



# KS3 Global Perspectives

## Introduction

This is a skills-based rather than content-based course, students develop a range of key skills. The programme develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English as a first or second language, mathematics, science, and ICT Starters.

Research says that the earlier students start to develop and practice their skills, the greater the impact on their learning. Making Cambridge Global Perspectives available to younger students will develop and embed cross-curricular skills at an earlier age, supporting them in their studies as they progress to Cambridge Upper Secondary and beyond.

**Global Perspectives will start being taught at Year 9 in August 2023.**

## Year 7

### Term 1

#### Topics:

#### **What makes us human?**

What are the characteristics of being human?

Are humans the smartest animal?

Human exhibition.

#### **Beliefs in Food**

Vegans V Vegetarians

Mindful eating

Is there a diet that is better for the planet?

#### Scope:

RESEARCH: Students will research:

- The characteristics of a good research question.
- How to search laterally for secondary sources.
- The difference between data and information.
- The prevalence of fake news and how to identify it.

ANALYSIS: Students will analyse:

- Ideas and evidence from different perspectives within different sources, on a given topic.
- Explain how graphical or numerical data support an argument
- Explain the causes of a local or global issue and its consequences on others.
- Suggest and justify different actions to make a positive difference to a national or global issue

Term 2	<p>Topics:</p> <p><b>When less is More:</b> What is plastic pollution and how does it affect humans, animals, and the earth? Can you be happier with less “stuff”? Why are humans so bad at thinking about climate change?</p> <p><b>Future – Fact or Fiction?</b> What did people in the past think about the future? Were they correct? How much more will computers become part of my life?</p> <p>Scope:</p> <p>EVALUATION: Students will evaluate:</p> <ul style="list-style-type: none"> <li>Sources, considering the author and purpose, recognizing that some sources may be biased.</li> <li>Discuss the effectiveness of a source, making explicit reference to its development of an argument.</li> <li>Explain personal contribution to teamwork and identify targets for improvement.</li> </ul> <p>REFLECTION: Students will reflect on:</p> <ul style="list-style-type: none"> <li>The benefits and challenges of teamwork when working together to achieve a shared outcome.</li> <li>Consider ways that personal perspective on an issue may have changed as a result of conducting research or exploring different perspectives.</li> <li>Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement</li> </ul>
Term 3	<p>Topics:</p> <p><b>Making a difference:</b> How can you make a difference? According to the news, what are the main issues that affect my community?</p> <p><b>A warm welcome:</b> Why do people migrate? How do different countries view migrants?</p> <p>Scope:</p> <p>COLLABORATION: Students will work together (collaborate) in teams by:</p> <ul style="list-style-type: none"> <li>Assigning roles and dividing tasks fairly.</li> <li>Considering the skills of team members and time available and learning how to schedule.</li> <li>The team member introduces useful ideas to help achieve a shared outcome and works positively to resolve conflict, solve problems, and encourage other team members to participate when required.</li> </ul> <p>COMMUNICATION: Students will communicate their learning by:</p> <ul style="list-style-type: none"> <li>Presenting information and arguments clearly with some reasoning, referencing sources where appropriate.</li> <li>Listen to ideas and information and offer relevant and well-judged contributions that demonstrate an understanding of the issue.</li> </ul>
How are Students Assessed	<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>Formative Assessment: Knowledge test on principles of research.</li> <li>Summative Assessment -Human Exhibition - posters</li> <li>Summative Assessment: Primary research - Food survey.</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>Formative assessment: Knowledge test keywords and definitions.</li> </ul>

	<ul style="list-style-type: none"> <li>Summative test: Is climate change too big a problem to fix? Personal perspectives via Flipgrid</li> <li>Summative test: How accurately did they predict our present? Posters</li> </ul> <p><b>Term 3:</b></p> <ul style="list-style-type: none"> <li>Formative Test: Knowledge test on current affairs. PowerPoint presentation</li> <li>Summative test: Term project on migration. Video</li> </ul>
<b>Year 8</b>	
Term 1	<p>Topics:</p> <p><b>Scarce Resources:</b> Sustainability Water wars</p> <p><b>Covid Pandemic:</b> Lockdowns Economic Implications Psychological Implications Sociological complications</p> <p>Scope:</p> <p>RESEARCH: Students will research:</p> <ul style="list-style-type: none"> <li>The characteristics of a good research question.</li> <li>How to search laterally for secondary sources.</li> <li>The difference between data and information.</li> <li>The prevalence of fake news and how to identify it.</li> </ul> <p>ANALYSIS: Students will analyse:</p> <ul style="list-style-type: none"> <li>Ideas and evidence from different perspectives within different sources, on a given topic.</li> <li>Explain how graphical or numerical data support an argument</li> <li>Explain the causes of a local or global issue and its consequences on others.</li> <li>Suggest and justify different actions to make a positive difference to a national or global issue</li> </ul>
Term 2	<p>Topics:</p> <p><b>Understanding each other:</b> English is the language of science for better or worse? Why is English becoming the global language? How can we improve our communication skills? How can we understand each other more?</p> <p><b>Sport for all:</b> What are the benefits of sport? Is there access for all to sport? Are there sporty countries?</p> <p>Scope:</p> <p>EVALUATION: Students will evaluate:</p> <ul style="list-style-type: none"> <li>Sources, considering the author and purpose, recognizing that some sources may be biased.</li> </ul>

	<ul style="list-style-type: none"> <li>Discuss the effectiveness of a source, making explicit reference to its development of an argument.</li> <li>Explain personal contribution to teamwork and identify targets for improvement.</li> </ul> <p>REFLECTION: Students will reflect on:</p> <ul style="list-style-type: none"> <li>The benefits and challenges of teamwork when working together to achieve a shared outcome.</li> <li>Consider ways that personal perspective on an issue may have changed as a result of conducting research or exploring different perspectives.</li> <li>Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement.</li> </ul>
Term 3	<p>Topics:</p> <p><b>Research report</b></p> <p>Choosing a topic. Devising a question. Researching and citing sources. Analysing the question from different perspectives. Evaluating your sources. Writing your report.</p> <p>Scope:</p> <p>COLLABORATION: Students will work together (collaborate) in teams by:</p> <ul style="list-style-type: none"> <li>Assigning roles and dividing tasks fairly.</li> <li>Considering the skills of team members and time available and learning how to schedule.</li> <li>The team member introduces useful ideas to help achieve a shared outcome and works positively to resolve conflict, solve problems, and encourage other team members to participate when required.</li> </ul> <p>COMMUNICATION: Students will communicate their learning by:</p> <ul style="list-style-type: none"> <li>Presenting information and arguments clearly with some reasoning, referencing sources where appropriate</li> <li>Listen to ideas and information and offer relevant and well-judged contributions that demonstrate an understanding of the issue.</li> </ul>
How are Students Assessed	<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>Formative Assessment: Knowledge test on water resources.</li> <li>Summative Assessment -Infographic on the effects of Covid on Education.</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>Formative assessment: Knowledge test keywords and definitions.</li> <li>Summative test: Why is English the global language? Poster exhibition.</li> <li>Summative test: How accurately did they predict our present? Video presentation.</li> </ul> <p><b>Term 3:</b></p> <ul style="list-style-type: none"> <li>Formative Test: Knowledge test on current affairs.</li> <li>Summative test: Team project on migration. Choice of presentation is subject to team choice.</li> </ul>



Setia EcoHill  
[tenby.edu.my/setia-ecohill](https://tenby.edu.my/setia-ecohill)

