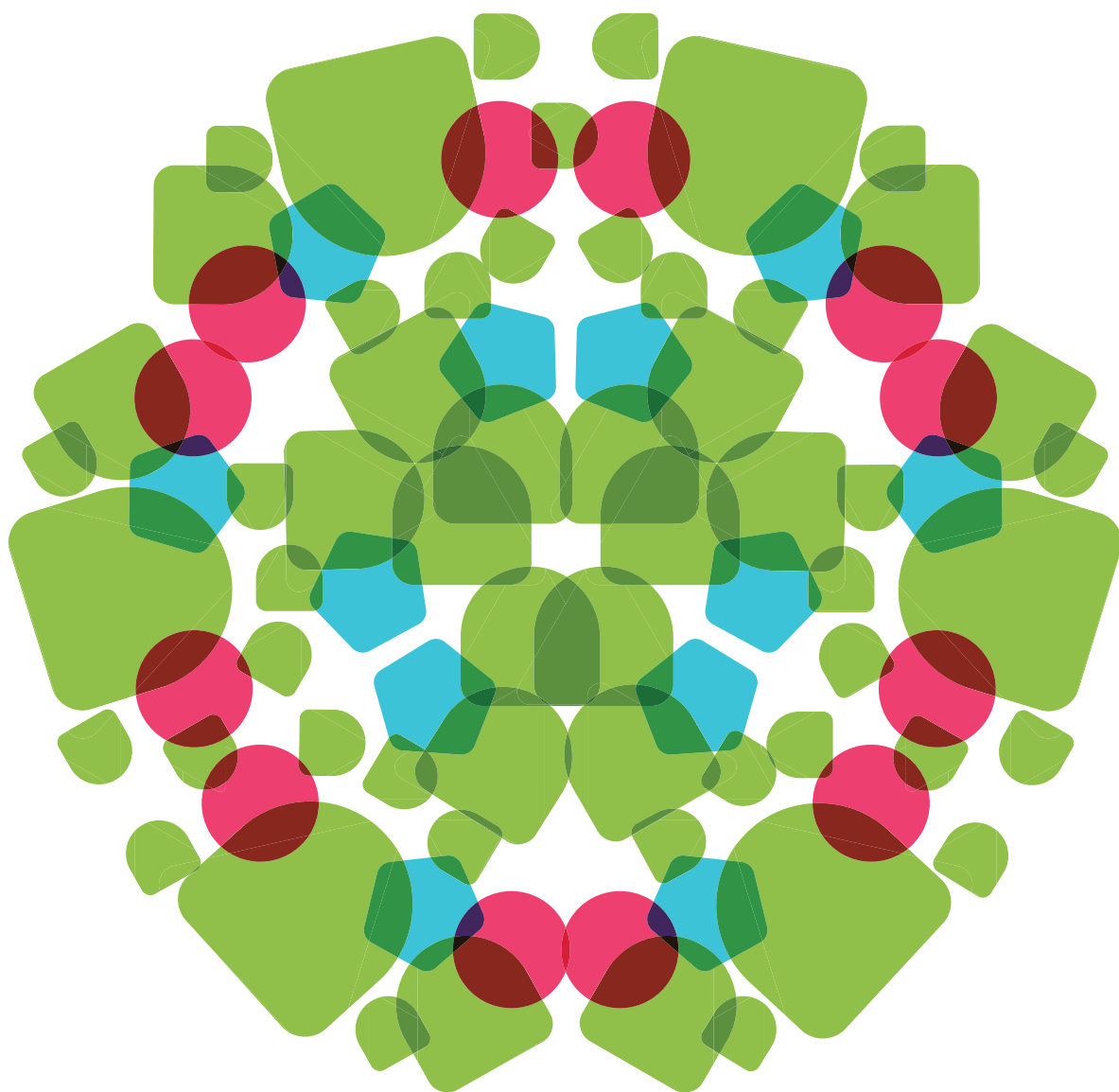


Oxford
International
Curriculum

Sustainability

Subject Overview



OXFORD

Contents

- 2 Our approach
- 6 Curriculum at a glance
- 8 Schemes of work
- 10 Resources
- 11 Student Project Packs
- 12 Lesson Plans
- 13 Assessment
- 13 Continuing professional development



I see students equipped with the skills and knowledge to shape a more sustainable future

The Oxford International Curriculum is a new approach to teaching and learning focused on wellbeing, which places joy at the heart of the curriculum and develops the skills your students need for their future academic, personal, and career success.

