



# Classroom Ideas Guide

Key Stage 2



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These ideas have been gathered together by Debbie Helme (Diocese of Gloucester), with some additional ideas from Jane Kelly (Dioceses of Winchester and Portsmouth). They are not a comprehensive list of everything that a school could do to embed Global Neighbours in teaching and learning, but they do provide a great starting point for thinking about how to explore courageous advocacy across the curriculum.

# Key Stage 2

## Design & Technology Ideas

Evaluate

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold award
'...understand how key events and individuals in design and technology have helped shape the world...'	<p><b>Pupils have age appropriate opportunities to begin:</b></p> <ul style="list-style-type: none"> <li>Discussing concepts and issues of injustice and disadvantage and exploitation of the natural world</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>Think critically about causes and effects of poverty, disadvantage, injustice and exploitation of the natural world – and solutions</li> </ul>
	<p><b>Possible classroom activity to link these requirements:</b></p> <p>Consider the impact that designing, developing and selling a product can have on a community. What designs have had the most positive impact on society? For example, have cars been positive? Why, why not? Consider the impact that design can have on, for example, global warming.</p> <p>(Idea inspired by Example 59 from <a href="http://whatiflearning.co.uk">whatiflearning.co.uk</a>)</p> <p>An example of innovative design, creating products from reused and repurposed materials, is the <i>Recycled Orchestra of Cateura</i> in Paraguay where a community living next to a rubbish tip has created musical instruments out of rubbish they have found. These instruments have been given to young people in the community who have learned to play them and have formed an orchestra. Music has given many of these young people a new sense of purpose. Clips of their story and some of their performances can be found on Youtube.</p> <p>Pupils could also explore companies that are seeking innovative ways to: reduce the use of fossil fuels and replace these with green energy sources, reduce plastic waste, reuse materials to avoid them going to landfill or create new products from recycled materials, such as <a href="http://remarkable.co.uk">remarkable.co.uk</a></p>		

There are some interesting new tech ideas explored in the film *2040*, which imagines what the world could be like if we embraced the best new sustainable technology: [whatsyour2040.com](http://whatsyour2040.com) Solar Aid has some interesting school resources on the impact of solar lamps in communities with no electricity. For example, school children can now do their homework after dark. CAFOD has a similar resource, *Veronica's Story*, about the impact of solar energy in Kenya.

# Key Stage 2

## English ideas

### Reading Comprehension

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold award
<p>'participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously'</p> <p>'explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary'</p> <p>'provide reasoned justifications for their views' (Years 5 &amp; 6)</p>	<p><b>Pupils have age appropriate opportunities to begin:</b></p> <ul style="list-style-type: none"> <li>• Discussing concepts and issues of injustice and disadvantage and exploitation of the natural world</li> <li>• Identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world</li> <li>• Explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Think critically about causes and effects of poverty, disadvantage, injustice and exploitation of the natural world – and solutions</li> <li>• Apply biblical and ethical teaching to matters of poverty, inequality, charity and justice</li> </ul>
<p><b>Possible classroom activity to link these requirements:</b></p> <p>Comprehension texts can come from many different sources and enhance the sense that the world is a global neighbourhood. Use the World Stories website to source traditional stories from around the world: <a href="http://worldstories.org.uk">worldstories.org.uk</a></p> <p>Christian Aid's <i>Global Explorers</i> (<a href="http://globalexplorers.org.uk">globalexplorers.org.uk</a>) also provides non-fiction texts from across the world that could be used to gather ideas for presentations or debates.</p> <p>Texts from religious traditions could also be used as comprehension passages and provide opportunities to explore religious perspectives on poverty, disadvantage, charity and injustice. Ideas could also be gathered and ordered to inform debates in RE lessons. For example, the Parable of the Sheep and the Goats (Matthew 25.31-46) or poetic prophecy in Isaiah 61.1-4, later quoted by Jesus in the synagogue (Luke 4.17-21).</p> <p>Pupils can use their understanding of texts studied to prepare a presentation or debate, giving reasoned justifications for their viewpoints about issues of poverty and injustice.</p>			

