

International Action Plan

Activity	Dates	Aims
Key Stage 2 STEM - Global Net-Zero and Renewable Energy Interactive Activity "Mission Net-Zero: Escape the Carbon Crisis" The activity introduces students to the concept of net-zero, renewable energy, and global sustainability challenges through an immersive, interactive "Escape the Room" activity. The activity incorporates problem-solving, teamwork, and critical thinking, aimed at fostering a deeper understanding of potential solutions to achieve net-zero emissions globally. In this <i>Escape the Room</i> activity, students are transported to a world facing an escalating carbon crisis. Their mission is to unlock the steps toward achieving net-zero carbon emissions by solving puzzles, completing tasks, and engaging with renewable energy concepts. The game integrates hands-on challenges, card-based problem-solving, and critical reflection to introduce the importance of renewable energy sources and the global effort to reach net-zero by 2050.	November	Global Learning and Citizenship - The activity enhances students' understanding of their roles as global citizens and the responsibility of every nation to combat climate change. By simulating real-world global challenges, it demonstrates how international collaboration is essential to achieving net-zero goals. Critical Thinking and Problem Solving - Participants will engage in critical thinking as they solve interactive puzzles that represent real-life issues related to fossil fuel dependence, greenhouse gas emissions, and transitioning to renewable energy Cross-Curricular Learning - The activity ties together science (renewable energy technologies), geography (global climate policies), and economics (financial implications of a low-carbon economy) to ensure interdisciplinary understanding Sustainability and Environmental Responsibility - Through a focus on sustainability, the activity promotes awareness of renewable energy and empowers students to think about practical solutions to achieve a sustainable future. Collaboration and Communication - Students will work in teams, requiring effective communication and cooperation to solve the puzzles. This mirrors the collaboration necessary between nations and sectors to combat climate change.
Impact: Pupils learnt about different renewable energy sources, such as solar, wind, hydro, and geothermal. This helped children develop a practical understanding how these technologies work and their role in sustainability ties into both scientific concepts and practical applications of energy use. As part of the STEM activity, pupils collected the school's and personal data on energy usage, efficiency, or environmental impact, helping them develop mathematical and analytical skills in real-world contexts. This was compared overtime, and the children were challenged to reduce their consumption and efficiency over time to help the world on its journey to Net-Zero. The activity can introduce global perspectives on sustainability by highlighting international efforts and innovations in renewable energy. Children designed solutions to make energy usage more sustainable that showcased how we can reduce carbon footprints, further honing their problem-solving and engineering skills. The children's ideas were shared with one another and encouraged to be shared with our local community. Pupils therefore gained a deeper understanding of global challenges such as climate change, renewable energy solutions, and achieving net-zero emissions. Through hands-on activities like building simple renewable energy models or investigating how different energy sources can reduce carbon footprints, pupils improved their critical thinking and problem-solving skills.		
Whole School – "Christmas Around the World: Celebrations, Traditions, and Sustainability" This activity introduces students to the diverse ways Christmas is celebrated across the world, encouraging global awareness, cultural	December	Global Learning and Citizenship - The activity promotes global learning by engaging students in research about Christmas traditions in various countries, fostering respect and understanding of cultural differences. The activity will support pupils to recognise features of their own identity. Pupils also collaborate internationally, exchanging cards and

