

Global Citizenship – An Interdisciplinary Approach in Primary School

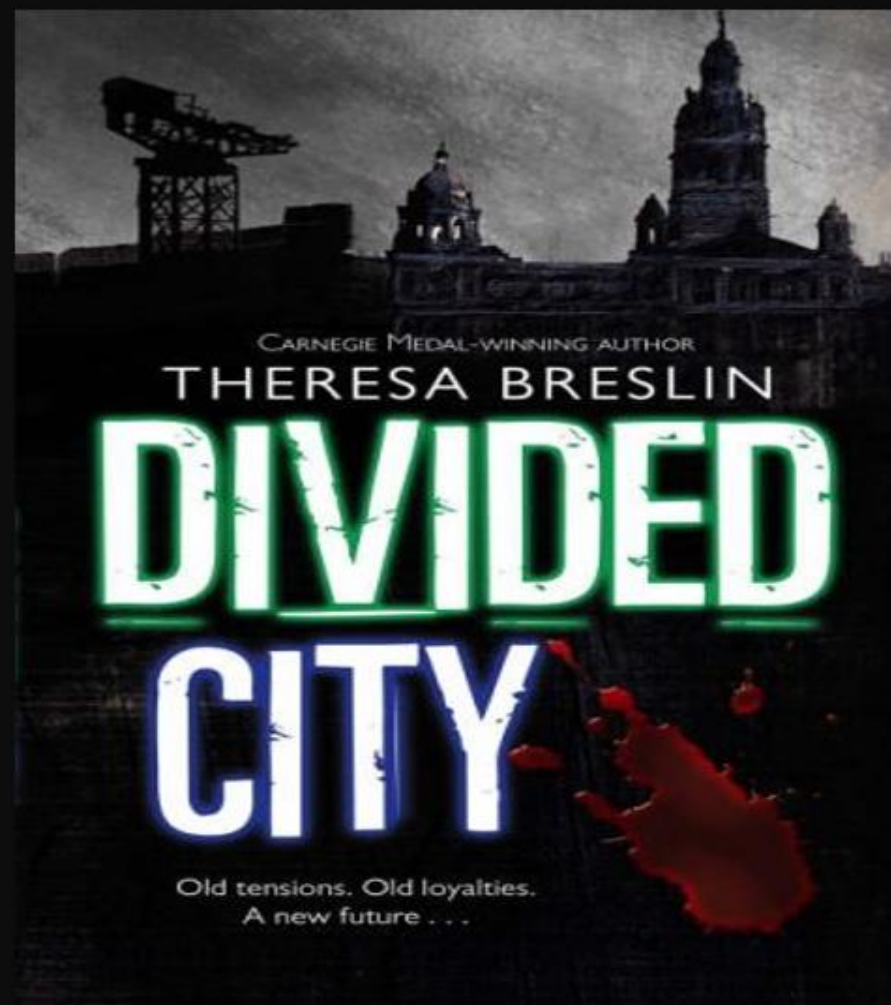
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'Divided City' & Sectarianism

Literacy & Social Studies Focus – Developing an understanding of sectarianism and racism through this novel study.

- *Learning context:*
 - *Explore the history and heritage of Glasgow's two football teams and their relationship to sectarianism*
 - *Explore issues around the migrant crisis and experience of refugees in Glasgow*
 - *Include history of Glasgow's landmarks and encourage STEM related architecture project.*
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Focus: Divided City/Sectarianism

Stage: Second Level

Mathematics

I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. **MNU 2-11b**

Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. **MTH 2-16b**

Literacy

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. **LIT 2-13a**

Health and Wellbeing

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 2-09a

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Expressive Arts

I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. **EXA 2-01a**

Learning Context

'Divided City'
By Theresa Breslin

Global Citizenship Focus:
Sectarianism

ICT and Technologies

During practical activities and design challenges, I can estimate and measure using appropriate instruments and units. **TCH 2-13a**

Through discovery and imagination, I can develop and use problem-solving strategies to construct models. **TCH 2-14a**

Social Studies

I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. **SOC 2-03a**

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b**

Religious and Moral Education

I am developing my understanding that people have beliefs and values based upon religious or other positions.

RME 2-09b

Sustainable Development Goals

SDG 16: Peace & Justice

Focus for Assessment

SAY: Work as a 'reciprocal reading' group to establish links and better understand the text.

MAKE: Design a 2D then a 3D model of a new Glasgow landmark. Make a tenement painting based on Glasgow artist Avril Paton.

WRITE: Write a discursive essay based on your views of sectarianism and how to tackle it. Design an anti-racism or 'refugees' welcome poster.

DO: Take part in drama lessons highlighting the role of characters in the book and the impact of sectarianism on their lives.