

Progression of knowledge, understanding and skills in global advocacy

Progression of knowledge and understanding in global advocacy			
	EYFS	By the end of KSI	By the end of KS2
Social justice and equality	<p>I can say what is fair and unfair.</p> <p>I understand that importance of caring and sharing is important.</p>	<p>I know what fairness means.</p> <p>I can give examples of what it can mean to be rich or poor where I live and also in other parts of the world.</p>	<p>I understand how fairness may not always mean equal treatment.</p> <p>I can list some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels.</p>
Identity and diversity	<p>I recognise that everybody is unique and special. I can tell you what makes them special and unique.</p> <p>I can say how another person is similar and different to me..</p>	<p>I can find similarities and differences between people where I live and also in other parts of the world.</p> <p>I can say what makes me me and how I feel like I belong.</p>	<p>I can recognise the diversity of cultures and societies within and beyond my own experience.</p> <p>I can recognise the contributions of different cultures to my life.</p> <p>I know what prejudice, racism and sexism are and ways to combat these.</p>
Globalisation and interdependence	<p>With a teacher, I can explore immediate and local environment.</p> <p>I can make simple links with other places e.g. I can say where a certain food is grown.</p>	<p>I can recognise similarities and differences between places in various parts of the world, including own setting.</p> <p>I can make links between where I live and wider world.</p>	<p>I can make global connections between peoples and countries (e.g. through trade and communications).</p> <p>I can explore and understand how things I do and others do in my local area can impact people in other parts of the world.</p>
Sustainable development	<p>I understand that living things have needs. I can tell an adult some of these needs.</p> <p>I can talk about how to take care of the school, school field and my home.</p> <p>I know that things change with time.</p>	<p>I can recognise and talk about the positive and negative impacts of people's actions (including own personal choices) on others and the environment.</p> <p>I know and can talk about how people can damage or improve the environment.</p>	<p>I can say how we are dependent on the environment.</p> <p>I know the basics of climate change (causes and effects).</p> <p>I can talk about how we can live environmentally-responsible lives.</p> <p>I can recognise global inequalities in our ecological footprint</p>
Peace and conflict	<p>I know how my own actions have consequences.</p> <p>I can use some basic ways to avoid, manage and resolve conflict.</p>	<p>I can talk about things that cause arguments and disagreements in my life, classroom and household levels.</p> <p>I can use some ways of avoiding, managing and resolving conflict.</p>	<p>I know some causes and effects of conflict at all levels from personal to global.</p> <p>I know some strategies for managing, resolving and preventing conflict, including 'win-win' solutions.</p> <p>I know about and can talk about examples of conflicts past and present in own society and others.</p>
Human rights	<p>I can tell someone things that people need for living.</p>	<p>I know about the rights we have in class and school.</p>	<p>I know what UN Convention on the Rights of the Child.</p>

		<p>I know the need to respect the rights of others.</p> <p>I know what some basic human rights are and how some people have these denied.</p>	<p>I can talk about some reasons why some people have (and have had) their rights denied.</p> <p>I know about people who are responsible for making sure those rights are being met (e.g. teachers, local and national government).</p>
Power and governance	<p>I can tell you the rules in class and school.</p> <p>I can talk about how rules can help us.</p>	<p>I can take part in making and changing rules in my own class / school.</p> <p>I know what the government is.</p>	<p>I know and can explain the need for rules in own school and wider society and how people can take part in making and changing them.</p> <p>I know the basics of how own country and region is governed. I can talk about how we elect politicians and what the role of government is.</p>

Global advocacy skills

	EYFS	KS1	KS2
Critical and creative thinking	<p>I can ask questions.</p> <p>When asked by an adult I can suggest a way to solve a problem.</p> <p>I can wonder about ideas and tell people what I think.</p>	<p>I can ask relevant questions.</p> <p>I can consider merits of different people's ideas and views.</p> <p>I can use different methods/ways to solve problems.</p>	<p>I can begin to identify bias and opinion.</p> <p>I can give evidence for an argument, assess different viewpoints and present counter-arguments.</p> <p>I can imagine alternative possibilities and suggest new ideas to solve problems</p>
Empathy	<p>I can show sensitivity to people's feelings and needs.</p>	<p>I can show awareness of, and concern for, people's feelings.</p> <p>I can show interest in, and concern for, others outside immediate circle and in contexts different to own.</p>	<p>I can adapt behaviour to take into account feelings of others.</p> <p>I can empathise with people in local and more distant contexts.</p> <p>I can understand impacts of prejudice and discrimination.</p>
Self-advocacy and reflection	<p>I can recognise, name and deal with feelings in a positive way.</p> <p>I know that things I do can help or hurt others.</p> <p>I can tell you how someone is feeling (e.g. happy, sad, worried).</p>	<p>I can recognise effects of my own behaviour on others and use this to help make me make better choices.</p> <p>I can identify matters that are important to myself and others.</p> <p>I can learn from mistakes and use feedback.</p>	<p>I can identify connections between personal decisions and issues affecting people locally and globally.</p> <p>I can explore reasons for negative feelings towards others and in new or difficult situations.</p>
Communication	<p>I can listen to others.</p> <p>I can take turns when talking.</p>	<p>I can participate in discussions about issues that affect self, others and the wider world.</p> <p>I can give opinions and start to share my reasons for these.</p> <p>I can listen carefully to others.</p>	<p>I can listen attentively, question and respond to others.</p> <p>I can express own views and ideas on issues clearly, using a range of appropriate methods.</p> <p>I can give reasons, evidence and examples in support of an opinion.</p>
Co-operation	<p>I can participate in group activities taking turns and sharing.</p> <p>I can find ways to solve arguments peacefully.</p>	<p>I can play and work cooperatively.</p> <p>I can make sure everyone in own group is included.</p> <p>I am beginning to show tact and diplomacy.</p>	<p>I can work cooperatively to solve problems or achieve goals.</p> <p>I can use strategies to manage anger, frustration and aggressive feelings.</p> <p>I can use knowledge of others' viewpoints to resolve problems and compromise.</p>
Ability to manage complexity and uncertainty	<p>I can ask for help if unsure what to do.</p>	<p>I can describe my feelings about changes in own life and local area.</p>	<p>I can describe feelings about changes and events in own setting and the wider world.</p> <p>I have and can use strategies to cope with challenging times.</p> <p>I can recognise when there may be no single right or wrong answer.</p>

Informed and reflective action	I can support others in group or class.	I can contribute actively and constructively to the life of own class and school. I can take action when something is unfair.	I can participate in decision making in school. I can contribute to the well-being of the wider community. I can share opinions and evidence on issues with others including decision-makers and elected representatives- for example writing to my MP.
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