, inequality, and exclusion.</p> <p>To know what a compromise is.</p>	
<b>Vocabulary</b>	<p>Fair</p> <p>Unfair</p> <p>Caring</p> <p>Sharing</p> <p>Right</p> <p>Wrong</p>		<p>Rich</p> <p>Poor</p> <p>Power</p> <p>Rules</p> <p>Relationships</p> <p>Justice</p> <p>Aspirations</p> <p>Social/Society</p>		<p>Democracy</p> <p>Opportunity</p> <p>Class</p> <p>Poverty</p> <p>Inclusion</p> <p>Privilege</p> <p>Equality / Inequality</p> <p>Rule of Law</p>		<p>Diplomacy</p> <p>Parity / Disparity</p> <p>Policy</p> <p>Deprivation</p> <p>Liberty</p>	

Our World and Beyond								
	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<b>Knowledge &amp; Understanding</b>	To know their immediate and local environment and simple links with other places (e.g. through food).		To know similarities and differences between places in various parts of the world, including own setting.  To know links between their local community and wider world.		To know global connections between peoples and countries (e.g. through trade and communications).  To know how local and national actions affect the wider world.		To know the connections and interdependencies between global and local issues.  To know the changing global forces and effects on people's lives.  To know the impacts of decisions made at local, national, or global levels on people and the environment across national boundaries.	
<b>Vocabulary</b>	World Change		Choices National International Countries Transition		Finance Trade Language Foreign		Global Interdependence Diplomacy Unity	

Our Heritage								
	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<b>Knowledge &amp; Understanding</b>	To know about aspects of local heritage that has impacted on their lives and the lives of their families.		To know about aspects of our heritage in various parts of the world, including own setting.  To know links between their local heritage and wider world.		To know how our heritage is important in the wider world.  To know ways in which we value and preserve our heritage.		To know the connections and interdependencies between heritage and the future, what is important to change and what to preserve.	
<b>Vocabulary</b>	Home Family Us		Heritage Past/Present/Future Monarchy Change Tradition Values		Legacy Development Connections Ethnicity Origins		Hierarchy Preservation Inheritance Ancestry	