



Classroom Ideas Guide

Key Stage 1



Contents

Key Stage 1

Design & technology ideas

Design & Make 3

English ideas

Reading Comprehension 4

Writing Composition 5

Geography Ideas 6

History ideas 7

Maths ideas

Division 8

Measurement 9

Music Ideas

Singing & Listening 10

Science Ideas

Animals, including Humans 11

These ideas have been gathered together by Debbie Helme (Diocese of Gloucester), with some additional ideas from Jane Kelly (Dioceses of Winchester and Portsmouth) and Liz Mills. 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 1

Design & Technology Ideas

Design & Make

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold
<p>'Design... design purposeful, functional, appealing products for themselves and other users based on design criteria...'</p> <p>'Make... select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]... select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics'</p>	<p>Pupils have age appropriate opportunities to begin:</p> <ul style="list-style-type: none"> • Exploring similarities and differences between their lives and the lives of people in various communities around the world • Discussing concepts and issues of injustice and disadvantage and exploitation of the natural world 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> • Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> • Think critically about causes and effects of poverty, disadvantage, injustice and exploitation of the natural world – and solutions
<p>Possible classroom activity to link these requirements:</p> <p>Show images of toys made from recycled materials some of which may come from the majority world (search using phrases like 'African toys from recycled materials'). What do pupils like about them? Challenge them to use recycled materials for a product they are designing. Debate the advantages of recycling materials and explore the consequences of not recycling. Consider how their lives would be different if all their toys were made like this. If possible, invite someone to talk to the class who has seen children making their own toys in this way first hand and interview them. Look at the Send a Cow resources on making footballs from plastic bags and newspaper in East Africa. Why might these be more practical? (E.g. think about what happens when a 'normal' plastic football bursts). Also look at recycled toys from our own country. Always be alert to stereotypes and challenge any that emerge - noting that the point of this exercise is to celebrate innovation and ingenuity, rather than to reinforce (untrue) stereotypes that 'everyone in Africa is poor'.</p> <p>Ask someone from the local council to talk to pupils about the problems caused by exploiting the natural world and possible solutions design and technology can bring, including what is being done in the local area to reduce waste, recycle more and use green energy. Challenge pupils to think about what they can do. You could also talk to pupils about the freecycle network that aims to pass unwanted items on to others to use, or upcycle, rather than simply throwing them away.</p> <p>Show pupils recycled artwork created to raise awareness of a global issue. For example, sculptures made out of plastic waste taken from the world's oceans like the Sky Ocean Rescue whale placed outside Parliament or the leaping whale placed in the canal in Bruges. Challenge pupils to think about how they might create something purposeful to raise awareness of an issue they care about. Pupils could design their own simple cards out of recycled materials to sell for charity in school or in local shops or the library. Volunteers from the local community could also help with this. If items are to be sold, make stickers for the backs of these to explain their purpose to an outside audience.</p>			

Key Stage 1

English ideas

Reading Comprehension

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold
<p>'Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by... being encouraged to link what they read or hear read to their own experiences... becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics...'</p>	<p>Pupils have age appropriate opportunities to begin:</p> <ul style="list-style-type: none"> Encountering relevant voices and stories that aid the understanding of poverty and injustice 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> Engage with voices and stories that aid understanding of poverty and injustice, not least from peoples and communities directly affected by poverty and injustice 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> Engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by poverty and injustice
	<p>Possible classroom activity to link these requirements:</p> <p>Use texts and stories from around the world to extend the children's horizons. For example, stories from all around the world can be found online at worldstories.org.uk/stories</p> <p>Always check the examples are age-appropriate and suitable for your class before using them. Ensure that, over a period of time, books in the class library represent a range of cultural backgrounds. For example, <i>Amazing Grace</i> (and others) by Mary Hoffman or <i>Handa's Surprise</i> and <i>Handa's Hen</i> by Eileen Browne.</p> <p>The Global Neighbours criteria related to exploring faith perspectives could also be addressed here and followed up in RE. For example, look out for simple versions of stories from faith traditions which could also be used in guided reading sessions to begin to understand perspectives on justice which could be followed up in RE.</p>		