Sustainability is one of seven subjects that make up the curriculum, part of a coherent and holistic approach that ensures continuity and progression across every student's educational journey.

The core aim of the Oxford International Curriculum for Sustainability is to equip students with the knowledge, skills, and attitudes that will help them make the shift towards a sustainable future.

The Oxford International Curriculum for Sustainability is organized around three main strands:

- Living on planet Earth
- Taking responsibility for the difference we make
- Making change

What does the Oxford International Curriculum for Sustainability offer you?

- An interdisciplinary curriculum that integrates science, technology, engineering, the arts, and mathematics (STEAM), as well as other subjects such as English, humanities and social science.
- Enquiry-based learning, which starts with questions that lead to better questions and 'what if' scenarios, which encourage students to make real-world connections.
- Learner-centred learning, which encourages students to take an active, engaged role in the learning process.
- A project-based learning structure that encourages students to acquire a deeper knowledge through active exploration.
- Place-based learning, which engages students in their community, including their physical environment, local history, people, or culture.
- A coherent and age-appropriate curriculum, closely linked to the Common European Framework of Reference (CEFR) language ability levels and descriptors.

Our approach

A vision for the future

The Oxford International Curriculum for Sustainability is built on the findings of 'Education for a Sustainable Future: Benchmarks for Individual and Social Learning' published by The Journal of Sustainability Education in 2017. The benchmarks embody essential elements that administrators, curriculum professionals, faculty, board, and community members may adopt: to align goals; to self-assess performance; and to intentionally and effectively educate for the future we want by design.

The curriculum supports the principles of education for sustainable development (ESD). This term is used internationally and by the United Nations. It is a 'whole system of inquiry' that combines current best practices of teaching and learning with the content, core competencies, and habits of mind required for students to actively participate in creating a sustainable future.



"Education for sustainable development empowers learners of all ages to make informed decisions and take individual and collective action to change society and care for the planet." – UNESCO

The three strands

The Oxford International Curriculum for Sustainability is organized around three strands.

Within each strand, the learning outcomes are organized into four enduring principles.

Strand 1: Living on planet Earth

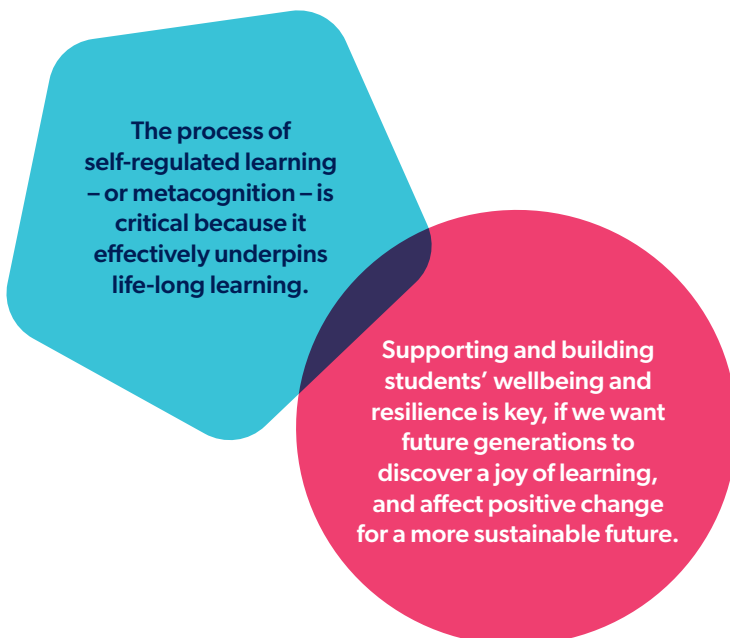
- Humans are dependent on Earth's life-support systems.
- All living systems have limits.
- Creativity (the generation of new forms) is a key property of all living systems.
- Solutions are local.