appreciation, and environmental consciousness. Through research, discussions, creative projects, and a cross-school collaboration, children will learn about international Christmas traditions while reflecting on their own celebrations at home. The activity culminates with students creating eco-friendly Christmas cards and decorations to share with international partners in Weligama (Sri Lanka), fostering global citizenship and sustainability.	decorations with a partner school in Sri Lanka, enhancing their sense of global community and responsibility. Intercultural Understanding - By exploring Christmas traditions from around the world, students gain insights into different cultures, recognizing both the uniqueness and shared values of holiday celebrations. The activity encourages an appreciation of diversity within their own community and globally. Cross-Curricular Learning - The activity integrates geography (country research), history (origins of Christmas traditions), art (creating eco-friendly cards and decorations), and environmental science (sustainability). This interdisciplinary approach broadens students' understanding of the world and how different subjects interconnect. Sustainability and Environmental Responsibility - The creation of Christmas cards and decorations using recycled materials or digital eco-friendly alternatives encourages students to think critically about sustainability. This aligns with the global movement towards reducing waste and promoting environmental consciousness during festive periods. Collaboration and Communication - Students work collaboratively within their year groups, researching and presenting findings about a chosen country's Christmas traditions. Additionally, they engage in global communication by exchanging cards with a partner school in Sri Lanka, enhancing their interpersonal and communication skills.
Impact: The international activity around Christmas celebrations has had a significant and positive impact on children. 1. Global Awareness: By researching how different countries celebrate Christmas, students gain a broader understanding of diverse cultures. This activity exposes them to the idea that celebrations are not one-size-fits-all, fostering an appreciation for global differences and helping them see the world through a wider lens. 2. Cultural Appreciation: Learning about international traditions allows students to develop respect and interest in cultures different from their own. It encourages them to appreciate the customs, foods, and values of various countries, promoting inclusivity and empathy in the classroom. 3. Environmental Consciousness: Creating eco-friendly Christmas cards and decorations connects students with the idea of sustainability. They learn how to participate in celebrations while minimizing their environmental footprint, making them more conscious of how their actions impact the world. 4. Collaboration and Sharing: Working on this project across year groups and sharing their findings and creative work with international partners in Weligama builds a sense of community within the school and fosters cross-cultural communication. The exchange of cards and decorations strengthens connections and enhances a sense of global citizenship. 5. Critical Thinking and Reflection: By reflecting on their own Christmas celebrations while researching others, students are encouraged to think critically about their traditions and what makes them special. This process helps develop their ability to make personal connections to what they are learning, deepening their understanding of the global context. 6. Creativity and Expression: Through creating Christmas cards and decorations, children have the opportunity to express their own ideas and interpretations of the festive season. This creative aspect enhances their engagement with the project and encourages them to think artistically while considering the wider implications of their work. Overall, this activity cultivates a sense of curiosity, respect, and responsibility in young learners, which are essential qualities for their development as thoughtful, engaged global citizens.	

Key Stage 2 - The View from Our Window. This fantastic project not only promotes international collaboration but also encourages children to reflect on their environment and think critically about the differences and similarities between schools around the world. Take Photographs of Views from Classroom Windows Ask each student to take a photograph of what they see from their classroom window. This could include views of the school playground, nearby buildings, nature, or anything that is part of the landscape outside. Encourage students to consider how the season, time of day, or weather changes the view. They could take multiple photos at different times to capture these variations. Write Short Descriptions of the View Have students write a brief description of what they see in their photos. Encourage them to include: - The objects, people, or landmarks visible. - The colors, textures, and shapes that stand out. - The activities they might observe (e.g., kids playing, cars passing by). - What this view tells them about their school or community. Post Photos on the Padlet Board Create a shared Padlet board for the project. You can organise the board by regions or by specific aspects of the view (e.g., playgrounds, nature, school buildings). Ensure that students can upload their photographs along with their written descriptions to the Padlet board. This makes it easy to share and view the content. Look at Photos from Partner School in Sri Lanka Once the photos are uploaded, students can look at the views posted by the partner school in Sri Lanka. You can guide them to focus on: What stands out in the photos from the Sri Lankan school?	January - February Global Learning and Citizenship - The activity promotes global learning by engaging students in research about view from classroom window in various countries using Padlet, fostering respect and understanding of cultural differences. The activity will support pupils to recognise features of their own identity. Pupils also collaborate internationally, exchanging pictures, photos and description our school grounds with our partner school in Sri Lanka, enhancing their sense of global community and responsibility. Intercultural Understanding - By exploring school grounds from around the world, students gain insights into different cultures, recognising both the uniqueness and shared characteristics of educational settings holiday. The activity encourages an appreciation of diversity within their own community and globally. Cross-Curricular Learning - The activity integrates geography (country research), art (drawing views from the classroom), English (writing a description), and geography (identifying environmental features including physical and human). This interdisciplinary approach broadens students' understanding of the world by identifying similarities and differences. Collaboration and Communication - Students work collaboratively within their year groups, researching and presenting findings from Padlet. What do the grounds look like at school in other countries? What's the same and what's different? Additionally, they engage in global communication by exchanging pictures, photos and descriptions with a partner school in Sri Lanka, enhancing their interpersonal and communication skills.
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What similarities or differences do they notice in the school environment? How do the landscapes, buildings, and activities compare? Discussion: Comparing and Reflecting In class, have a group discussion where students share their observations. You can ask questions like: What is the same about the views from our school and the partner school? (e.g., are there playgrounds, gardens, or buildings?) What is different? (e.g., types of vegetation, architecture, or activities observed). What did they expect to see, and what surprised them? How can this project help us understand schools in another country?		
Impact The View from Our Window This activity fostered international collaboration and critical thinking, allowing the children to reflect on their own environment while exploring similarities and differences with schools worldwide. By photographing their views and comparing them with those from a partner school in Sri Lanka, pupils gain a deeper understanding of global perspectives. This promoted cultural awareness, as children observed the varying landscapes, activities, and school settings. The activity also encouraged empathy, as children learn to appreciate how different environments shape their experiences. Through this project, children developed observational, descriptive, and reflective skills, while strengthening their connection to both their local and global communities.		
Chinese New Year Reception - "Celebrating Chinese New Year: Food, Stories, and Traditions" This activity introduces Reception children to Chinese New Year traditions through interactive, hands-on experiences, aligned with the "Understanding the World" area of learning. Through food tasting, storytelling, craft making, and a dragon dance, children will develop cultural awareness, sensory skills, and an understanding of hygiene. The activity encourages curiosity about different cultures while reinforcing the importance of hygiene and healthy eating.	January - February	Global Learning and Citizenship - The activity promotes an early understanding of global diversity by introducing children to Chinese New Year traditions. Children recognize that people from different cultures celebrate in unique ways, laying the foundation for respect and appreciation of global customs. Intercultural Understanding - By exploring Chinese food, traditional stories, and crafts, children learn about similarities and differences between their own celebrations and those of other cultures. They begin to understand how celebrations reflect cultural beliefs and values. Cross-Curricular Learning - The activity integrates sensory exploration (food tasting), art and design (craft-making), storytelling (language development), and physical activity (dragon dance). This cross-curricular approach helps children make connections between different areas of learning. Health and Wellbeing - Children learn about the importance of hygiene in food preparation, and they reflect on healthy and unhealthy foods as they try various Chinese dishes. This promotes early awareness of making healthy food choices.

