



**Cambridge Assessment**  
International Education

# Curriculum Framework Cambridge Primary Global Perspectives 0838

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## Why choose Cambridge International?

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Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them skills they need for life so they can thrive throughout their schooling work and life.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.



### Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

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# Contents

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1	Why choose this curriculum framework? .....	2
	Key benefits .....	2
	Supporting teachers .....	3
	Progression through the Cambridge Pathway .....	3
	Teaching time .....	3
	Assessment .....	4
2	Curriculum overview .....	5
	Aims .....	5
	Skills overview .....	7
3	Learning objectives by stage .....	8
	Stage 1 .....	8
	Stage 2 .....	10
	Stages 3 and 4 .....	12
	Stages 5 and 6 .....	14
4	Teaching and learning in Cambridge Primary Global Perspectives .....	16
	Topics .....	17
5	Cambridge Primary Checkpoint Global Perspectives .....	18
6	Glossary .....	19
7	Changes to this curriculum framework.....	20

## Changes to this curriculum framework

For information about changes to this curriculum framework, go to page 20.

The latest curriculum framework is version 2.0, published September 2022.

# 1 Why choose this curriculum framework?

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## Key benefits

Cambridge Primary Global Perspectives allows learners aged 5 to 11 to develop and embed the skills of analysis, collaboration, communication, evaluation, reflection and research from the beginning of their formal education. Research shows that the earlier learners start to develop and practise these transferable skills, the greater the impact on their learning. These skills will support them in their studies in primary and prepare them for Cambridge Lower Secondary and beyond.

In Cambridge Primary Global Perspectives, you can choose topics and global issues that are interesting and relevant for your learners, for example, issues related to sustainability. Learners explore different perspectives, which helps them to develop a global outlook. Learners start to express their own opinions and develop an understanding that there is always more than one point of view.

Cambridge provides teaching and learning resources called Challenges. Each Challenge shows how you can support your learners to develop a particular skill using a topic as the context for age-appropriate activities. There are examples of how you can use Cambridge teaching and learning approaches like active learning and formative assessment.

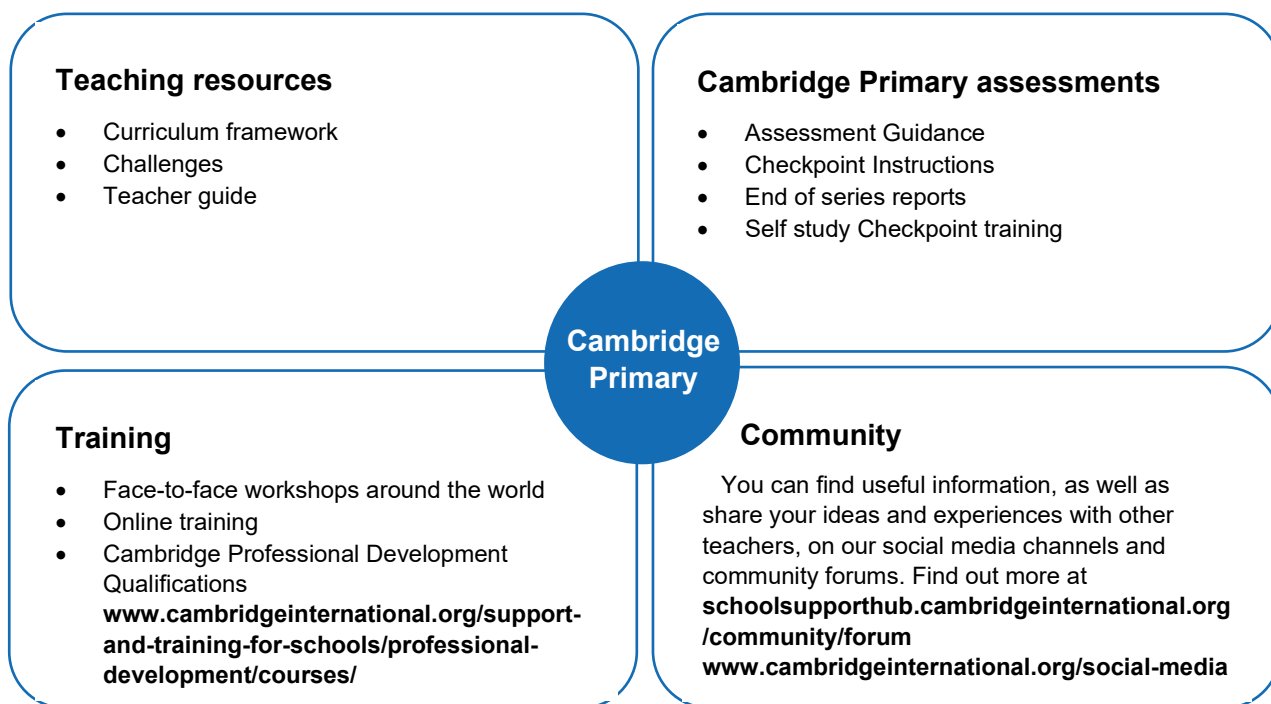
Cambridge Primary Global Perspectives is designed to be flexible so you can deliver it in the best way for your school. Your school can choose how many Challenges to cover each year and you can choose which Challenges to do and whether to adapt them to your context and learners. Your school can also decide which language or languages your learners will use to engage with, and discuss, issues.

