**Primary Curriculum Map (Education for Sustainable Development)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** |
|  | **Subject Specific Components** | **Learn That****(ITTECF reference in numerics e.g. 1.1)** | **Learn How****(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **PED 1100 Lecture** | * Sustainable Development is a contested term designed to frame key actions needed to protect and sustain people and planet.
* The UN Sustainable Development Goals (SDG) provides a framework and key objectives to support safe, peaceful and equitable development within planetary boundaries.
* The concept of sustainable development encompasses three pillars: social, economic and environmental.
* Education for Sustainable Development (ESD) equips learners across all disciplines with the knowledge, skills, attributes, and valuesrequired to pursue sustainable visions of the future.
* Schools have a role in delivering ESD through the subjects of the National Curriculum and wider practices such as LOtC.
* The DfE Climate Change and Sustainability Strategy (2022) identifies aims and intentions for teaching and learning.
* ESD is significantly aligned with issues of social justice and global citizenship.
 | **1.2****3.1****4.1** | **3a, b****4b****7n****8d** | BOURN, D. 2021. Pedagogy of hope: global learning and the future of education. *Int J Develop Educ Global Learning.* Vol. 13(2):65-78. <https://uclpress.scienceopen.com/hosted-document?doi=10.14324/IJDEGL.13.2.01>DEPARTMENT FOR EDUCATION. 2022. Sustainability and Climate Change Strategy. [online]. Available from: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>. [Accessed 26/7/22).SCOFFHAM, S., & RAWLINSON, S. Eds. 2022. Sustainability education: a classroom guide. Bloomsbury Academic. <https://doi.org/10.5040/9781350262119>  UNESCO. 2019*. Education for Sustainable Development: A roadmap.* [online]. Available at: [https://unesdoc.unesco.org/ark:/48223/pf0000374802/PDF/374802eng.pdf.multi](https://unesdoc.unesco.org/ark%3A/48223/pf0000374802/PDF/374802eng.pdf.multi) UNITED NATIONS. 2022. *Sustainable Development Goals. [online]. Available at:* [*https://sdgs.un.org/goals*](https://sdgs.un.org/goals) | The outcomes of classroom-based investigations and discussions with a focus on ESD dimensions, including guided exploration of resources. Resources may include images, texts (fiction/non-fiction), poetry, video/online resources, artefacts, case studies, policies. |

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| **School Based Curriculum – Year 1** |
| To identify opportunities within their class for teaching selected dimensions of ESD by 1. Discussing with their mentor how this is embedded within the planning for their year group.
2. Observing or supporting teaching for ESD within their class or another class within the same key stage.
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| **Subject Specific Components/s (know, understand, can do)** | **Learn That****(ITTECF reference in numerics e.g. 1.1)** | **Learn How****(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Understand that schools will have varying approaches to addressing SD dimensions within and across the curriculum.Know and understand how curriculum planning for ESD is prioritised and structured within individual schools/settings. | **1.2****3.1****4.1** | **3a, b, f, h****5h****7n****8b, d** | DOULL, K & OGIER, S. 2023. *Teaching climate change and Sustainability in the Primary Curriculum*. Sage Publications.SCOFFHAM, S., & RAWLINSON, S. Eds. 2022. Sustainability education: a classroom guide. Bloomsbury Academic. <https://doi.org/10.5040/9781350262119>  WALSHE, N. and PRICE, H. 2020. Finding creative approaches to environmental and sustainability education. *Primary Geography.* 101, pp. 10-11 | Completion of a WDS that includes: 1. A brief summary of school policy and curriculum planning for ESD.
2. Brief notes on the content/focus of ESD within class/year group.

Notes of observation of teaching and learning within a selected dimension of ESD that identifies subject/ESD focus; teaching strategies; reflections on children’s learning. |