		Collaboration and Communication - Children work together to prepare food, create decorations, and participate in the dragon dance, encouraging collaboration, communication, and sharing ideas with peers.
Impact: The international activity surrounding Chinese New Year for Reception children has several positive impacts on their learning and development. 1. Cultural Awareness: By engaging with Chinese New Year traditions, children were introduced to a different culture in an exciting, hands-on way. This fostered curiosity and an early understanding that there are many different cultures and customs around the world, promoting inclusivity and respect for diversity. 2. Sensory Skills: The activity involved food tasting, craft making, and a dragon dance, which appealed to various senses (taste, sight, touch, movement). This multi-sensory experience helped the children develop their sensory awareness and motor skills as they explored new textures, tastes, and activities. 3. Understanding Hygiene: By incorporating aspects of hygiene, like the importance of clean eating practices and personal care, the activity taught children about maintaining good health. They can relate hygiene to daily routines, making it easier for them to adopt healthy habits in their own lives. 4. Healthy Eating Habits: Through the food tasting part of the activity, children had the chance to explore different foods in a safe and structured environment. This not only broadens their palate but also reinforces the idea of making healthy food choices, connecting nutrition to overall well-being. 5. Storytelling and Imagination: The storytelling aspect helped children develop their listening and comprehension skills. By engaging with traditional stories related to Chinese New Year, children also practice their imagination and narrative skills, which support language development. 6. Creativity and Fine Motor Skills: Craft-making activities gave children the opportunity to express themselves artistically while improving their fine motor skills. Whether they were making decorations or creating a dragon for the dance, these activities encouraged creativity and enhanced hand-eye coordination. 7. Active Participation and Physical Development: The dragon dance introduced children to physical activity and movement, helped them develop coordination, balance, and teamwork. It also encouraged them to actively participate in a group, supporting social development and the ability to follow instructions. 8. Building Curiosity: The activity sparked an interest in other cultures and encouraged children to ask questions and seek out more information. This curiosity translated into a broader interest in global traditions as they continue their learning journey. Overall, this hands-on, culturally immersive activity not only aligns with developmental goals in the "Understanding the World" area but also promotes healthy habits, creativity, and social skills. It helped the children appreciate diversity while learning about the importance of hygiene and well-being.		
Gran Canaria Project –Year 4 and 5 Our Locality and Everyday Life: A Cultural Exchange with CEIP Hoya Andrea" To enhance Key Stage 2 (KS2) pupils' understanding of Spanish culture and language through collaboration with students from CEIP Hoya Andrea in Gran Canaria. Pupils will explore similarities and differences between their local environments, aspects of everyday life, and culture, fostering global citizenship and intercultural communication. The activity culminates in a live digital exchange where both schools present their findings and engage in a question-and-answer session. The children involved in the activity will then visit the school in Gran Canaria (in 2025/26).	March	Global Learning and Citizenship - The activity fosters global citizenship by encouraging pupils to explore and reflect on the similarities and differences between their lives and those of students in another country. It promotes understanding, respect for diversity, and the development of international relationships. Intercultural Understanding - Through this exchange, pupils gain insights into life in Gran Canaria and share aspects of their own locality, enhancing their appreciation of cultural differences and the diversity of human experiences. This supports intercultural understanding and personal connections. Cross-Curricular Learning - The activity integrates language learning (Spanish), geography (localities and environments), ICT (Zoom presentations), and presentation skills, allowing pupils to develop a range of skills that promote holistic learning and deepen their engagement with the MFL curriculum.