At the end of Cambridge Primary Global Perspectives your learners can demonstrate their skills through Cambridge Primary Checkpoint Global Perspectives. Learners work together on a Team Project in which teams identify a local issue and work together to improve, change or resolve it. The Team Project is written in English and provides an opportunity for learners to practise writing in English without the pressure of a formal, timed, assessment of their English skills. Completing the Team Project helps prepare learners for later stages as it is similar to one of the components of Cambridge IGCSE™ and O Level Global Perspectives.

## Supporting teachers

We provide a wide range of practical resources, detailed guidance, innovative training and professional development so that you can give your learners the best possible experience of Cambridge Primary Global Perspectives.

You will find teaching and assessment resources on the Cambridge Primary support site ([primary.cambridgeinternational.org/global-perspectives-0838](http://primary.cambridgeinternational.org/global-perspectives-0838)). Ask the Cambridge coordinator or exams officer in your school if you do not already have a log-in for this support site.



## Progression through the Cambridge Pathway

Our primary programme is part of the Cambridge Pathway. This pathway leads seamlessly from primary to secondary and pre-university years. Each step of the pathway builds on the learners' development from the previous one or from other educational systems. This curriculum framework is typically for learners aged 5 to 11, but it may be appropriate to use it for slightly different ages to suit your context.

More information about each stage of the pathway for Cambridge Global Perspectives™ is available on the Cambridge International website: [cambridgeinternational.org/programmes-and-qualifications/cambridge-global-perspectives/](http://cambridgeinternational.org/programmes-and-qualifications/cambridge-global-perspectives/)

## Teaching time

This curriculum framework is designed to be very flexible. If you want to teach six Challenges a year then you need about 36 hours of Global Perspectives for each stage. This could be organised as one hour a week or occasional full days (allowing you to focus on a Challenge from start to finish). If you have less time available, then you can choose to do fewer Challenges each year. In

Stage 6, Cambridge Primary Checkpoint Global Perspectives takes the time of approximately two Challenges.

## Assessment

At the end of Stage 6, learners can complete Cambridge Primary Checkpoint Global Perspectives. This is a Team Project marked by teachers and moderated by Cambridge International. More information on assessment can be found in [Section 5](#) of this document and *Cambridge Primary Global Perspectives Checkpoint Instructions*.