***Year 2 Undergraduate Full Time***

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| **University Curriculum – Year 2** |
| **Overview of Content** |
| **Session Sequence**  | **Session Content** **Subject Specific Components/s**  | **Learn That** **(ITTECF reference in numerics e.g. 1.1)** | **Learn How** **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode**  |
|  | Sustainable development (SD) is multifaceted and is explicit and implicit within and across curriculum.There are varied approaches to planning for learning in ESD: for example, subject specific; cross-curricular and thematic. There is a variety of pedagogies, skills and competencies designed to support effective delivery of ESD, including those promoted by the United Nations and the DfE (2022)Acknowledge that the lived experience of pupils and communities can inform curriculum development and additional provision within a school.  | **1.8****3.1-4****4.1****5.3****8.9** | **3a, b, l****4b****5p****8b, d, f** | AGBEDAHIN A. V. 2019. Sustainable development, Education for Sustainable Development, and the 2030 Agenda for Sustainable Development: Emergence, efficacy, eminence, and future. *Sustainable Development*, *27*(4), 669–680. <https://doi.org/10.1002/sd.1931> BRYAN, A. 2022. Pedagogy of the implicated: advancing a social ecology of responsibility framework to promote deeper understanding of the climate crisis. *Pedagogy, Culture & Society*, 30:3, 329-348, DOI: [10.1080/14681366.2021.1977979](https://doi.org/10.1080/14681366.2021.1977979) DEPARTMENT FOR EDUCATION. 2022. Sustainability and Climate Change Strategy. [online]. Available from: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>. [Accessed 26/7/22).MINISTRY OF HOUSING, COMMUNITIES AND LOCAL GOVERNMENT. 2019. *The English Indices of Deprivation 2019: Statistical Release. [online].* Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835115/IoD2019_Statistical_Release.pdf>[Accessed 2/7/24]SCOFFHAM, S., & RAWLINSON, S. (Eds) 2022. *Sustainability education: a classroom guide*. Bloomsbury Academic. <https://doi.org/10.5040/9781350262119>  UNESCO. 2017.  *Education for Sustainable Development: Learning Objectives.* [online]. Available at: [https://unesdoc.unesco.org/ark:/48223/pf0000247444.page](https://unesdoc.unesco.org/ark%3A/48223/pf0000247444.page)  (Accessed 25/7/22)UNITED NATIONS. 2022. *Visit to the United Kingdom of Great Britain and Northern Ireland: report of the Special Rapporteur on Extreme Poverty and Human Rights. [online].* Available at:  <https://digitallibrary.un.org/record/3806308?ln=en>  (Accessed 2/7/24)  | Retrieval practice withinquestions; quizzes, online assessment within Learning Edge.Outcomes of classroom-based investigations and discussions with a focus on SD dimensions, including guided exploration of resources. Resources may include: images, texts (fiction/non-fiction), video/online resources, artefacts, case studies, policies, reports. |

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| **School Based Curriculum – Year 2** |
| Schools have varying approaches to leadership and curriculum planning for ESD.Classes/year groups will have different foci for ESD.School policy, practice and curriculum development can be influenced by local social, economic or environmental issues. How curriculum planning for ESD is prioritised and structured within different schools/settings. |
| **Subject Specific Components/s** **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That****(ITTECF reference in numerics e.g. 1.1)** | **Learn How****(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To be able to plan for, teach and assess dimensions of SD by:* planning for and teaching two or more lessons with an ESD focus.
* assessing children’s learning in SD through detailed lesson evaluation and reflection.
* Using effective pedagogies to support the development of knowledge, skills, attitudes and values within SD.

To understand how individual schools accommodate, support and/or mitigate local, lived experience and the impact on pupils and the wider community. | **3.1-7****4.1, 2****5.1, 8****6.1, 4****8.2, 3, 4, 9** | **1a, b,** **2a, b, d-g, h-k****3a-e, f-I,** **4 d, f, i, j, l-m****5a, b, g,** **6a, b, e** **8b-e, f** | DEPARTMENT FOR EDUCATION. 2022. Sustainability and Climate Change Strategy. [online]. Available from: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>. [Accessed 2/7/24).SCOFFHAM, S., & RAWLINSON, S. (Eds) 2022. *Sustainability education: a classroom guide*. Bloomsbury Academic. <https://doi.org/10.5040/9781350262119>  DOLAN, A. 2022*. Teaching Climate Change in Primary Schools: an interdisciplinary process.* Taylor Francis Group. <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=6637043> | **Completion of a WDS that includes:** A brief summary of school policy and curriculum planning for ESD.Brief notes on the content/focus of ESD within class/year group.Brief notes on any school/community focused initiatives or formal provision that reflect one or more dimensions of ESD (see UN SDGs <https://sdgs.un.org/goals>)**Planning:**Planning for at least two lessons with a focus on ESD.Detailed lesson evaluations for one of the lessons with a focus on children’s learning about the relevant social, economic or environmental dimensions of ESD. |