Strand 2: Taking responsibility for the difference we make

- Recognize and protect the commons.
- Continuously monitor and measure the results.
- We are all responsible for the difference we make.
- Sustainability requires individual and social learning, and community practice.

Strand 3: Making change

- Think about our thinking.
- Make change where we can.
- Create change at the source, not the symptom.
- A sustainable solution solves more than one problem at a time.



Supporting educators with the challenge of sustainability

Young people today face unprecedented challenges. Our curriculum is designed to enable educators to equip students with the skills and knowledge they will need to overcome these challenges and thrive.

- **Action is needed to address climate change**
The curriculum resources work towards students actively engaging in making change at individual, community, and international levels.
- **The wellbeing of young people is challenged by climate anxiety**
The curriculum resources inspire a positive outlook and integrate wellbeing learning outcomes and themes, aligned with our wellbeing curriculum.
- **Positive action on sustainability depends on a positive mindset**
The curriculum resources encourage students to think critically and empathetically about the way we think and how this relates to our behaviour.

Throughout the development of our curriculum we have been working with schools around the world to ensure that the curriculum and resources deliver our objectives to support teachers, for the benefit of their students.

Positive impacts of living sustainably

The Oxford International Curriculum for Sustainability delivers education for sustainable development and supports the UN Sustainable Development Goals (SDGs). The SDGs have informed the development of the content and skills, and SDG 4 frames the overall purpose of the curriculum:

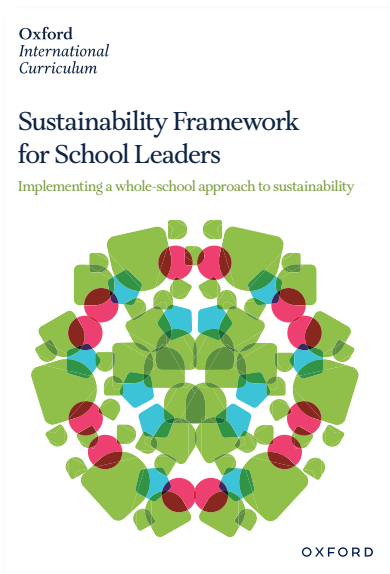


Goal 4: To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Target Indicator 4.7: By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

4 QUALITY EDUCATION

Links to the SDGs are signposted throughout the lesson plans and a support document (to follow) will illuminate the lessons relevant to each SDG.



In January 2024, the Oxford International Curriculum Sustainability Framework for School Leaders will be made available, offering advice on implementing a whole-school approach to sustainability.



Project-based learning: Our IDEAS to Action Framework

Students will work on three projects per year. Each project will follow a similar development path, called the IDEAS to Action Framework, which helps students to work through the project process. Inspired by design thinking principles, it breaks projects into five stages (investigate, define, explore, act, and share), each with a particular goal, followed by a global call to action.

Teachers should use the IDEAS to Action Framework as a tool to encourage students to:

- establish a clear goal
- think creatively
- try new approaches
- engage actively with peers' ideas
- create an atmosphere of positive creativity
- apply what they have learnt

As students progress through the projects, they will learn the meanings of and how to use a comprehensive range of relevant concepts and terminology, equipping them to engage with the challenges, science, solutions, indicators and goals that will touch their everyday lives and future careers.

Climate readiness Eco-anxiety Water security
Greenwashing Carbon footprint Net Zero
Sustainability indicators Biodiversity
Carbon sequestration Climate change
Fossil fuels Circular economy Conservation
Recycling Reducing consumption
Regeneration Renewable energy Reuse

At OUP, we are committed to operating sustainably, and have set targets to substantially reduce our impact on the environment. By 2025, we intend to;

- Be carbon neutral in our own operations
- Ensure 100 per cent of paper for printed publications is certified as sustainable
- Minimize waste by ensuring there is zero landfill from our own operations in markets with the necessary infrastructure

Our five-year sustainability strategy focuses on reducing our contribution to four environmental impact areas: climate change, deforestation, waste, and pollution.