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## 2 Curriculum overview

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### Aims

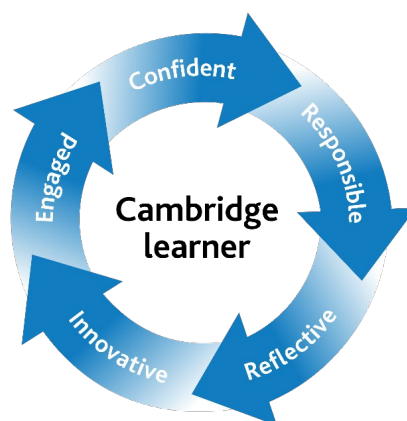
Following Cambridge Primary Global Perspectives helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Primary Global Perspectives, learners:

- become increasingly independent learners able to apply the skills of analysis, collaboration, communication, evaluation, reflection and research in everyday situations and when studying other subjects
- explore personal, local and global perspectives to make sense of, and feel connected to, the world around them
- develop an understanding and awareness of global issues, their causes and consequences
- make decisions about the information they read, hear and see
- work together as a team to achieve shared goals
- engage with others' ideas, ask questions and communicate their own views
- reflect on their progress, contributions and learning
- use information and sources to suggest solutions for problems faced by their community.

The Cambridge approach encourages learners to be:



Cambridge Primary Global Perspectives supports learners to become:

**Responsible** – learners contribute to group problem solving and are responsible for completing specific tasks allocated to them. They recognise and respect others’ contributions.

**Innovative** – learners think of innovative solutions to problems, informed by their understanding of an issue and their local community. Their presentations to classmates may make innovative use of technology or other resources.

**Confident** – learners begin to gain the skills they need to analyse and evaluate information which allows them to confidently choose information sources to use in their own research. They are given opportunities to present their work to peers which helps them to become confident communicators.

**Engaged** – learners consider issues that affect them and those in their local community. They also discuss how these issues affect others around the world. As learners better understand the causes and consequences of local issues they engage with solutions and actions to improve the situation.

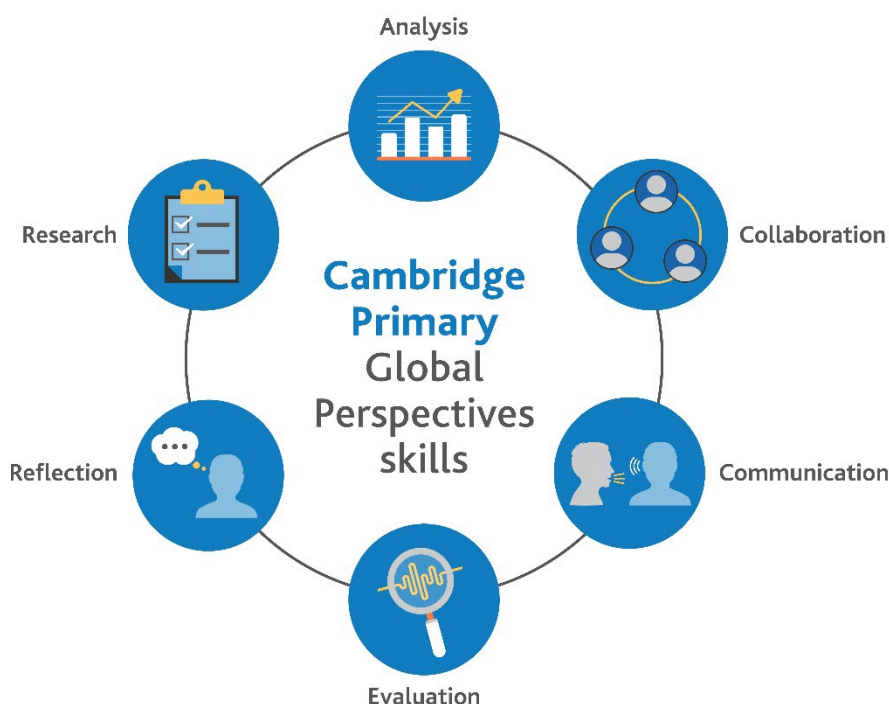
**Reflective** – learners are reflective about their own learning, about their behaviour in relation to others and how their behaviour and habits can affect people locally and even globally. They also reflect on how information changes or reinforces their personal perspectives about issues.



