Strategies and actions may be cross-sectoral, so this article should be read in conjunction with the ‘Introduction: Mobility and Internationalisation’ [1].

**European, global and intercultural dimension in curriculum development**

Most *curriculum subjects* provide opportunities for schools to include a global dimension. Specific mention of a global dimension is made in the *national curriculum* [2] *programmes of study* [3] for (foreign) languages, geography, history, and citizenship. Programmes of study for all subjects are available [here] [4].

In 2014, learning a foreign language was made compulsory for the first time at *Key Stage* [5] 2 (ages 7-11); any modern or ancient foreign language may be taught at this stage. Learning a modern foreign language is also compulsory at Key Stage 3 (ages 11–14). Although languages are not a compulsory national curriculum subject after the age of 14, all pupils in local authority *maintained schools* [6] have a statutory entitlement to be able to study a foreign language if they wish.

The contribution that *foreign languages* can make to the global dimension is set out in the introductory statement on the purpose of studying languages in *The National Curriculum in England: Framework Document* [7] (DfE, 2014):

> ‘Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries’ (p.252).

The purpose of study of *geography*, which is compulsory at Key Stages 1-3 (ages 5-14), is described as follows:

> ‘A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the
world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time’ (p.240).

The purpose of the study of history, which is also compulsory at Key Stages 1–3 (ages 5–14), is outlined as follows:

‘A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time’ (p.240).

One of the specific aims is that pupils should:

‘gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales’ (p.245).

Citizenship is a compulsory subject at Key Stages 3 and 4 (ages 11–16). It is also taught in most schools at primary level, although it is not compulsory. The study of citizenship includes aspects of the global dimension. As an example, the subject content of citizenship at Key Stage 4 includes:

- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom’s relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law.

A number of resources are available to support teachers to bring a global dimension to their teaching, including information about training opportunities and exchanges abroad. Information and resources are, for example, provided via Connecting Classrooms through Global Learning (CCGL) [8], which was launched in September 2018 and is jointly funded by the British Council [9] and the Department for International Development (DFID [10]). The ‘Connecting Classrooms’ website provides access to a range of free resources to enable teachers of all subjects to add a global dimension to the curriculum and encourage collaborative working. Prior to the launch of Connecting Classrooms, the charity Think Global [11] also provided a range of resources for teachers. Think Global was a member of the consortium delivering the Global Learning Programme in England. Resources and guidance from the programme, which ran from 2013 to 2018, are still available on the Global Learning Programme website [12]. (The programme was replaced by Connecting Classrooms.)
Two programmes managed by the British Council also aim to support the development of international elements within the curriculum:

- **Commonwealth Class** [13] comprises a series of resources aimed at exploring Commonwealth values.
- the **International School Award** [14] is an accreditation which provides a framework for embedding international learning activities in the curriculum and school culture.

In addition, the Department for Education (DfE) launched the **Commonwealth education pack** [15] in January 2018. This teaching resource for Key Stage 3 (ages 11 to 14) contains information on the Commonwealth and its values.

### Partnerships and networks

Under **Key Action 2** [16] of **Erasmus+**, the European Union programme for education, training, youth and sport (2014 to 2020), schools may apply for funding for school partnerships. There are two forms of partnership funding - ‘School Exchange Partnerships’ and ‘Strategic Partnerships for School Education’.

**School Exchange Partnerships** enable:

- schools and colleges involved in secondary education to send groups of pupils on short-term exchanges, accompanied by staff, lasting from 3 days to 2 months (schools can also offer long-term exchanges of between 2 months and 1 year for pupils aged over 14)
- schools to send staff on short-term joint training events of 3 days to 2 months, and long-term teaching or training assignments of between 2 months and 1 year.

Partnerships involve between 2 and 6 schools, from at least 2 ‘programme countries’ [17], and individual projects can last up to 3 years.

**Strategic Partnerships for School Education** are projects across a minimum of 3 countries, which support the exchange of practice or support innovation. They can cover partnerships between organisations working in the field of school education, and include universities, local authorities [18], charities, schools and school coordination bodies. Projects can focus on:

- the testing and implementation of innovative practice
- cross-sectoral cooperation on curriculum development and reinforcing basic skills
- facilitating the recognition and certification of skills and competences
- developing active citizenship and entrepreneurship.

Further information about funding opportunities for schools [19] and youth [20] under Key Action 2 is available from the British Council.

**eTwinning** [21], which is also part of Erasmus+, is a free online community for European schools which allows them to collaborate on projects through a secure platform. Schools at all levels, from pre-primary to upper secondary, can participate. For pupils, the benefits include enriched learning and motivation; enhanced key skills including ICT use, communication and foreign language skills; and greater cultural awareness through direct contact with peers in other countries. For school staff, the benefits include direct contact with education professionals in another European country; an awareness of teaching and / or management approaches used elsewhere; and the sharing of professional expertise and experience.
Note: Following the 2016 UK referendum on its membership of the European Union, the UK is due to leave the EU on 31 January 2020. The Withdrawal Agreement ensures that UK entities’ right to participate in EU programmes – such as Erasmus+ – would be unaffected by the UK’s withdrawal from the EU until the current programmes end in 2020, and for the lifetime of individual projects. In the event that the UK leaves the EU without a deal, the Government’s guarantee will cover the payment of awards to UK applicants for all successful Erasmus+ bids for the lifetime of those projects. Successful bids are those that are approved directly by the European Commission or by the UK National Agency and ratified by the European Commission. Further information is available via the Erasmus+ Brexit [22] webpage.

In addition, the British Council International School Award [23] recognises schools in the UK (and other countries worldwide, including in Bangladesh, Greece, Nigeria and Sri Lanka) that do outstanding work in international education, for example, through their links with partner schools overseas. The award aims to encourage and support schools to develop an embedded international ethos; a greater appreciation of diversity, other countries and cultures; and collaborative curriculum-based work across a range of subjects and with a number of international partner schools.

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