We are a founding signatory of the **Publishing Declares Climate Pledge** and also joined the **United Nations Sustainable Development Goal (SDG) Publishers Compact**, which aims to inspire action among publishers to support the delivery of all 17 SDGs by 2030.

More information including our latest **Responsible Publishing Report** can be found on our website: https://global.oup.com/about/way_we_work/environment_policy

Curriculum at a glance

The Oxford International Curriculum for Sustainability offers end-to-end teaching and learning support with year-on-year progression of learning outcomes throughout the nine years.

This chart shows examples from the three strands of the Oxford International Curriculum for Sustainability. For access to the full curriculum, please contact your Local Education Consultant.

The spiral development model means that learning themes are revisited each year, building on previous achievement, and giving coherence and structure to the learning journey.

Strand	Year 1
1 Living on planet Earth	<p>Students can:</p> <p>1.1a: Describe the relationships among the different elements that support life in their community</p> <p>1.1b: Predict what happens when living things get too much or too little of what they need</p> <p>1.1c: Draw a picture of a place where all living things (including people) help each other live together</p> <p>1.1d: Plant something and give it what it needs to grow</p>
2 Taking responsibility for the difference we make	<p>1.2a: Identify the commons they can care for in their classroom and define what a commons is</p> <p>1.2b: Predict what happens when agreements they make are kept, and what might happen when they are not kept</p> <p>1.2c: Describe their role and responsibility for taking care of our commons</p> <p>1.2d: Record strategies, with their classmates, that will help them remember what they have learned</p>
3 Making change	<p>1.3a: Recognize the effect their thinking has on their behaviour</p> <p>1.3b: Sort the materials they are given into two categories: 'made by nature' and 'made by people'</p> <p>1.3c: Understand the difference between materials that get composted, recycled, reused, and repurposed, and materials that need to be re-designed</p> <p>1.3d: Create a solution, with their classmates, to address waste in their class</p>

Year 4	Year 7
<p>Students can:</p> <p>4.1a: Explain how the exchanges among diverse species makes life possible on Earth</p> <p>4.1b: Track the changes in the replenishment rate of their local aquifer using local data</p> <p>4.1c: Demonstrate how to use limits or constraints to create a way to live well within the means of nature</p> <p>4.1d: Make and implement recommendations for improving the health of their community</p>	<p>Students can:</p> <p>7.1a: Explain how exceeding the natural limits of greenhouse gases is disrupting the chemical balance of life on Earth</p> <p>7.1b: Make a model to predict how their drainage basin could decrease carbon emissions and increase carbon sequestration</p> <p>7.1c: Create a map of the assets in their community that contribute to its potential</p> <p>7.1d: Debate the question: Do we need to reverse global warming? using supporting evidence from both sides of the argument</p>
<p>4.2a: Identify several commons in their community and the communities around them, and explain how they function</p> <p>4.2b: Measure the health of a chosen commons in their school or community</p> <p>4.2c: Identify and explain their shared rights and responsibilities for taking care of a chosen commons in their school or community</p> <p>4.2d: Work responsibly with others to write an agreement that they can count on one another to keep</p>	<p>7.2a: Explain what makes the climate a commons</p> <p>7.2b: Create a data visualization tool for the changes in their local climate (a commons)</p> <p>7.2c: Create and sign a pledge to always improve their impact on their community and the world</p> <p>7.2d: Recognize the common characteristic that sustainable community initiatives share</p>
<p>4.3a: Reflect on their role in the materials cycle and how to take responsibility for their role</p> <p>4.3b: Illustrate the life cycle of an everyday material in their life</p> <p>4.3c: Explain that a no-waste society is an 'upstream' challenge</p> <p>4.3d: Design a no-waste sustainable life cycle for something that they use every day</p>	<p>7.3a: Hypothesize the mindsets that affect the debates about global warming and climate change</p> <p>7.3b: Evaluate solutions to reverse global warming, reduce its effects and adapt to climate change</p> <p>7.3c: Create a model that illustrates that climate change is a symptom of global warming</p> <p>7.3d: Describe their unique contribution to the group project working together to reverse global warming</p>

Compact, concise,
and accessible
learning outcomes
are easy to use for
today's busy
educators.