## Skills overview

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Global Perspectives. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into six main areas called 'strands' which run through every primary stage. Each strand corresponds to one of the skills: Analysis, Collaboration, Communication, Evaluation, Reflection and Research.



Separate learning objectives are provided for Stages 1 and 2 as cognitive development is rapidly changing in these years. In Stages 3 and 4 the same objectives can be used to structure learning but the range of materials and contexts you provide to learners needs to be increasingly complex. The Challenges give ideas of how to do this (see [Section 4](#) for more information). The same is true of Stages 5 and 6 where the same learning objective can be used to plan teaching across both years. It may be appropriate to introduce this framework at slightly different ages to suit your particular circumstances.

The words 'perspective' and 'issue' have particular meanings in the context of Cambridge Primary Global Perspectives. These meanings are:

**Issue** – an important subject or problem for discussion.

**Perspective** – a viewpoint on an issue based on evidence and reasoning.

You will find definitions for other terms used in this curriculum framework in the glossary ([Section 6](#) of this document).

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## 3 Learning objectives by stage

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### Stage 1

#### Analysis

##### Identifying perspectives

- **1A.01** Say something known about an issue.

##### Interpreting data

- **1A.02** Talk about information recorded in pictograms or graphic organisers.

##### Making connections

- **1A.03** Talk about simple, personal consequences of own actions.

##### Solving problems

- **1A.04** Choose a possible solution to an issue from a range of actions given.

#### Collaboration

##### Working together

- **1CI.01** Work positively with others, sharing resources while working independently or with others.

#### Communication

##### Communicating information

- **1Cm.01** Answer questions with relevant information about a given issue.

##### Listening and responding

- **1Cm.02** Listen to others in class discussions and respond with simple questions.

## Evaluation

### Evaluating sources

- **1E.01** Select a source relevant to a given issue and explain reasons for choice.

### Evaluating perspectives and arguments

- **1E.02** State an opinion about a given issue.

## Reflection

### Personal contribution

- **1Rf.01** Identify personal contribution in the form of an action intended to help achieve a shared outcome.

### Teamwork

- **1Rf.02** Identify an action that someone else contributed to achieve a shared outcome.

### Personal perspectives

- **1Rf.03** Talk about what has been learned during an activity with support.

### Personal learning

- **1Rf.04** Talk about something liked in a particular activity.

## Research

### Constructing research questions

- **1Rs.01** Ask basic questions about a given issue.

### Information skills

- **1Rs.02** Talk about information on a given issue in sources provided.

### Conducting research

- **1Rs.03** Begin to participate in simple investigations and ask basic questions to find information and opinions.

### Recording findings

- **1Rs.04** Record information on a given issue in pictograms or simple graphic organisers.

## Stage 2

### Analysis

#### Identifying perspectives

- **2A.01** Recognise that different people know different things about an issue.

#### Interpreting data

- **2A.02** Recognise that graphical and numerical data can show information about an issue.

#### Making connections

- **2A.03** Talk about simple, personal consequences of own actions on others.

#### Solving problems

- **2A.04** Suggest a personal action that could make a positive difference to an issue affecting self.

### Collaboration

#### Working together

- **2CI.01** Work positively with others, contributing to a shared outcome by carrying out tasks.

### Communication

#### Communicating information

- **2Cm.01** Talk about a given issue, giving relevant information.

#### Listening and responding

- **2Cm.02** Listen to others in class discussions and respond with simple and relevant questions.

### Evaluation

#### Evaluating sources

- **2E.01** Suggest sources which might be relevant to an issue, explaining reasons for relevance.

#### Evaluating perspectives and arguments

- **2E.02** Express an opinion about a given issue, giving reasons for opinion.

## Reflection

### Personal contribution

- **2Rf.01** Identify personal contribution in the form of an idea intended to help achieve a shared outcome.

### Teamwork

- **2Rf.02** Identify an idea that someone else contributed to achieve a shared outcome.

### Personal perspectives

- **2Rf.03** Talk about what has been learned during an activity.

### Personal learning

- **2Rf.04** Talk about a particular activity that supported learning.

