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

***Year 1 Undergraduate SB***

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| **University Curriculum – Year 1** | | | | | |
|  | **Subject Specific Components** | **Learn That**  **(****ITTECF reference in numeric e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **PED 1100P Seminar plus cross curricular opportunities.** | * 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 (Learning outside the Classroom). * 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>  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. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(ITTECF reference in numeric e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment**  **(Directed School based task for PED1100P).** |
| 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 | 1. A 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. |