Key Stage 1

English ideas

Writing Composition

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold
<p>'Pupils should be taught to: develop positive attitudes towards and stamina for writing by ... writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry, writing for different purposes'</p>	<p>Pupils have age appropriate opportunities to begin:</p> <ul style="list-style-type: none"> Encountering relevant voices and stories that aid the understanding of poverty and injustice 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> Engage with voices and stories that aid understanding of poverty and injustice, not least from peoples and communities directly affected by poverty and injustice 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> Engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by poverty and injustice
	<p>Possible classroom activity to link these requirements:</p> <p>Start with 'talk for writing' activities. For example, do this orally with role play, developing persuasive language. They could work on persuading the headteacher that a charity needs school support or even explaining to another class/group. Pupils could freeze-frame situations from stories they are learning about; ask each character to describe what they are thinking, feeling, asking or wondering. Then create clear writing frames using collected vocabulary based on their feelings of empathy to enable pupils to create campaign posters.</p> <p>Encourage the class to become courageous advocates by writing persuasive sentences in posters for a charity or campaign they have been learning about. Alternatively, they could write a simple and brief account for a newspaper of someone from another country in a challenging situation they have been learning about. For example, a character from the texts used for the previous Reading Comprehension activity or through exploring the stories of people who have been courageous advocates for change (for example, Rosa Parks from their work in History).</p> <p>Note: these activities can also be used to support some of the criteria in the Community Engagement strand.</p>		

Key Stage 1

Geography ideas

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold
<p>Geographical Skills and Fieldwork Place Knowledge</p> <p>‘Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage...’</p> <p>‘Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country’</p>	<p>Pupils have age appropriate opportunities to begin:</p> <ul style="list-style-type: none"> • Exploring similarities and differences between their lives and the lives of people in various communities around the world • Encountering relevant voices and stories that aid the understanding of poverty and injustice 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> • Engage with voices and stories that aid understanding of poverty and injustice, not least from peoples and communities directly affected by poverty and injustice 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> • Engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by poverty and injustice
<p>Possible classroom activity to link these requirements:</p> <p>Use a tool like Google Earth to identify key local places and ask why those places are special to the class. Ask pupils to describe the key physical features, e.g. favourite hills or rivers. Ask pupils to think about their own area or country. How would they describe our country to someone from another place? How might they encourage a visitor to come and what might they like them to see? Then pull back to see the whole country, continent, globe. Visit a range of other places with contrasting physical features. Where possible, match human stories and images to places identified on maps discovering how, whilst each country is different, it is precious to its people. (If possible, you could invite some visitors from other countries to speak to the class; parents, grandparents, staff or governors may be able to help.)</p> <p>Show photographs to the pupils of life in this country and in contrasting countries. Gather their questions about each photo on large pieces of paper which can be returned to later to check if they have been answered. Ask them about the similarities and differences that they see. Establish which physical features of a country (for example, climate) make it harder for people to grow food. For example, Christian Aid’s adaptation of the <i>Jack and the Beanstalk story</i>, ‘Frank and the Pea Stalk’, explores the impact of climate change in Malawi.</p>			

