

PDMU

- > Learning through investigation, experience and guided reflection
- > Exploring many facets of identity
- > Pupils will experience similarities and difference on a Global Scale, learn to problem solve and offer their own solutions in a safe environment
- > Examining and exploring different types of families that exist, the roles within them and the different responsibilities
- > Gain an understanding of the range of jobs and work carried out by different people
- > Knowing about the process and people involved in the production, distribution and selling of goods
- > Acknowledging that people differ in what they believe is right and wrong
- > Developing an understanding of their role and responsibility as consumers in society
- > Recognising how injustice and inequality affect people's lives
- > Looking at the perception of Fairtrade and Global Inequalities v's the reality

LANGUAGE AND LITERACY

- > Development of language and vocabulary to talk about who I am and how I feel in relation to diversity and difference on a global scale
- > Participate in group discussion and debate giving reasons for thoughts and conclusions
- > Evaluate ideas, arguments, points of view, and use evidence to justify opinions, actions or proposals
- > Consider, interpret and discuss perspective, explore how information is used to engage attention as well as give context
- > Begin to be aware of how the media present information in different ways
- > Identify and ask appropriate questions to seek information, views and feelings

THE WORLD AROUND US

- > Learning about different countries
- > Learn about global foods and trade
- > Find out what life is like for school age children in different countries
- > How are we interdependent within the world for some of our goods and services?
- > Some of the ways people affect/conserve the environment both locally and globally
- > The effects of a lack of basic resources on a place and on people's lives
- > Extreme weather and natural events that affect lives globally

GLOBAL INEQUALITIES

THE ARTS

- > Developing communication and social skills through conversation
- > Finding expression and confidence through group work and play
- > Taking part in different roles and learning how to adapt and be flexible within a team
- > Evaluate experiences of making work, making considered comments in relation to their and others work
- > Discuss visual elements made and used in sessions to explore deeper meaning of ideas of difference

PHYSICAL EDUCATION

- > Developing self-esteem through physical Adventure Learning team games
- > Working with others as part of a team
- > Developing an understanding of fairness and respect through physical activity
- > Linking Physical and outdoor education with important and integral learning experiences that are valued and discussed
- > Participate in activities and physical challenges to learn, understand and continue to develop core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment

MATHEMATICS AND NUMERACY

- > Discuss the value of money, how goods are paid for and budgeting
- > Identifying and obtaining information and tools required for a task
- > Develop a range of strategies for problem solving, overcoming difficulties
- > Understand mathematical language and use it to explain work
- > Compare their ideas and methods of working with others
- > Check results and consider if they are reasonable
- > Estimate and approximate to gain an indication of the size of a solution to a problem
- > Construct a range of regular and irregular 2-D shapes using specific measurements and tools
- > Understand possible outcomes of random events in the context of certainty and uncertainty