

## Global learning in Key Stage 2

The National Curriculum for mathematics published in 2013 contains the following:

### Lower Key Stage 2

*The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.*

*At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.*

*By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.*

*Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.*

### Upper Key Stage 2

*The principal focus of mathematics teaching in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers.*

*This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.*

*At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems.*

*Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.*

*By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.*

*Pupils should read, spell and pronounce mathematical vocabulary correctly.*

There are lots of opportunities to enhance KS2 through global learning. The following case studies give some examples:

### **India**

Look at the World Bank country page for India (<http://data.worldbank.org/country/india>). (A screenshot of the page can be printed and given as a handout). By how many percentage points has the poverty headcount changed between 2005 and 2010? Produce a line graph showing the change in poverty headcount between 2005 and 2010. Use a bar chart to show how many rural people had access to water in 2007 and then in 2011.

### **International migration**

Prepare a handout based on the data in this article about international migration, but removing the commentary - <http://www.theguardian.com/news/datablog/2013/sep/11/on-the-move-232-million-migrants-in-the-world>

Pupils can then be asked a series of analysis questions about the data: what age group constitutes the biggest group of international migrants, and which is the smallest? How many countries have more migrants than the UK? And further questions like this.

### **Marie Rose's busy day**

This teaching resource from the charity Send a Cow lets young people work with decimals and fractions in thinking about the life of a young girl in a poor country.

<http://www.sendacow.org.uk/lessonsfromafrica/assets/files/Marie-Rose-busy-day.pdf>