Key Stage 1

History ideas

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold
'...the lives of significant individuals in the past who have contributed to national and international achievements... [for example, Rosa Parks...]	<p>Pupils have age appropriate opportunities to begin:</p> <ul style="list-style-type: none"> Exploring 'big questions' about suffering, inequality and justice 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> Ask and explore possible answers to a range of 'big questions' of suffering, inequality and justice in relation to global issues
	<p>Possible classroom activity to link these requirements:</p> <p>Explore what work can be linked to popular topics like Famous People. For example, those who, despite discrimination, sought to make a world a better place:</p> <p>Mary Seacole (1805 – 1881) Rosa Parks (1913 – 2005)</p> <p>Explore questions around the following: what difference did she make? Why is she seen as a role model? Who did she see as her neighbours to care for? Why did she risk her life to help others? Why do people remember her? How and why has her 'story' been passed on and by whom? What can we learn from her about the ripple effect of actions and choices and of passing on each other's stories and examples to future generations? What differences would we like to make in our own small ways? What would we like people to remember us for and why?</p> <p>(Explore issues surrounding Rosa Parks and segregation further through the use of story e.g., <i>The Other Side</i> by Jacqueline Woodson and E B Lewis.)</p>		

Key Stage 1

Maths ideas

Division

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold
<p>'...Pupils should be taught to: solve one-step problems involving ...division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher...'</p>	<p>Pupils have age appropriate opportunities to begin:</p> <ul style="list-style-type: none"> Exploring 'big questions' about suffering, inequality and justice 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> Ask and explore possible answers to a range of 'big questions' of suffering inequality and justice in relation to global issues
	<p>Possible classroom activity to link these requirements:</p> <p>Demonstrate division using a basic food item like breadsticks or biscuits. Making sure you have a divisible number of items, show how they can be equally divided between a group of people. Then demonstrate how they could be divided unfairly with one or two people having the majority and with the others having only a small part or none at all. Ask which group they want to be with and why. Would that change if they were the person in charge of sharing the food in that group so they could decide who receives the food?</p> <p>Draw on analogies in their lives when they may have been given sweets to share out fairly or other things. How well do they use their division skills in their lives outside of the maths lesson? Do they think this is important? Why/why not? How might the world be different if everyone divided things accurately? This could lead to discussions on global inequality. Help pupils to think about the impact on people when things are not divided fairly. If fairness is important in the class and in school, is it important for the village/town/city where their school is? Is fairness important for the country? Globally? Ask pupils if they can think of any examples of unfairness in school / their area. Use these ideas to think about things that are unfair globally.</p> <p>This activity could be used to explore the connection between inequality and the causes of poverty, introducing the idea that inequality lies at the root of poverty.</p>		

Key Stage 1

Maths ideas

Measurement

National Curriculum requirement	Link to Global Neighbours
<p>'...measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)...'</p>	<h3>Bronze</h3>
	<p>Pupils have age appropriate opportunities to begin:</p> <ul style="list-style-type: none"> • Exploring similarities and differences between their lives and the lives of people in various communities around the world <p>Possible classroom activity to link these requirements:</p> <p>At the beginning or end of a unit of work on measuring, take a moment to start to challenge the view that quantity is necessarily a measure of value in all situations. Ask the children if there's anything that can't be measured. What about happiness or love or kindness? You might like to compare an image of a love heart to a mountain, or money with a laughing face, or sunshine on a beach to a block of gold. Ask the children which can be measured: love or a mountain, feeling happy or a pile of coins and so on. Consider why some things can't be measured. Explain that some research suggests that some of the happiest children in the world are from countries that have very little money.</p> <p>Is it possible that the most precious things the children in the class will have, like love or friendship, are so special they can't be measured? How can our global neighbours help us to learn to be happier?</p> <p>(Idea inspired by Example 75 from whatiflearning.co.uk)</p> <p>Note: it is important to recognise, however, that measurement is vital in order to quantify inequality and challenge injustice. Discussing these ideas about measurement is a valuable perspective that pupils need to be introduced to but without losing sight of the importance of challenging the root causes of inequality across the world. Be aware that a discussion like this may raise 'big questions' about suffering, inequality, justice and disadvantage.</p>