		Collaboration and Communication - Pupils engage in collaboration both within their own class and internationally with their partner school. They develop communication skills through research, presentation, and interactive dialogue with their peers in Spain, fostering effective language use and cross-cultural communication.
Impact This activity significantly contributed to our school's international ethos by deepening Key Stage 2 pupils' global awareness and intercultural understanding. Through sustained collaboration with CEIP Hoya Andrea in Gran Canaria, pupils developed a richer appreciation of Spanish culture, daily life, and language, and reflected on their own cultural identity in comparison. Pupils enhanced their communication and inquiry skills by conducting research, sharing their findings, and engaging in a live digital exchange with their international peers. This live session, which included presentations and a Q&A, fostered meaningful dialogue and mutual respect, highlighting both the diversity and shared values between the two communities. The project embedded language learning in a real-world context, boosting pupils' motivation and confidence in using Spanish for authentic communication. It also strengthened digital literacy, as students used various tools to present their work and connect with their partner school. Beyond academic outcomes, the activity promoted core British Council values such as global citizenship, collaboration, and respect for diversity. Pupils demonstrated increased empathy, curiosity, and a genuine interest in other cultures. The planned reciprocal visit to Gran Canaria in 2025/26 will further reinforce these outcomes through first-hand experience and deepen international relationships. Overall, this project exemplifies our ongoing commitment to embedding internationalism across the curriculum and preparing pupils to engage confidently with the wider world.		
International Day of Equality Celebration Activity: Promoting Gender Equality and Empowerment (International Women's Day - 8th March 2025) To celebrate the <i>International Day of Equality</i> by raising awareness about gender equality, challenging traditional gender roles and stereotypes, and fostering a sense of global citizenship. The activities will encourage pupils to reflect on how gender roles and expectations shape identity, rights, and opportunities. This event will also inspire pupils to take action toward achieving gender equality, aligning with <i>Sustainable Development Goal 5</i> (SDG 5), and promote the British Council's international reaccreditation criteria of global learning, diversity, and inclusion.	March	Critical Thinking and Understanding of Gender Equality - Teachers will assess pupils' understanding of gender equality through their role plays, research presentations, and contributions during the debate. This will demonstrate their grasp of how gender roles impact identity and rights. Collaboration and Social Skills - Pupils will be evaluated on their ability to work collaboratively in groups to create their role plays, research presentations, and advocacy campaigns. Teachers will observe how well they communicate and respect diverse perspectives. Action and Advocacy - The advocacy campaign will serve as an assessment of pupils' ability to take meaningful action toward promoting gender equality. The quality and creativity of their campaigns will be evaluated based on their relevance and impact on the school community. Reflective Thinking - Pupils' reflections on the Equality Pledge and their personal commitment to gender equality will provide insight into how the activity has influenced their thinking and future actions.
Impact The celebration of the International Day of Equality aligns closely with the British Council's reaccreditation criteria by fostering a deep sense of global citizenship, promoting diversity, and enhancing inclusion within our educational environment. By raising awareness about gender equality and challenging traditional gender roles and stereotypes, this event actively contributed to the promotion of SDG 5 (Gender Equality), which is a key global development goal.		