Schemes of work

Schemes of work provide a clear structure for the delivery of the curriculum in each academic year, providing a teaching route to follow.

Oxford International Curriculum

Sustainability

SCHEME OF WORK: YEAR 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Caring for our classroom (Taking responsibility for the difference we make)											
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Planting a garden (Living on planet Earth)											
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Reducing waste in our classroom (Making change)											

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Sample taken from Scheme of Work: Year 1 Project 1

Schemes of work are provided at both overview (week-by-week) and detailed (lesson-by-lesson) level for ease of planning.

Oxford International Curriculum

Sustainability

SCHEME OF WORK: YEAR 1

Week	Lesson title	Learning outcomes
Caring for our commons		
1	Shared spaces in our classroom	1.2a: Identify the commons they can care for in their classroom and define what a commons is
2	Who is responsible?	1.2a: Identify the commons they can care for in their classroom and define what a commons is
3	Shared and personal spaces	1.2a: Identify the commons they can care for in their classroom and define what a commons is
4	What is a commons?	1.2a: Identify the commons they can care for in their classroom and define what a commons is
5	Different kinds of commons	1.2a: Identify the commons they can care for in their classroom and define what a commons is
6	Roles and responsibilities	1.2c: Describe their role and responsibility for taking care of our commons
7	My unique role	1.2c: Describe their role and responsibility for taking care of our commons
8	Making agreements	1.2b: Predict what happens when agreements they make are kept, and what might happen when they are not kept
9	Keeping agreements	1.2b: Predict what happens when agreements they make are kept, and what might happen when they are not kept
10	Class agreements	1.2d: Record strategies, with their classmates, that will help them remember what they have learned
11	Healthy commons	1.2d: Record strategies, with their classmates, that will help them remember what they have learned
12	Community celebration	1.2d: Record strategies, with their classmates, that will help them remember what they have learned

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SCHEME OF WORK: YEAR 7

Week	Lesson title	Learning outcomes
	Tracking climate changes	
13	Climate and weather: what's the difference?	7.2a Explain what makes the climate a commons
14	Global warming and unpredictable weather	7.2a Explain what makes the climate a commons
15	Media bias and eco-anxiety	7.2a Explain what makes the climate a commons
16	The impact of positive actions	7.2a Explain what makes the climate a commons
17	Caring for the climate as a commons	7.2a Explain what makes the climate a commons
18	Case studies: Indigenous communities	7.2d Recognize the common characteristics that sustainable community initiatives share
19	Case studies: Major cities	7.2d Recognize the common characteristics that sustainable community initiatives share
20	What do sustainable communities have in common?	7.2d Recognize the common characteristics that sustainable community initiatives share
21	Our planet pledge	7.2c Create and sign a pledge to always improve my impact on my community and the world
22	Gathering and visualizing data	7.2b Create a data visualization tool for the changes in our local climate
23	Our findings show ...	7.2b Create a data visualization tool for the changes in our local climate
24	Go further!	7.2b Create a data visualization tool for the changes in our local climate

Learning outcomes are mapped on to a week-by-week, lesson-by-lesson teaching plan.

Lesson titles link in to individual lesson plans.