Key Stage 1

Music ideas

Singing & Listening

National Curriculum requirement	Link to Global Neighbours
<p>'Pupils should be taught to... use their voices expressively and creatively by singing songs and speaking chants and rhymes... listen with concentration and understanding to a range of high-quality live and recorded music...'</p>	Bronze
	<p>Pupils have age appropriate opportunities to begin:</p> <ul style="list-style-type: none"> • Exploring similarities and differences between their lives and the lives of people in various communities around the world <p>Possible classroom activity to link these requirements:</p> <p>When choosing songs to listen to or learn with children, select some songs from a range of settings around the world. For example, sing-along songs that include 'hello' in many different languages. Some songs have lyrics which encourage outward-looking attitudes. It is also possible to find children's songs from around the world online; these could then be linked to countries on a world map. Consider how music from other cultures enriches the classroom. Use music from a range of cultures to explore and develop pupils' own ideas. Pupils could then create adapted or new versions of these adding appropriate sound effects or actions or pictures to animate, develop and empathise with the themes. For example, use 2017's Christian Aid Week song and add actions, and percussive sound effects showing understanding of words to animate it even more powerfully for a performance. Use music as a means of raising awareness as well as enjoyment, thanks and celebration (and perhaps even to raise money).</p> <p>Use recycled materials to make exciting musical instruments and sounds and watch YouTube videos showing the inventiveness of others who have very little but can still be incredibly musically creative. Google the 'Orchestra of Recycled Instruments' in Paraguay, for an inspiring example of instruments made from objects found on the Asuncion rubbish tip. Use a range of harmonic and clashing sound effects to create Soundscapes as backing tracks to pictures or PowerPoint presentations. Cross-curricular links could be made here, for example, using images from Geography work or perhaps using <i>Wow Our Amazing Planet</i> by Barnabas in Schools in RE work to communicate 'wows' and 'ows' when telling stories of Creation and our need to look after our world better.</p>

Key Stage 1

Science ideas

Animals, including Humans

National Curriculum requirement	Link to Global Neighbours		
	Bronze	Silver	Gold
<p>'Pupils should be taught to... find out about and describe the basic needs of animals, including humans, for survival (water, food and air)'</p>	<p>Pupils have age appropriate opportunities to begin:</p> <ul style="list-style-type: none"> • Discussing concepts and issues of injustice and disadvantage and exploitation of the natural world • Identifying some ways in which their lives are connected with the lives of people in places across the globe 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> • Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world • Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> • Think critically about causes and effects of poverty, disadvantage, injustice and exploitation of the natural world – and solutions
	<p>Possible classroom activity to link these requirements:</p> <p>Spend some time thinking about water: how many different places can the class think of where they might see water? For example: rain, the seaside, fountains, in the kitchen, in the bath, puddles, streams, classroom, goldfish bowls etc.</p> <p>Ask pupils to imagine they were going to a desert island and they could only take one thing with them from a selection of things you show them; offer a range of items like a watch, an electronic gadget (not a phone!), a pack of cards and include a bottle of water. Ask them to decide what they would take and explain why. Talk about water being essential for all life, plants, people and animals and that the other things would be luxuries. Then swap the bottle of water with a bottle of muddy water. How would they feel if they were asked to drink dirty water? Look at a map and explain that in some countries rain is rare (and is made worse by the effects of climate change) and therefore water becomes very precious. Sometimes it becomes so scarce that people might drink muddy water even though it may make them ill. Explore how charities help in places like that, for example, Christian Aid and its work with AquAid.</p> <p>Water Aid has some useful schools' resources, including the poem <i>Water Walk</i> about the daily walk to collect water.</p> <p>Talk to pupils about the connections between our actions and climate change, leading to unpredictable weather and people being left with little water. Consider how we might have an impact on the exploitation of the natural world and the negative impact this has on our global neighbours. A similar discussion could also be had in connection to food as a basic need and the impact that the climate is having on food producers around the world.</p> <p><i>Bringing the rain to Kapiti Plain</i> by Verna Aardema is a lovely story about the impact on Ki-pat and his herd of cows when the rains stop. The class could add their own actions and sound effects to it.</p>		