## Research

### Constructing research questions

- **2Rs.01** Ask focused questions about a given issue.

### Information skills

- **2Rs.02** Locate relevant information in sources provided.

### Conducting research

- **2Rs.03** Conduct simple investigations, using interviews or questionnaires to find information and opinions.

### Recording findings

- **2Rs.04** Record findings from primary research in pictograms, simple tables or graphic organisers.

## Stages 3 and 4

### Analysis

#### Identifying perspectives

- **34A.01** Recognise that people think different things about an issue.

#### Interpreting data

- **34A.02** Draw simple conclusions from graphical or numerical data.

#### Making connections

- **34A.03** Talk about simple causes of personal actions and consequences on others.

#### Solving problems

- **34A.04** Suggest personal actions that could make a positive difference to an issue affecting others.

### Collaboration

#### Working together

- **34CI.01** Work positively with team members, contributing ideas to improve teamwork or the shared outcome.

#### Being an effective team

- **34CI.02** The team allocates given tasks to team members to achieve a shared outcome.

### Communication

#### Communicating information

- **34Cm.01** Present information about a given issue clearly and with an appropriate structure.

#### Listening and responding

- **34Cm.02** Listen to others in class discussions and respond with relevant ideas and questions.

## Evaluation

### Evaluating sources

- **34E.01** Discuss a source, recognising the author's ideas about an issue.

### Evaluating perspectives and arguments

- **34E.02** Express an opinion about another person's ideas on an issue, giving reasons for own opinion.

## Reflection

### Personal contribution

- **34Rf.01** Identify strengths and limitations of personal contribution to teamwork.

### Teamwork

- **34Rf.02** Identify how working together improved the shared outcome achieved.

### Personal perspectives

- **34Rf.03** Talk about what has been learned during an activity and consider how personal ideas have changed.

### Personal learning

- **34Rf.04** Identify which types of activities support learning.

## Research

### Constructing research questions

- **34Rs.01** Construct own questions to aid understanding of an issue.

### Information skills

- **34Rs.02** Locate relevant information and answers to questions within sources provided.

### Conducting research

- **34Rs.03** Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements.

### Recording findings

- **34Rs.04** Select, organise and record information from sources and findings from primary research in simple charts or diagrams.

## Stages 5 and 6

### Analysis

#### Identifying perspectives

- **56A.01** Identify some key points from different perspectives on the same issue within a source.

#### Interpreting data

- **56A.02** Find and interpret simple patterns in graphical or numerical data.

#### Making connections

- **56A.03** Talk about simple causes of a local issue and consequences on others.

#### Solving problems

- **56A.04** Suggest and justify an action to make a positive difference to a local issue.

### Collaboration

#### Working together

- **56CI.01** Work positively with team members, contributing useful ideas and helping to solve problems to improve teamwork or to achieve a shared outcome.

#### Being an effective team

- **56CI.02** The team plans and divides tasks fairly to achieve a shared outcome, considering the skills of team members and the time available, and manages disagreements.

### Communication

#### Communicating information

- **56Cm.01** Present information clearly with an appropriate structure and with some reference to sources where appropriate.

#### Listening and responding

- **56Cm.02** Listen to ideas and information about an issue and ask questions relevant to the issue.



## Evaluation

### Evaluating sources

- **56E.01** Discuss a source, considering the author or purpose, and use this to comment on its strengths and limitations.

### Evaluating perspectives and arguments

- **56E.02** Discuss own opinion about another's perspective, identifying points you agree or disagree with.

## Reflection

### Personal contribution

- **56Rf.01** Discuss the impact of personal contribution on teamwork.

### Teamwork

- **56Rf.02** Identify benefits and challenges of working together to achieve a shared outcome.

### Personal perspectives

- **56Rf.03** Discuss ways that personal ideas may have been influenced by new information or the ideas of others.

### Personal learning

- **56Rf.04** Identify skills learned or improved during an activity.

## Research

### Constructing research questions

- **56Rs.01** Begin to construct research questions with support.