Resources

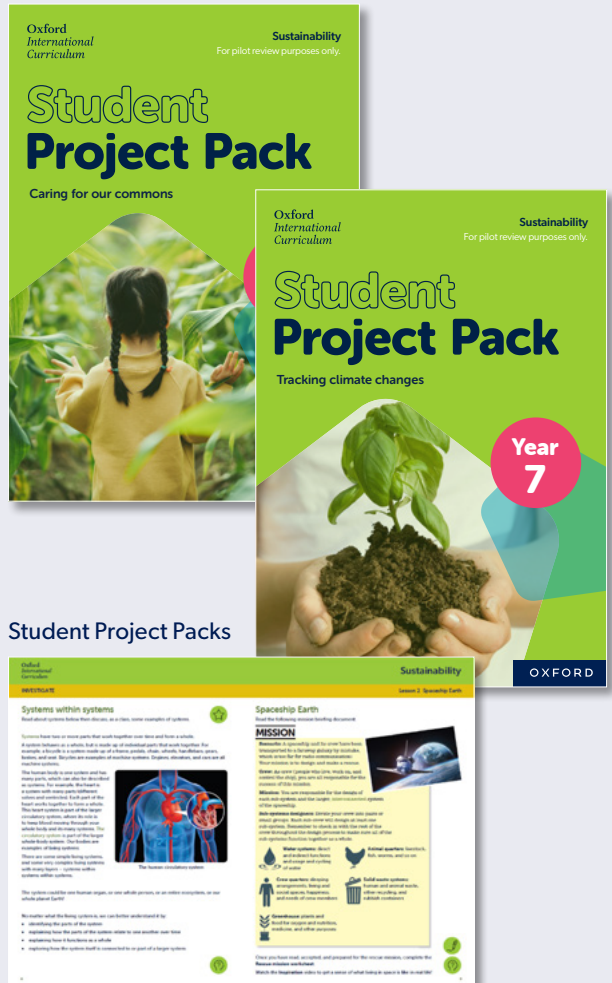
Every 12 weeks is structured around a project, with teaching of Sustainability integrated into each part of the project's development, following the IDEAS to Action Framework and supported by the Student Project Packs.

Project Packs are designed to guide students through the process of creating a project, providing a structure within which they can express their creativity, and increasingly develop their own learning journeys.

These packs introduce project themes, bringing topics to life, and encourage students to place them into a local and global context. While there are many different pathways through a given topic, the project packs guide students through a clearly defined process.

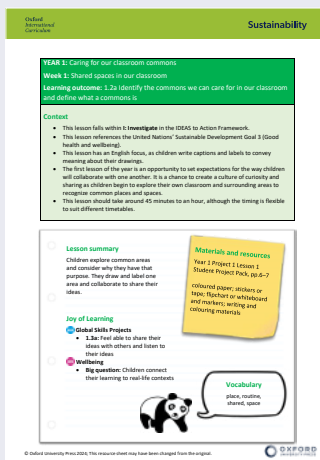
Lesson plans are also provided to lay the foundations for project-based learning, and ensure students develop the knowledge and skills they need to succeed.

Printed Project Books and Teacher's Guides will be available in 2024 as part of the Oxford International Resources series.

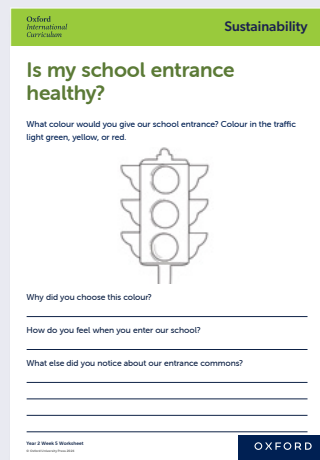


Student Project Packs

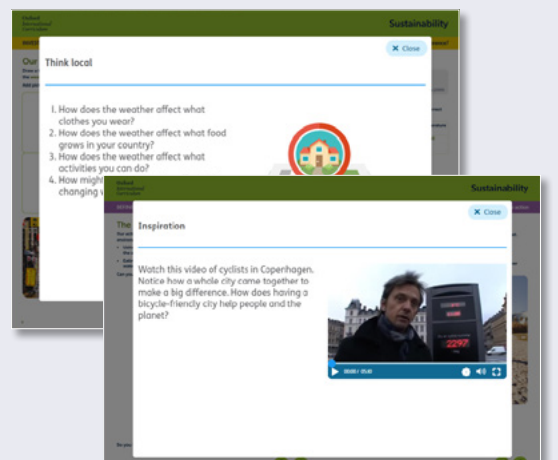
Lesson plans



Worksheets



Interactive screens



Student Project Packs

Student Project Packs are supplied as fully interactive eBooks, and are accompanied by downloadable worksheets.

The content encourages an enquiring mindset, critical thinking, and a collaborative approach to creative problem-solving.

