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| **SUBJECT:** | **Global Perspectives** | **YEAR GROUP:** | **Year 8** |

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| **Term** | **Topic** | **Content Outline** | **Learning Outcomes** | |
| Term 1 | Belief systems  A warm welcome | -The effect of food choice  - Healthy diet  -Migration  -Pull and push factors  -Facts and opinions | By the end of this Challenge, learners will have improved their analysis skills by categorizing the reasons people give for their dietary choices, and considering the consequences of their choice from personal, local and global perspectives. They will give a presentation in groups about the reasons for, and consequences of, their dietary choices at personal, local and global levels, and will discuss whether they might make any changes to their diet.  By the end of this Challenge, learners will have improved their evaluation skills by evaluating sources for possible bias. Learners will have identified these sources through research into people who come to live in their country to predict what difficulties they might experience. They will have planned and created a presentation to help support young people who have moved to their country to live. | |
| Term 2 | Making a difference  Predicting the future | -Changing communities  -Community types  -Global issues  -Problems and solutions  -Digital World  -Future predictions  -Note-taking | By the end of this Challenge, learners will have developed their research skills by identifying community issues and exploring how individuals and groups can influence change. Learners will make recommendations about how to improve their community and design a campaign to promote these changes.  By the end of this Challenge, learners will have developed their evaluation skills by comparing film, media and statistical material as evidence for predicting the future. Learners will explore recent developments in digital and other technologies through film, media and internet research. They will design a school for the future in the light of recent trends in computer and other technological change. | |
| Term 3 | What everyone needs  When less is more | -Trade and aid  - Different aspects of  sustainability  -Wants and needs  -Sustainable living  -Prevent pollution  -Consume less | | By the end of this Challenge, learners will have developed their collaboration skills by working in groups to research aid in their region and internationally, and to agree on how to spend a (hypothetical) sum of money on aid. At the end of the Challenge, they will reflect on the part that each has played in their groups.  By the end of this Challenge, learners will have improved their communication skills by participating in a debate, a trade simulation game, and working in groups to produce a presentation. They will learn about the life cycle of a resource, create a balanced presentation to persuade people to consume less, and learn how the production of the things we need and want impacts the resources used to make them. |