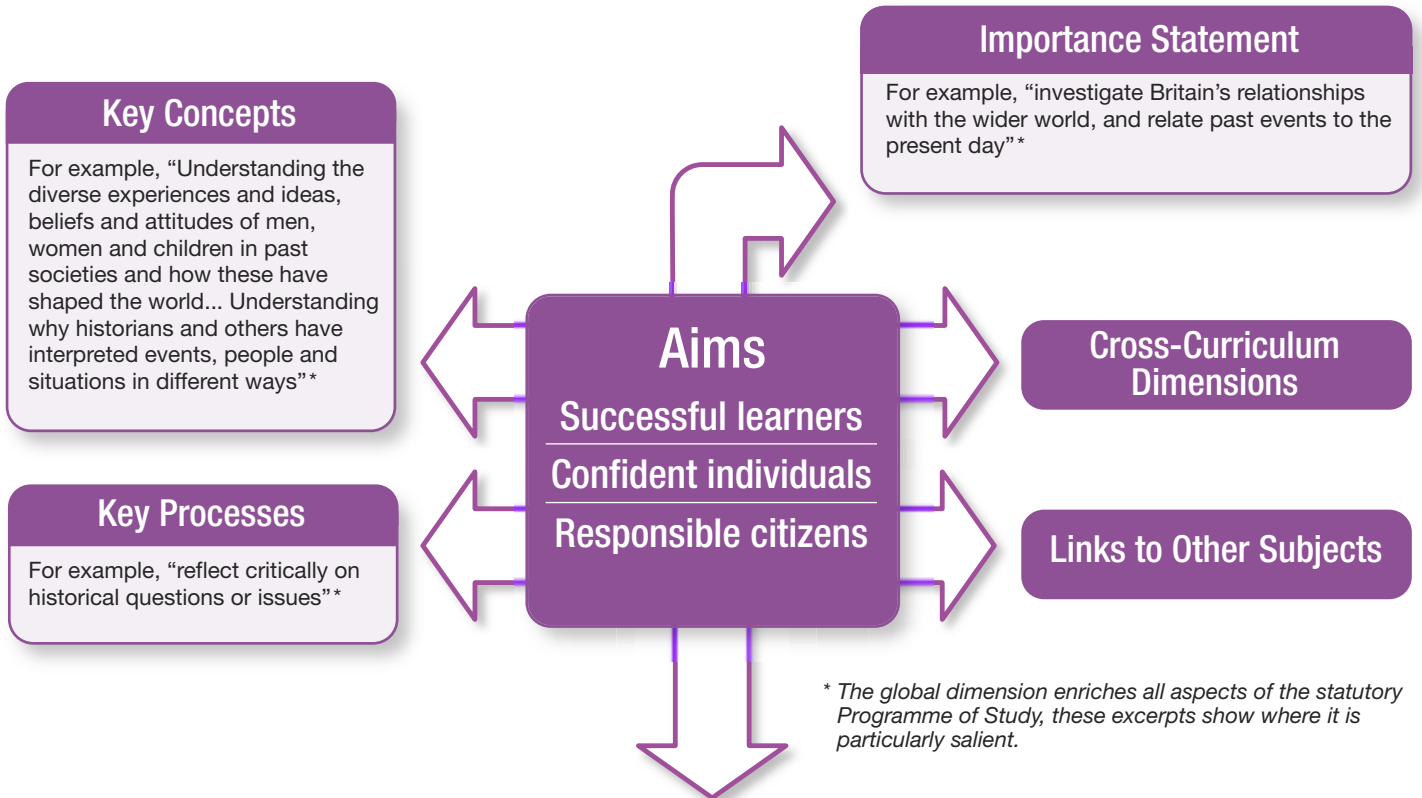


Exploring the Global Dimension to History

Through History, young people explore connections between the UK and the wider world; consider how change happens; and appreciate that there are multiple perspectives on global issues and events.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, understanding why and how particular global institutions were created.

Interdependence

For example, exploring the influence that diverse cultures and ideas have had on each other over time.

Social Justice

For example, considering how a specific arrangement, such as the Treaty of Versailles, affected people's lives in a range of countries.

Human Rights

For example, considering when these have been respected or violated.

Conflict Resolution

For example, exploring how conflicts have been resolved or repressed in the past and the current implications of this.

Diversity

For example, understanding the nature of prejudice and discrimination over time and responses to this.

Sustainable Development

For example, considering the relationship between the economic, social and environmental spheres through time.

Values and Perceptions

For example, considering how a range of people have perceived particular events depending on their position.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Trade

Students investigate the growth of Britain in relation to the development of trade. Students can focus their investigation on a particular trade route, for example, the route to the 'Spice Islands', or the development of trade between Britain and a particular country, for example, India.

Students can explore the growth of the Transatlantic Slave Trade and its abolition. Links can be drawn from the investigation of slavery in the past to a consideration of where slavery persists today.

The industrial revolution

New opportunities for investment and the large number of new jobs created through an industrialising Britain led to immigration which, in turn, brought many changes to Britain. People came to Britain from a huge variety of different places, bringing with them a wealth of customs, cultures and traditions from their home countries. Finding out about and developing their understanding of the reasons for and consequences of migration both within and between countries provides students with opportunities to explore the diverse nature of the UK.

Perspectives

Taking one topic such as colonialism in a particular country, groups of students can explore different perspectives. Some can consider materials written at the time by a range of people either from the country or from the colonising country. Others can explore how this topic is portrayed in recent materials from a range of perspectives. Working together, students can consider the different perspectives and the reasons for them.

Find out more

The Global Dimension Website

Search for a wide range of global dimension teaching resources; find local organisations to support you, including Development Education Centres; and sign up to the termly Global Dimension newsletter at: www.globaldimension.org.uk

To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

The Historical Association

www.history.org.uk

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>