# Key Stage 2

## English ideas

### Writing Composition

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold award
<p>'...identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own...'</p>	<p><b>Pupils have age appropriate opportunities to begin:</b></p> <ul style="list-style-type: none"> <li>• Discussing concepts and issues of injustice and disadvantage and exploitation of the natural world</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Think critically about causes and effects of poverty, disadvantage, injustice and exploitation of the natural world – and solutions</li> </ul>
	<p><b>Possible classroom activity to link these requirements:</b></p> <p>Every year, the makers of Divine Chocolate organise a poetry competition for all ages. The intention is to celebrate the creation of this Fairtrade chocolate which tastes good and provides a fair outcome for all those involved in making it, starting with the growers of the cocoa beans. There are resources to help teachers encourage their pupils to take part. This competition offers pupils the chance to think about Fairtrade at the same time as composing poetry.</p> <p>One key aspect of every campaign for change is communication; this is often done through writing letters. Teach letter-writing skills along with persuasive language techniques, then encourage pupils to write to campaign about an issue they feel strongly about. For example, letters may be written to the head teacher about saving energy in school, or to a local business to ask them to use Fairtrade products or reduce their plastic use, or to an MP or local councillor asking them to improve local recycling facilities or address another issue.</p> <p><b>Note:</b> this activity could also contribute towards the Community Engagement strand if the letters were sent to the decision maker(s) concerned, who could then be invited to visit the class. Pupils could use some of their skills from the Reading Comprehension activity to put their case forward and to question the decision maker, and perhaps challenge their views (courteously!).</p>		

# Key Stage 2

## Geography ideas

### Locational Knowledge & Place Knowledge

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold award
<p>'Locate the world's countries, using a map to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.'</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America'</p>	<p><b>Pupils have age appropriate opportunities to begin:</b></p> <ul style="list-style-type: none"> <li>• Exploring 'big questions' about suffering, inequality and justice</li> <li>• Encountering relevant voices and stories that aid the understanding of poverty and injustice</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues</li> <li>• Engage with voices and stories that aid understanding of poverty and injustice, not least from peoples and communities directly affected by poverty and injustice</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Ask and explore possible answers to a range of 'big questions' of suffering inequality and justice in relation to global issues</li> <li>• Engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by poverty and injustice</li> </ul>
	<p><b>Possible classroom activity to link these requirements:</b></p> <p>Introduce maps with care. Explain that as the world is a sphere, it's not possible to draw it easily and accurately as a 2D map. The most common map used is the Mercator Projection, with the north at the top and the countries furthest from the equator most distorted. However, maps could be drawn differently, for example it is possible to put the south at the top of the map – see Upside Down maps. Also look at the Peters Projection map which aims to make all the land masses accurate in their relative size to each other. Look at examples of the three maps and on each map help the following fictional characters find their country: Anastasia from Russia, Jack from Northern Ireland, Madison from Canada, Federico from Argentina, Patience from Malawi.</p> <p>Consider which map each character might prefer and why. Does it matter if your country is at the top or at the bottom? Does it matter if some countries are drawn smaller than they actually are? How are most countries from the Majority World portrayed on the Mercator Projection map? Does it matter which countries are placed at the centre of the map? Carry out research into these four different countries, what similarities and differences can be found?</p> <p>(Idea inspired by Example 72 from <a href="http://whatiflearning.co.uk">whatiflearning.co.uk</a>)</p>		

Match human stories and images to places identified on maps discovering how, whilst each country is different it is precious to its people (build on KS1 Geography ideas here). For example, by using Christian Aid's Global Explorers ([globalexplorers.org.uk](http://globalexplorers.org.uk)) the class could find out about children from around the world.

# Key Stage 2

## History ideas

### A Local History Study

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold award
<p>'...study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality'</p>	<p><b>Pupils have age appropriate opportunities to begin:</b></p> <ul style="list-style-type: none"> <li>• Exploring 'big questions' about suffering, inequality and justice</li> <li>• Encountering relevant voices and stories that aid the understanding of poverty and injustice</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues</li> <li>• Engage with voices and stories that aid understanding of poverty and injustice, not least from peoples and communities directly affected by poverty and injustice</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Ask and explore possible answers to a range of 'big questions' of suffering inequality and justice in relation to global issues</li> <li>• Engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by poverty and injustice</li> </ul>
	<p><b>Possible classroom activity to link these requirements:</b></p> <p>Discover if there are any philanthropists who have contributed to your region or perhaps a local reformer who had a significant impact on your locality – for example, philanthropists who sought to look after their workers such as: the Rowntrees of York, Cadbury's in Birmingham, Titus Salt in Bradford, Coleman's of Norwich and Lever Brothers in Port Sunlight, Cheshire. What were the villages they built like? How were they different from the villages of the time? What difference did they make? What motivated them? Consider what the social reformers might challenge in our society today. Are there any individuals or organisations who are comparable today? Some other reformers include: Dr Barnardo (1845 – 1905) Dublin, London, National Homes for Poor Children; General Booth (1829 – 1912), Nottingham, The Salvation Army; Olaudah Equiano (1745 – 1796) London, National Anti-slavery campaigner; Elizabeth Fry (1780 – 1845) London, National Prison reforms; John Newton (1725 – 1807) London Former Slave Trader who became an Anti-Slavery Campaigner and famous for 'Amazing Grace' hymn; Robert Raikes (1736 – 1811) Gloucester, National Sunday Schools for the poor; Lord Shaftesbury (1801 – 1885) National Child Labour Laws; Dr Mary Sturge (1862 – 1925) Birmingham, National Preventative Medical Care, campaigned for Women's Rights; William Tuke (1732 – 1822) York, National Mental Health Care; William Wilberforce (1759 – 1833) Hull, National Anti-Slavery Campaigner, founding member of the RSPCA. Consider what lasting difference they made. How might our society be different today if they hadn't acted in the way they did? Are the issues they were tackling still here today? What can we learn from these people? What are the issues in your area today and how might they be tackled?</p> <p>During the eighteenth and nineteenth centuries, Christian philanthropists were at the forefront of reform. All of the individuals listed above happen to have been Christians. You might like to select an individual to follow up in RE, considering their faith motivation for the work that they did.</p>		

