



St Wilfrid's Wider Curriculum Framework 2017-18

A St Wilfrid's child should be...

collaborator communicator reflective resilient
risk-taker motivated problem-solver principled responsible
caring thinker

'Step Back in Time'

History

*Research/discover
Different perspectives*

'The World Around Us'

Geography

*Explore
Physical and human
Citizenship*

'Express Yourself'

The Arts

*Creative
Art and Design
Design and Technology
Music*

Knowledge/content
National curriculum

Skills

Global conscience

← **Metacognition – 'learning to learn'** →

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	Skills	Global Conscience
Step Back in Time (History)	<ul style="list-style-type: none"> • Plan and research • Ask and answer questions • Analyse and evaluate information • Explore issues, events and problems from different perspectives • Communicate their learning in relevant ways, including speaking, writing and multimedia resources • Make connections between ideas and experiences 	<ul style="list-style-type: none"> • Explore differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence of our world's history (2, 3) • Consider questions of power and privilege, and critically think about reasons why history is interpreted in different ways (1, 5, 6, 7) • Consider significance of individual and collective action and questions of civic and social responsibility (1, 5, 7) • Explore themes such as inequality, prejudice, conflict and oppression and relating historical examples to contemporary events and experiences (1, 2, 5, 6, 7)
The World Around Us (Geography)	<ul style="list-style-type: none"> • Recognise that they can impact their environment and community • Plan and research • Ask and answer questions 	<ul style="list-style-type: none"> • Question, investigate and critically engage with issues affecting people's lives throughout the world (1,3) • Develop understanding of global interconnectedness and interdependence, and of sustainable development • Provide engaging real-world issues and data to support core geographical skills • Address diversity and identity issues through the investigation of differences and similarities between people, places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions
Express Yourself (Creative Arts)	<ul style="list-style-type: none"> • Show flexibility • Organise time and resources • Work towards a goal • Adapt ideas as circumstances change 	<ul style="list-style-type: none"> • Explore how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art • Recognise different perspectives, ideas, beliefs and values • Provide opportunities to learn about, and from, different cultures through handling images and artefacts • Explore how music expresses identity, belonging and feelings in personal life • Consider how music is used to protest at social injustice and promote visions of positive change • Develop appreciation of diversity and global interconnectedness through exploring the fusion and cross-fertilisation of various musical traditions and the common elements in different musical traditions • Explore the impacts of design and technology on the world and on quality of life • Address sustainability issues in product design • Consider social, environmental and economic contexts of products, and sustainable technology • Analyse ethical and sustainability issues in food systems, and social, economic, environmental and political factors affecting nutrition

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Global Conscience Progression (Adapted from Oxfam Education):

	FS2/Y1	Y1 - Y3	Y4 – Y6	Y6+ (if relevant and applicable)
Social justice and equality (1)	<ul style="list-style-type: none"> • What is fair and unfair • Importance of caring and sharing 	<ul style="list-style-type: none"> • What fairness means • Examples of what it can mean to be rich or poor in local and other contexts 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Ways of defining and measuring poverty (relative and absolute) and inequality • Inequalities within and between societies and how these change • Wider causes and effects of poverty, inequality and exclusion
Identity and diversity (2)	<ul style="list-style-type: none"> • Uniqueness and value of every person • Similarities and differences between self and others 	<ul style="list-style-type: none"> • Similarities and differences between people in local setting and also in wider contexts • What contributes to self-identity and belonging 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Benefits and challenges of diversity • Impacts of stereotyping, prejudice and discrimination and how to challenge these • Importance of language, beliefs and values in cultural identities
Globalisation and interdependence (3)	<ul style="list-style-type: none"> • Immediate and local environment • Simple links with other places, e.g. through food 	<ul style="list-style-type: none"> • Similarities and differences between places in various parts of the world, including own setting • Links between local community and wider world 	<ul style="list-style-type: none"> • Global connections between peoples and countries, e.g. through trade and communications • How local actions affect the wider world 	<ul style="list-style-type: none"> • Connections and interdependencies between global and local issues • Changing global forces and effects on people's lives • Impacts of decisions made at local, national or global levels on people and the environment across national boundaries
Sustainable Development	<ul style="list-style-type: none"> • Living things and their needs • How to take care of the immediate environment • Possibility of change in the future 	<ul style="list-style-type: none"> • Positive and negative impacts of people's actions (including own personal choices) on others and the environment • How people can damage or improve the environment 	<ul style="list-style-type: none"> • People's dependencies on the environment • Basics of climate change (causes and effects) • Environmentally responsible living and global inequalities in ecological footprints. 	<ul style="list-style-type: none"> • Differing views about development and quality of life and their measurement • UN Sustainable Development Goals and progress against them • Importance of biodiversity • Wider causes and implications of climate change
Peace and Conflict	<ul style="list-style-type: none"> • How own actions have consequences • Some basic ways to avoid, manage and resolve conflict 	<ul style="list-style-type: none"> • Causes of disagreement and conflict at personal, classroom and household levels • Some ways of avoiding, managing and 	<ul style="list-style-type: none"> • Some causes and effects of conflict at all levels from personal to global • Strategies for managing, resolving and preventing conflict, including 'win-win' solutions 	<ul style="list-style-type: none"> • Wider causes and effects of conflict at all levels • Importance of resolving conflict fairly • Role of non-violent protest in social and political change

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		resolving conflict	<ul style="list-style-type: none"> • Examples of conflicts past and present in own society and others. 	
Human Rights	<ul style="list-style-type: none"> • Basic needs for human life 	<ul style="list-style-type: none"> • Rights in class and school • The need to respect the rights of others • Basic human rights and how some people have these denied 	<ul style="list-style-type: none"> • UN convention on the Rights of the Child/Universal Declaration of Human Rights • 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"> • Universal Declaration of Human Rights • Importance of citizens, societies and governments respecting and defending people's human rights • Current and historical human rights issues and movements in own country and elsewhere
Power and Governance	<ul style="list-style-type: none"> • Rules in class and school • How rules can help us 	<ul style="list-style-type: none"> • How to take part in making and changing rules in own class/school • Uneven sharing of power and how some people are excluded from decision-making 	<ul style="list-style-type: none"> • The need for rules in own school and wider society and how people can take part in making and changing them • Basics of how own country and region is governed 	<ul style="list-style-type: none"> • Basic national, regional (e.g. EU) and global governance structures and systems, and differences between countries • How a lack of power and representation can result in discrimination and exclusion • The power of collective action and role of social movements and governments in tackling injustice