The activities surrounding this event encouraged pupils to reflect on how societal expectations of gender impact their identities, rights, and opportunities, helping them develop a critical understanding of the barriers that inequality can create. This reflective approach not only deepened their awareness of gender-related challenges but also empowered them to take action towards achieving gender equality in their own lives and communities.		
MFL Spanish Speaking and Listening Development Activity: "Cultural Exchange with CEIP Hoya Andrea" To enhance Spanish-speaking and listening skills in Key Stage 2 (KS2) students by facilitating a live exchange with students from CEIP Hoya Andrea in Gran Canaria. Through a virtual meeting and pre-recorded video, students will engage in meaningful conversations, discussing their local area, school life, and culture. The activity provides real-world communication experience, fostering both language development and intercultural understanding.	April - June	Global Learning and Citizenship - The activity encourages pupils to connect with peers from another country, promoting understanding of global diversity. They develop cultural awareness and a sense of global citizenship by learning about and interacting with students from a different background. Intercultural Understanding -Through the exchange, pupils will actively engage with native Spanish speakers, gaining firsthand experience of Spanish culture and traditions. This direct communication fosters respect and appreciation for diversity, enhancing their intercultural understanding. Language Proficiency Development - The live or pre-recorded conversation enables pupils to practice speaking and listening skills in Spanish in an authentic context. Pre-prepared questions and structured conversations help pupils build confidence in using the language to communicate effectively. Collaboration and Communication - Pupils collaborate both with their peers in the UK and with their partners in Gran Canaria. They will develop key communication skills, learning to ask and respond to questions in Spanish, fostering real-life language use in a meaningful and collaborative setting.
Impact: The live digital exchange fostered real-time, interactive communication between pupils in both schools. It encouraged pupils to practice their language skills in an authentic context and engage in meaningful dialogue with peers from a different culture, fostering intercultural skills. This activity emphasised the importance of active listening, inquiry, and discussion, encouraging critical thinking and cultural sensitivity while allowing children to voice their questions and curiosity about the other school's daily life and traditions. The activity exemplifies an international collaboration, which is key for the British Council's objectives of developing long-lasting international relationships and partnerships in education. This activity provided pupils with an authentic, hands-on learning experience, going beyond textbook education. Pupils improved their language skills, engaged with real-world cultural concepts, and develop a stronger sense of global awareness. This supports the British Council's goal of promoting educational quality and helping pupils become active, informed, and compassionate global citizens.		
London Cultural Visit for Year 5 & 6: A Journey into Diversity and Contrasting location The London cultural visit for Year 5 and 6 is designed to immerse pupils in a contrasting urban environment, compared to their home in Ferryhill, County Durham. This visit provides first-hand experiences	June	Global Learning and Citizenship - This visit promotes global citizenship by immersing students in a diverse cultural environment, exposing them to different ways of life, traditions, and values. Pupils will reflect on their own community and understand how London, as a global city, functions in contrast to their locality.