# Key Stage 2

## Maths ideas

### Fractions & Percentages

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold award
<p>'...recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction, solve problems which require knowing percentage and decimal equivalents' (Year 5)</p>	<p><b>Pupils have age appropriate opportunities to begin:</b></p> <ul style="list-style-type: none"> <li>Identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>Explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>Apply biblical and ethical teaching to matters of poverty, inequality, charity and justice</li> <li>Explore perspectives within two or more faiths, on matters of poverty, inequality, charity and justice</li> </ul>
	<p><b>Possible classroom activity to link these requirements:</b></p> <p>Many people include charitable giving as part of their monthly budget. Decide on a percentage of earnings that someone may give away to their chosen charities and ask pupils to calculate how much a person would give away if they earned different amounts of money (differentiate accordingly).</p> <p>What difference might these percentages of income make to struggling communities? Using the amounts calculated above, work out what this money could pay for on charity gift sites such as: Christian Aid Charity Gifts or Oxfam Unwrapped.</p> <p>Discuss with pupils whether they think giving away part of your income is a good principle to live by. You could follow up in RE about why Jewish people, Christians, Muslims and members of other faith traditions believe that they should be generous with what they have.</p> <p>There is an expectation that followers of some world faiths give percentages of their money away. For example, inspired by the text from Deuteronomy 14.22, some Jewish and Christian people believe that they should tithe, which means they should give 10% of their money away. Challenge pupils to calculate how much this might equate to, based on different salary figures. One of the Five Pillars of Islam is Zakah, which is a duty to make a special payment to provide for the poor and needy. This is customarily recognised to be 2.5% of their income. Using the same numbers ask pupils to calculate how much a Muslim would give away. Ask pupils to find out about sadaqah – this is compassionate voluntary charity that Muslims may be inspired to give in addition to their Zakah duty. Can they work out further possible percentages of 15%, 20% etc that Muslims may give away?</p> <p>Another approach to fractions and percentages uses Fairtrade resources. Children work out the amount a cocoa worker or banana farmer would be paid, compared with the amounts earned by the plantation owners, importers and UK supermarkets. Look at the Banana Split activity or Christian Aid Chocolate Trade Game.</p>		

# Key Stage 2

## Maths ideas

### Statistics

National Curriculum requirement	Link to Global Neighbours	
	Bronze	Silver
'...interpret and construct pie charts and line graphs and use these to solve problems...' (Year 6)	<p><b>Pupils have age appropriate opportunities to begin:</b></p> <ul style="list-style-type: none"> <li>Identifying some ways in which their lives are connected with the lives of people in places across the globe</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>Explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world</li> </ul>
	<p><b>Possible classroom activity to link these requirements:</b></p> <p>Possible classroom activity to link these requirements:</p> <p>Florence Nightingale, a competent mathematician, invented a form of pie chart to show her findings about deaths in a military hospital. She expected the chart to demonstrate they were primarily due to inadequate food and supplies but discovered poor sanitation played a more significant role. She was humble enough to face facts and change the way she did things. This also changed the way hospitals were built. Florence Nightingale became an advocate for change with MPs and army officials in order to change the way that things were done.</p> <p>Can pupils create a pie chart that could change behaviour, for example on the use of water or electricity? How would they use the statistics to campaign for change? Pupils could research the school's use of electricity, use this to create a pie chart and then create a campaign around this or suggest possible solutions to reduce energy usage in school. Or perhaps find out about how much of the food served in school is Fairtrade or sourced locally. Pupils could also consider their family's carbon footprint or food miles involved in the weekly shop.</p> <p>Others who used statistics to campaign for change could also be considered. For example:</p> <p>Robert Owen – social reformer who limited working hours in a day c.1815</p> <p>John Snow – worked on a cholera map in 1854 identifying a water pump as the origin of a cholera outbreak.</p> <p>(Idea inspired by Example 62 from <a href="http://whatiflearning.co.uk">whatiflearning.co.uk</a>)</p> <p><i>If the World Were a Village</i> by David J Smith and Shelagh Armstrong is a really good resource, looking at statistics from around the world, for example how many people have access to electricity, clean drinking water or television. Nrich maths has developed some resources based on some of the statistics in the book. <a href="http://rich.maths.org/7725">rich.maths.org/7725</a></p>	

