



CCGL Progression in Pupil Outcome Key Ideas

Pupil Outcomes					
	Key Ideas	By the end of Year 2, pupils:	By the end of Year 4, pupils:	By the end of Year 6, pupils:	By the end of Year 9, pupils:
Understanding and Knowledge	People and Places	<ul style="list-style-type: none"> develop a sense of themselves as part of the wider world, becoming aware of other places, environments and cultures know some similarities and differences between everyday aspects of children's lives in another country and their own. 	<ul style="list-style-type: none"> develop their awareness and knowledge of the wider world and learn about life in part of another country know that there are similarities and differences within and between countries, and begin to understand that places change can make simple comparisons with their own locality. 	<ul style="list-style-type: none"> develop more detailed and extensive knowledge of the wider world, including aspects of its history learn about life in part of another country; reasons for similarities and differences with other parts of the country, how and why these places are changing can make comparisons with their own area. 	<ul style="list-style-type: none"> develop understanding of global issues supported by extensive world knowledge, and understanding of the historical context learn about development at a range of scales, local to global and in different places know that development means change, and understand that some places are developing rapidly, others less so.

Knowledge and understanding of sustainable development & the SDGs	<p>Poverty and development (SDGs 1-10) Have a growing awareness that the SDGs are global goals that we all have a responsibility for achieving</p>	<ul style="list-style-type: none"> • With reference to the SDGs: • learn that people share the same basic needs. 	<ul style="list-style-type: none"> • With reference to the SDGs: • know that people share the same needs, and learn about some examples of how people have improved their lives. • know that there are richer and poorer people in a country, including the UK. 	<ul style="list-style-type: none"> • With reference to the SDGs: • know that there are patterns of wealth and poverty in the world, and different ways to think about poverty. • know some different examples of how people have improved their lives, and why people sometimes need support. • know what inequality means, comparing how much the richest and poorest people in a country have. 	<ul style="list-style-type: none"> • With reference to the SDGs: • know that there are historical and current patterns of wealth and poverty in the world • understand why there are different ways to think about poverty, and different ways development happens. • know examples and some characteristics of low-, middle- and high-income countries and ways to measure and evaluate development and quality of life. • use data to understand the scale of some global development challenges, and the progress made in meeting them.
	<p>Inter-dependence (All SDG's esp. 17) Have a growing awareness that the SDGs are global goals that we all have a responsibility for achieving</p>	<p>With reference to the SDGs:</p> <ul style="list-style-type: none"> • know that people are connected across countries, e.g. through the things they need such as food. 	<p>With reference to the SDGs:</p> <ul style="list-style-type: none"> • know about some links with people in the wider world, for example through things we buy, culture and the environment. 	<p>With reference to the SDGs:</p> <ul style="list-style-type: none"> • know some ways in which people are connected across countries today and in history, such as trade, migration and communication. • think about how choices people make in their everyday lives affect people and places in other parts of the world. • know some ways people can be a global citizen. 	<p>With reference to the SDGs:</p> <ul style="list-style-type: none"> • understand that people are increasingly connected across countries, including by trade, migration and communication. • begin to understand how this is increasing with globalisation • understand the importance of being an active global citizen and how they can contribute to sustainable development.
	<p>Sustainability (SDGs 11-16)</p>	<p>With reference to the</p>	<p>With reference to the SDGs:</p>	<p>With reference to the SDGs:</p>	<p>With reference to the SDGs:</p>

	<p>Have a growing awareness that the SDGs 1-10 are global goals that we all have a responsibility for achieving</p>	<p>SDGs:</p> <ul style="list-style-type: none"> recognise how people can make changes to the environment, both positively and negatively. 	<ul style="list-style-type: none"> begin to explore some connections between people and environments, and how they might be cared for. 	<ul style="list-style-type: none"> explore how people and environments are linked, for example some causes of change to local and distant environments, and how they might be cared for or improved in future. 	<ul style="list-style-type: none"> understand that sustainability includes social, economic and environmental aspects understand that people can use and manage the environment, resulting in changes to places, including sustainable and unsustainable development understand that people, communities and the planet can have alternative futures.
	<p>Action towards sustainable development</p> <p>Have a growing awareness that the SDGs are global goals that we all have a responsibility for achieving</p>	<p>With reference to the SDGs:</p> <ul style="list-style-type: none"> understand the need to care for other people and the environment, particularly in their school and local area. 	<p>With reference to the SDGs:</p> <ul style="list-style-type: none"> describe some simple ways people can take action to improve communities and environments, locally and globally. 	<p>With reference to the SDGs:</p> <ul style="list-style-type: none"> recognise some of the constructive actions people can take locally, nationally and internationally for social justice and sustainable development. learn about and take informed action, perhaps working alongside partner schools. 	<p>With reference to the SDGs:</p> <ul style="list-style-type: none"> understand and evaluate the actions that people, organisations and governments can take for sustainable development suggest appropriate, informed and realistic ways of taking action for sustainable development learn about, plan and take informed action towards making the world more socially just and sustainable, perhaps working with a partner school.

	<p>Making a Reasoned Argument</p>	<ul style="list-style-type: none"> begin to express a point of view and give simple reasons 	<ul style="list-style-type: none"> listen to others, express their opinions and compare their point of view about global issues with others. 	<ul style="list-style-type: none"> use information to describe ideas and express their opinions, and recognise that others may hold different views 	<ul style="list-style-type: none"> express and engage with a variety of different points of view, recognise that some people may think differently, and understand issues from other people's point of view
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Attitudes and behaviours	Equality, democracy and the rule of law (SDG 16)	<ul style="list-style-type: none"> ● learn about the idea of fairness, and reasons for rules and responsibilities in their lives. 	<ul style="list-style-type: none"> ● through familiar examples in school and the wider world, pupils develop their understanding of rights, rules and responsibilities. ● learn about the role that we can all play in following these to create a just society. 	<ul style="list-style-type: none"> ● develop their sense of fairness and the need for justice based on rules and laws. ● learn about the basics of democracy, and how governments and citizens make decisions. 	<ul style="list-style-type: none"> ● develop their sense of fairness, equality and the need for justice based on rules and laws. ● begin to understand more abstract concepts such as democracy, liberty, justice and citizenship ● understand how young people and adults can participate actively in a democratic society and how citizens and governments can help or hinder sustainable development.
	Intercultural awareness and partnerships	<ul style="list-style-type: none"> ● begin to understand that people often share the same basic needs, but that there are differences in how these are met. 	<ul style="list-style-type: none"> ● learn about other communities and cultures, for example through school partnerships. ● understand the need to respect themselves and other people and to be sensitive to their needs and views. 	<ul style="list-style-type: none"> ● work collaboratively towards making the world fairer and more sustainable. ● learn to communicate with and respond effectively to people from different places and cultures. 	<ul style="list-style-type: none"> ● work collaboratively with partner schools on informed action towards making the world more socially just and sustainable. ● understand the perspectives of, and need for respect for people from other cultures, faiths and beliefs. ● plan, collaborate and communicate effectively with others and recognise the benefits of constructive dialogue. ● contribute to school policies such as forming partnerships and combating racism.