of the rich cultural, historical, and geographical diversity that London offers, while helping students develop their social and cultural awareness. The trip aligns with the British Council's international reaccreditation criteria by promoting global citizenship, diversity, and intercultural understanding through interactive learning experiences.		Intercultural Understanding - Pupils will develop a deeper understanding of different cultures through first-hand experiences of diverse places of worship, educational institutions, and cultural landmarks. This promotes respect for cultural diversity and helps them reflect on the similarities and differences between their home and the wider world. Cross-Curricular Learning - The trip integrates geography, history, religious education, and social studies, offering pupils a well-rounded educational experience. The visits to museums, tourist landmarks, and places of worship will enrich their understanding of both physical and human geography, while also enhancing their historical and cultural knowledge. Collaboration and Social Development - Through group activities and shared learning experiences, pupils will develop teamwork, cooperation, and social skills. The interactive nature of the trip encourages collaboration between peers and fosters an environment of mutual respect and understanding.
Activity not used for the British Council International Reaccreditation		
Year 2 Geography Activity: "Exploring Sri Lanka and Our Connection with Weligama" This geography activity is designed to introduce Year 2 pupils to Sri Lanka, specifically focusing on Weligama, the location of our partner school. Through map work, comparisons, and collaborative activities, pupils will explore the physical and human geographical features of Sri Lanka, its climate, and culture, while developing an understanding of global citizenship. Pupils will also work with their Sri Lankan counterparts, sharing and reflecting on their learning to build cross-cultural awareness.	June - July	Global Learning and Citizenship - This activity promotes global citizenship by fostering a connection between UK pupils and their peers in Sri Lanka. Children will learn about life in a contrasting location, encouraging respect for cultural diversity and nurturing a sense of belonging to the global community. Intercultural Understanding - Pupils will gain an understanding of the similarities and differences between Sri Lanka and the UK. By comparing physical features, climate, and everyday life, they will develop an appreciation of another culture, learning to respect and celebrate diversity. Cross-Curricular Learning - The activity integrates geography, science (climate and habitats), and citizenship education. Pupils will enhance map skills, learn about weather patterns, and discuss the human and physical geography of both locations, offering a broad, cross-curricular approach to learning. Collaboration and Communication - Through shared learning with a partner school in Weligama, pupils will engage in collaborative activities that enhance their understanding of Sri Lankan culture. This collaborative exchange fosters communication skills and encourages children to see themselves as part of a wider, interconnected world.
Impact This activity played a key role in introducing international perspectives at an early stage in our pupils' education. By focusing on Weligama, the home of our partner school in Sri Lanka, Year 2 pupils engaged in a meaningful exploration of physical and human geography beyond their immediate environment. Through map work, climate comparisons, and studies of Sri Lankan daily life and culture, pupils gained a foundational understanding of geographical diversity. These activities not only developed core geography skills, but also nurtured curiosity and respect for people living in different parts of the world.		

The collaborative aspect of the project, which included sharing work and reflections with pupils from Weligama, allowed children to see themselves as part of a global community. They learned to appreciate similarities and differences in culture, environment, and lifestyle, helping to foster empathy and broaden their worldviews. This early exposure to global learning has laid the groundwork for the development of key British Council values such as intercultural understanding, respect for diversity, and active global citizenship. Pupils demonstrated increased enthusiasm, curiosity, and confidence when communicating across cultures, and began to understand their role in a connected world. Overall, this activity has made a lasting contribution to our school's international curriculum by embedding global themes into core subject learning and encouraging pupils to engage meaningfully with the wider world from a young age.

Zero Hunger Activity: Exploring Global Sustainability, Causes, and Solutions of Hunger

This activity aims to deepen pupils' understanding of the global issue of hunger by exploring the multiple causes of malnutrition and identifying sustainable solutions. It aligns with the British Council's international reaccreditation award criteria by promoting global citizenship, critical thinking, and collaboration. Pupils will develop a sense of empathy and responsibility towards achieving Sustainable Development Goal 2: Zero Hunger.

January

Global Citizenship and Learning - Pupils will explore hunger as a global issue, understanding its root causes and impact on societies worldwide. They will reflect on their role in promoting sustainability and combating malnutrition.

Intercultural Understanding and Empathy - By examining how hunger affects different countries and communities, pupils will develop empathy and a broader understanding of global inequalities.

Active Citizenship and Advocacy - The activity encourages pupils to identify solutions and take action by raising awareness about hunger and food security, both in their own communities and globally.

Collaborative Learning - Pupils will work together to research, design, and present potential solutions to the issue of hunger, fostering teamwork and critical thinking.

Impact

Zero Hunger Activity

The "Zero Hunger Activity" significantly deepened pupils' understanding of the global issue of hunger, connecting them with the broader context of Sustainable Development Goal 2. By exploring the causes of malnutrition and discussing sustainable solutions, pupils enhanced their critical thinking and problem-solving abilities. The activity fostered global citizenship as children reflected on their responsibility towards global challenges, cultivating empathy for those affected by hunger. It also encouraged collaboration, as pupils worked together to explore solutions and share ideas. Overall, the activity nurtured a sense of responsibility, empowering pupils to engage with global issues and contribute positively to sustainable change.