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| **SUBJECT:** | **Global Perspectives** | **YEAR GROUP:** | **7** |

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| **Term** | **Topic** | **Content Outline** | **Learning Outcomes** |
| Term 1 | *What makes us human?*  *Diplomacy and national traditions*  *Skills: Research, Analysis* | To identify key characters of human rights and rank them  -To distinguish what makes a human similar or different to other mammals/animals.  Tradition, culture, and identity  -Different ways of celebrating holidays  -Similarities and differences between the ways of celebration New Year in local and global community.  -Identify different family groups.  -Describe how people celebrate family birthdays in your country. | By the end of this Challenge, learners will have developed their research and evaluation skills through their research into an aspect of human beings and their contribution to The Human Exhibition. Learners will also gather feedback from their audience at the exhibition, which they will analyses and use to inform future projects.   |  | | --- | | By the end of this Challenge, learners will have developed their communication and collaboration skills in the context of finding out how different families, communities and cultures celebrate the New Year. | |
| Term 2 | *Globalization*  *Education*  *Skills:Research, Evaluation, Collaboration* | Brief history of globalization.  -Pros and cons of globalization.  - The impact of globalization.  Research a number of different approaches to education;  - Formal, non-formal and informal education  -Define what education is;  -Distinguish the difference between facts and opinions;  -Investigate some alternative approaches to education | By the end of this Challenge, learners will have developed their analytical skills by looking at branding as a means to understanding the impact of globalization. They will evaluate videos showing a range of perspectives on globalization and be able to justify their own conclusions.   |  | | --- | | By the end of this Challenge, learners will have researched a number of different approaches to education, using their findings to come up with a proposal for change in their education system. They will have presented an argument for the change they propose and received feedback on how effectively they made their case. | |
| Term 3 | *Seeking refuge*  *Employment*  *Skills: Communication, Reflection* | 30 human rights (UDHR  -Human rights  -Difference between being a displaced person and a refugee  -Human needs and wants (MaslTo make a work balance  -To analyze why people overwork  -The effect of working too much on health  ow’s concept) | Learners will have developed their skills of reflection and analysis by considering the different impacts on individuals of the different reasons for moving countries and thinking about whether their views have changed as a result of research on displaced individuals. Learners will consider the human rights of displaced people and research an aspect of this to present to their peers. They will consider the use of biased sources of information.  By the end of this Challenge, learners will have developed their evaluation skills by evaluating information about the experience of people in their families, communities and worldwide, in employment, unpaid work and unemployment, gathered using different research methods. They will communicate the outcomes of their research effectively. |