### Information skills

- **56Rs.02** Identify sources and locate relevant information and answers to questions within them.

### Conducting research

- **56Rs.03** Conduct investigations, using interviews or questionnaires to test a prediction or begin to answer a research question.

### Recording findings

- **56Rs.04** Select, organise and record relevant information from sources and findings from primary research, using an appropriate method.

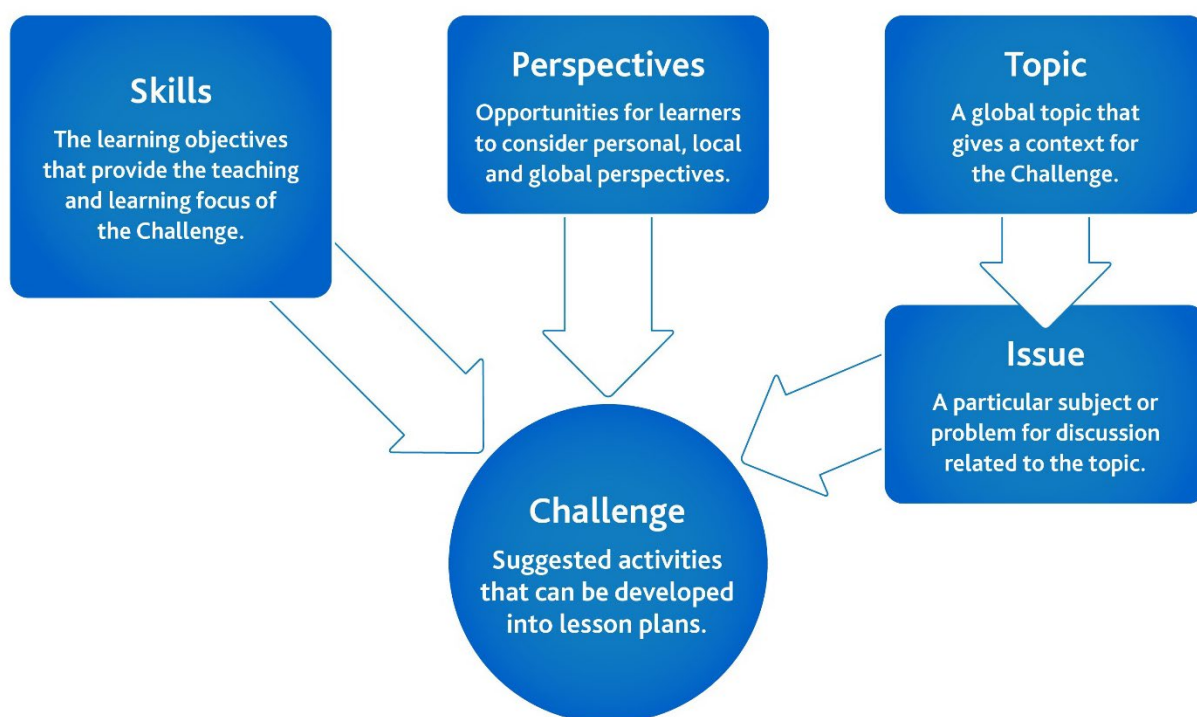
## 4 Teaching and learning in Cambridge Primary Global Perspectives

Cambridge Primary Global Perspectives is taught through a series of Challenges. The Challenges are a set of teaching and learning materials that use topics to provide stimulating contexts for the development of specific skills and learning objectives.

Challenges include suggested activities that require learners to analyse, collaborate, communicate, evaluate, reflect or research. Activities are designed to encourage learners to consider and connect personal, local and global perspectives related to an issue. You can find more guidance in the *Cambridge Primary Global Perspectives Teacher Guide* and definitions for key terms used in Cambridge Global Perspectives (like 'issues' and 'perspectives') in [Section 6](#) of this document.

Cambridge Primary Global Perspectives gives learners the opportunity to develop important skills while exploring significant global topics, and issues within these topics. The topics give learners a stimulating context in which to develop skills; however, there is no required content for Cambridge Primary Global Perspectives. Learners do not need to study specific topics or issues and they do not have to learn specific content.