# Key Stage 2

## Modern foreign language ideas

### Intonation

National Curriculum requirement	Link to Global Neighbours	
	Bronze	Silver
'...to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases...'	<p><b>Pupils have age appropriate opportunities to begin:</b></p> <ul style="list-style-type: none"> <li>Identifying some ways in which their lives are connected with the lives of people in places across the globe</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>Explain how their lives are connected with people and places across the globe and the effects of local action on the wider world</li> </ul>
	<p><b>Possible classroom activity to link these requirements:</b></p> <p>Ask pupils to imagine a new pupil is joining the class and they only speak French/the language being taught. How would they feel? What would they want to talk about? What would they need to know about? Can pupils plan what they would say to the new person? Encourage them to think about pronouncing it carefully enough so they would be understood but also consider their intonation. Does it help to speak more loudly? How do they use their voices and language choice to make someone feel welcomed?</p> <p>Work with EAL students in the school or perhaps with refugees in the local community to talk about how they would have liked to have been welcomed and what information it would have been useful to have been told. Use story to help pupils to think about what it might be like to arrive in a completely new culture, for example, <i>The Colour of Home</i> by Mary Hoffman or <i>The Boy at the Back of the Class</i> by Onjali Q Rauf.</p>	

# Key Stage 2

## Music ideas

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold award
<p>'...listen with attention to detail and recall sounds with increasing aural memory, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression...'</p>	<p><b>Pupils have age appropriate opportunities to begin:</b></p> <ul style="list-style-type: none"> <li>• Exploring 'big questions' about suffering, inequality and justice</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>• Ask and explore possible answers to a range of 'big questions' of suffering inequality and justice in relation to global issues</li> </ul>
	<p><b>Possible classroom activity to link these requirements:</b></p> <p>Possible classroom activity to link these requirements:</p> <p>To inspire attentive listening, ask pupils to sit and listen to a completely silent classroom for 10 seconds or a period of time appropriate to the age of the pupils. Talk about what they have heard and the importance of attentive listening and how it feels to be heard. Give groups of pupils a range of different pictures (related to courageous advocacy) with background information on the issue featured. Ask them to choose one picture and compose a piece of music to represent it. Pupils then have to perform to each other whilst everyone uses the same level of listening as they did at the start and tries to identify which picture they are representing. This should develop focused listening skills and respect.</p> <p>(Idea inspired by Example 91 from <a href="http://whatiflearning.co.uk">whatiflearning.co.uk</a>)</p>		

# Key Stage 2

## Science ideas

### Living Things and Their Environment

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold award
<p>'...recognise that environments can change and that this can sometimes pose dangers to living things'</p> <p>'Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.'</p>	<p><b>Pupils have age appropriate opportunities to begin:</b></p> <ul style="list-style-type: none"> <li>Identifying some ways in which their lives are connected with the lives of people in places across the globe</li> <li>Discussing concepts and issues of injustice and disadvantage and exploitation of the natural world</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>Explain how their lives are connected with people and places across the globe and the effects of local action on the wider world</li> <li>Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world</li> </ul>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>Think critically about causes and effects of poverty, disadvantage, injustice and exploitation of the natural world – and solutions</li> </ul>
<p><b>Possible classroom activity to link these requirements:</b></p> <p>Encourage pupils to explore their local environment, noting examples of both the positive and negative effects of human impact on their area. This could be done within the school grounds also. Explore the work of environmental organisations such as The Woodland Trust, RSPB, The Wildlife Trust and find out what they are doing in the local area. Pupils could think about what action they could take in the local community, school grounds or their home to make a positive impact on the environment. (Any action taken could then contribute towards fulfilling some of the criteria in the Community Engagement strand.)</p> <p>Use pupils' learning in Science to think about the impact that we are having on the natural world, locally, nationally and globally. Other resources might include Christian Aid's climate change resources for schools: <i>Window on the World</i>, the <i>Fumes or Futures</i> resource pack and the story of Agar using solar lamps.</p> <p>This could be followed up in RE: challenge pupils to research one A Rocha project and see if they can link this work to Christian beliefs. A Rocha is a Christian environmental charity which runs a number of conservation and research projects, including documenting how environments change and suggesting new ways of protecting vulnerable habitats. It aims to work in partnership with Christian groups around the world, for example, identifying problems with the habitat needed for Kenya's hawkfish and monitoring marine diversity in Devon.</p>			