***Year 3 Undergraduate Full Time***

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| **University Curriculum – Year 3** |
| **Overview of Content** |
| **Session Sequence**  | **Session Content** **Subject Specific Components/s**  | **Learn That** **(ITTECF reference in numerics e.g. 1.1)** | **Learn How** **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode**  |
|  | Schools engage with a variety of learning opportunities, including external locations, projects and initiatives, to support learning through and for SD.Through the lens of ESD, schools have a role in promoting education for global citizenship, equality and social justice.There is a range of local, national and international networks that support delivery of ESD in schools.To identify and investigate learning contexts, projects and initiatives that support learning about SD, and that may have a local, national or global focus.To identify networks and resources for CPD in ESD. | **1.2, 6, 8****3.1****8.1-3, 7,9** | **3a, f****8a-e, f**  | CLARKE, L and ABBOTT, L. 2019. Seeking equilibrium between a social justice and a charity stance towards global learning among Northern Ireland pupils. *Int J Develop Educ Gobal Learn.* Vol. 11(2):175-188. DOI: 10.18546/IJDEGL.11.2.04 MUNKEBY, E., SCHEJE E., GABRIELSEN, A., JORDET, A., MISUND, S., NERGARD, T. and OYEHAUG, B. 2020. Interdisciplinary primary school curriculum units for sustainable development, *Environmental Education Research*, 26:6, 795-811, DOI: 10.1080/13504622.2020.1750568SANT, E., DAVIES, I., PASHBY, K., & SHULTZ, L. 2018. *Global citizenship education: A critical introduction to key concepts and debates*. Bloomsbury Publishing Plc.SCOFFHAM, S., & RAWLINSON, S. (Eds) 2022. *Sustainability education: a classroom guide*. Bloomsbury Academic. <https://doi.org/10.5040/9781350262119>   | Retrieval practice withinall curriculum areas (where relevant): questions; quizzes, online assessment within Learning Edge.Outcomes of classroom-based investigations and discussions with a focus on dimensions of SD, including guided exploration of resources. Resources may include: images, texts (fiction/non-fiction), video/online resources, artefacts, case studies, policies, report, research. |

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| **School Based Curriculum – Year 3** |
| Schools engage in a variety of learning opportunities within and beyond school that promote ESD.Schools may engage with projects, initiatives and partnerships with a local, national or global reach.Schools have diverse approaches to empowering pupils and communities in respect of ESD. |
| **Subject Specific Components/s** **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That****(ITTECF reference in numerics e.g. 1.1)** | **Learn How****(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Understand how schools promote learning in, about and for ESD by engaging with projects and initiatives.Be able to plan a unit of work/series of lessons with an ESD focus.Understand how schools empower pupils through the curriculum and wider opportunities (for example, school eco-councils; lunchtime or after school clubs). | **1.1, 2, 6****2.1, 2****3.1-7****4.1,2****8.3** | **1b****3a-e, f****4b, l****5g****6d****8a-e, f** | BRITISH EDUCATIONAL RESEARCH ASSOCIATION, 2022. *Embedding Sustainability in Practice.* [online]. Available from: <https://www.bera.ac.uk/blog-series/embedding-sustainability-education-in-practice> [Accessed 2/7/24]DEPARTMENT FOR EDUCATION. 2022. Sustainability and Climate Change Strategy. [online]. Available from: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>. [Accessed 2/7/24).KAVANAGH, A.M, WALDRON, A.M & MALLON, B. 2021. *Teaching for social justice and sustainable development across the primary curriculum.* <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=6476675>SCOFFHAM, S., & RAWLINSON, S. (Eds) 2022. *Sustainability education: a classroom guide*. Bloomsbury Academic. <https://doi.org/10.5040/9781350262119>   | **Weekly Development Summary**Record of discussion about the school’s approach to learning in, about and for ESD.**Planning**In consultation with mentor/class teacher, plan a unit of work (sequence of lessons) that incorporates a subject or cross curricular focus on a selected dimension of ESD. **OR**Lead a lunchtime or after school club with a focus on a dimension of ESD suggested by the UN SDGs. <https://sdgs.un.org/goals> **Commentary in final WDS.** |