This diagram shows how skills, topics, issues and perspectives are combined in each Challenge.



## Topics

Each Challenge is linked to one of the topics on the following list. The topics in the list are broad and within each topic there are many potential issues. This list is provided to give you ideas of the types of topic that might interest your learners. You should choose topics, issues and resources that are appropriate for your learners' ages, cultural backgrounds and learning context. You will also need to comply with your school's policies and any local legal requirements.

We recommend that learners consider a range of topics each year, but it is up to you which Challenges to use, how many to use and whether to adapt them for your learners. The intention is to give as much scope and encouragement as possible for learners to develop their skills and start to engage with the complex world in which they are living. How to drive sustainable change is part of this complex world. Sustainability is a global issue and any of the topics can be considered with a focus on sustainability, if you choose to do so.

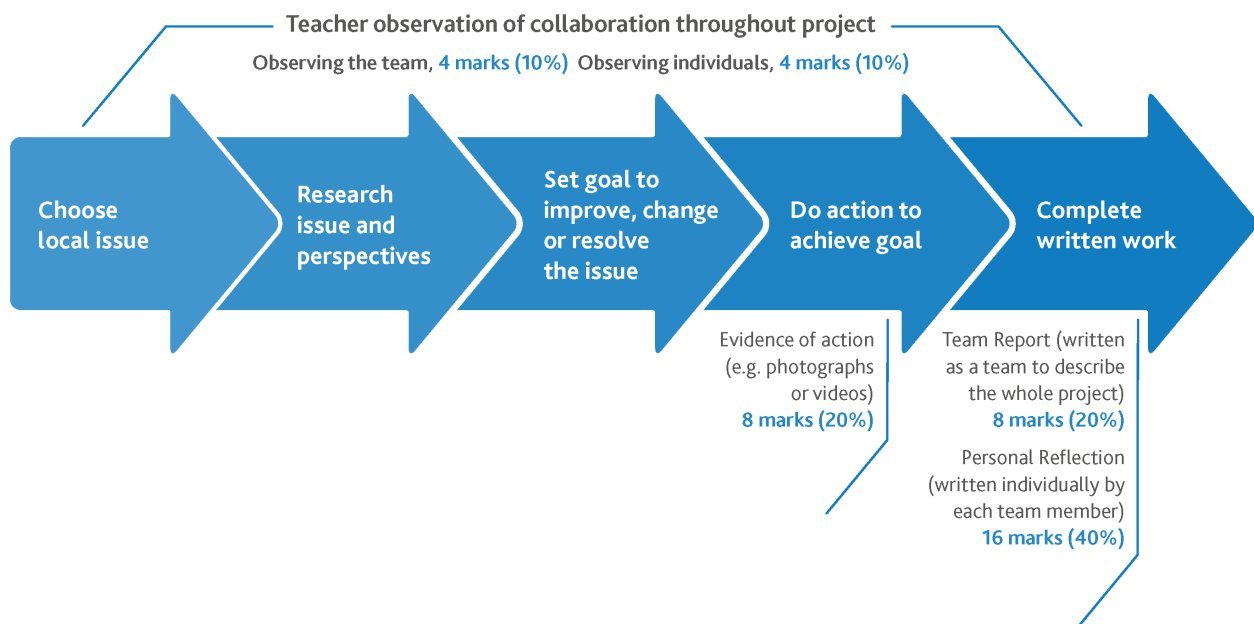
Digital world	Improving communication	Sport and recreation
Education for all	Looking after planet Earth	The world of work
Family, friends, community and culture	Moving goods and people	Values and belief
Globalisation	Moving to a new country	Water, food and farming
Health and wellbeing	Obeying the law	Working with other countries
	Rich and poor	

## 5 Cambridge Primary Checkpoint Global Perspectives

There are many ways to assess how learners' skills develop in Cambridge Primary Global Perspectives. Each Challenge provides several opportunities to identify progress, give feedback and discuss next steps with learners. The teacher guide offers guidance on using the Challenges to assess skill development and how to provide formative feedback to learners.

Cambridge Primary Checkpoint Global Perspectives recognises learner achievement and is intended for the final year of primary education, Stage 6. The assessment is a Team Project designed to assess the skills of analysis, collaboration, communication, evaluation, reflection and research. With your support and guidance, learners work as a team (of three or four learners) to identify a local issue (in their community) that they would like to improve, change or resolve. Each team of learners conducts research on the issue and identifies, explores and explains different perspectives (personal, local/national and/or global) on their chosen issue. They set a goal to improve, change or resolve the local issue, and agree and take a course of action which is likely to achieve this goal.

This diagram shows each stage of the Team Project and the allocation of marks for each part of the assessment.



The Team Project is marked by teachers and moderated by Cambridge International. It is similar to the Team Project component of Cambridge IGCSE and O Level Global Perspectives and so, unlike other Cambridge Primary subjects with Checkpoint assessments, there are no written tests provided for Cambridge Primary Global Perspectives. You can find all of the information you need about the assessment in *Cambridge Primary Global Perspectives Checkpoint Instructions*.

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## 6 Glossary

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This glossary is provided to support your understanding of the content of this curriculum framework. The definitions are intended to be sufficient to guide an informed reader.

**Argument** – a series of statements containing reasons and evidence which support a claim about a global issue.

**Challenge** – a medium-term plan for the Cambridge Primary Global Perspectives, comprising suggested activities that can be developed into lesson plans.

**Evidence** – information about a global issue that helps to develop understanding or prove that something is true or false.

**Issue** – an important subject or problem for discussion.

**Learning objectives** – statements from the curriculum framework of the expectations of knowledge, understanding and skills that learners will develop; they provide a structure for teaching and learning, and a reference against which to check learners' attainment and skills development.

**Perspective** – a viewpoint on an issue based on evidence and reasoning.

**Strand** – a collection of learning objectives in the curriculum framework that forms an area of learning.

**Teacher guide** – a document providing support in using the curriculum framework to plan and deliver lessons using effective teaching and learning approaches.

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## 7 Changes to this curriculum framework

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This curriculum framework has been amended. The latest curriculum framework is version 2.0, published September 2022.

- We have refreshed the aims and learner attributes to better align with Cambridge IGCSE Global Perspectives..
- We have made changes to the learning objectives to make them clearer. In particular we have replaced the word 'topic' with 'issue', and 'viewpoint' with 'perspective'.
- We have revised the definition of 'perspectives' and 'issues' and these definitions are common across Cambridge Primary, Lower Secondary, IGCSE and O Level Global Perspectives.
- We have combined and renamed some of the suggested topics. For example, sustainability is no longer a separate topic as issues of sustainability can be linked to many of the topics.
- We have emphasised that topics are only suggestions and you can choose any topics that will interest and engage your learners. We no longer refer to Programme Topics.
- The Collaboration strand has been revised, so that learning objectives in 'Working together' describe how an individual contributes to a team and learning objectives in 'Being an effective team' describe how a team acts collectively.
- In the Evaluation strand, we have made the distinction clearer between 'Evaluating sources' and 'Evaluating perspectives and arguments'.
- We have edited the learning objectives in the Research strand to make it clearer that learners are expected to conduct primary research (such as surveys) as well as look at sources.
- We have revised the Team Project task and assessment criteria for Cambridge Primary Checkpoint Global Perspectives for assessment in 2023 onwards. Instructions for this assessment are now in a separate document called *Cambridge Primary Global Perspectives Checkpoint Instructions*.
- Progression information from Stages 1 to 6 that was previously found in the curriculum framework is now a separate document called *Cambridge Primary Global Perspectives Progression Grid*.
- We have made changes in order to make the curriculum framework digitally accessible. For example, we have increased the font size and spacing and added alternative text to images and tables.

There may be other minor changes that do not affect teaching and learning.

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