Link to IDEAS to Action Framework

Objective hotspot supports self-assessment


Levelled student-facing content featuring a range of activities

Oxford International Curriculum

Sustainability

DEFINE ← Lesson 5 What does a healthy commons look like, sound like, and feel like?

Respecting and taking care of things




Watch the **Inspiration** video. Talk about the ways we show that we **respect** the places and things around us.

Showing respect for the places and things around us:

- After I use something ...
- When I put things away ...
- I feel ... when I can find something easily.
- Some things need special care. Something I can do is ...
- Wherever I go ...

How my day begins



Try the **Let's get talking** activity to share what happens when we arrive at school.

Visit the entrance of our school. Complete the **worksheet** to record your ideas and measure its health.

Set up your Project Notebook for **research** about another commons!

Draw a picture of the hallway (or area leading to our classroom) closest to our classroom. Show what it looks like right now.

Draw a table like the one below underneath your drawing. Over the next week, observe the hallway on different days and times and write down your notes.

OBSERVATION	HEALTHY	NEEDS MORE CARE
1	Example: Clean, no rubbish on the floor	Example: Students running to class
2		
3		

Sample taken from Year 2 Project 1

Colourful, age-appropriate character artwork in primary and photos and diagrams in secondary

New vocabulary is highlighted and included in a word bank

Interactive hotspots launch a variety of multimedia content, quizzes and differentiation

Lesson plans

Lesson plans are supplied as fully editable Word documents so that you can adapt them to your needs.

Oxford International Curriculum
Sustainability

YEAR 1: Caring for our classroom commons
Week 1: Shared spaces in our classroom
Learning outcome: 1.2a Identify the commons we can care for in our classroom and define what a commons is

Context

- This lesson falls within **Investigate** in the IDEAS to Action Framework.
- This lesson references the United Nations' Sustainable Development Goal 3 (Good health and wellbeing).
- This lesson has an English focus, as children write captions and labels to convey meaning about their drawings.
- The first lesson of the year is an opportunity to set expectations for the way children will collaborate with one another. It is a chance to create a culture of curiosity and sharing as children begin to explore their own classroom and surrounding areas to recognize common places and spaces.
- This lesson should take around 45 minutes to an hour, although the timing is flexible to suit different timetables.

Lesson summary

Children explore common areas and consider why they have that purpose. They draw and label one area and collaborate to share their ideas.

Joy of Learning

- Global Skills Projects**
 - 1.3a:** Feel able to share their ideas with others and listen to their ideas
- Wellbeing**
 - Big question:** Children connect their learning to real-life contexts

Materials and resources

Year 1 Project 1 Lesson 1 Student Project Pack, pp.6–7

coloured paper; stickers or tape; flipchart or whiteboard and markers; writing and colouring materials

Vocabulary

place, routine, shared, space

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Introductory activity

- Before the lesson, mark various common spaces in the classroom and surrounding areas with a symbol such as X, using coloured tape or a sticker/coloured paper.
 - Examples might include where children hang their book bags or coats, shared play spaces, where shared supplies and materials are kept, a carpet or circle/gathering space, the hallway or entryway leading to the classroom, or other spaces based on your context.
- Without explaining why the spaces are marked and without using the words 'shared', 'common', or 'commons', tell children that you have marked places and spaces around the classroom. Ask if they can see any of the places or spaces from where they are sitting.

Main activity

- Look at the 'Getting to know our classroom' activity on page 6 of the Student Project Pack (SPP).
- Direct children to look around the room safely, in pairs, and identify which areas are marked.
- Ask:** Why do you think these places and spaces are marked? Ask children to think of the things they do in these spaces or if these places are part of their routine. Encourage them to share ideas with a partner, then ask each pair to share their ideas with the class.
- Write down ideas on the whiteboard or a flipchart. This will support children's ability to write labels later in the lesson.
- Now look at the main activity, 'Shared spaces in our classroom', on page 7 of the SPP. Use the picture or another classroom space as an example to model drawing one of the spaces. Show children how to write and connect a label identifying the space (e.g. the reading area). Explain to them what a label is.
- Explain to children that they will create their own labelled drawing of one of the spaces or places they explored. Allow children to choose the commons they want to draw and what to include in their drawing.
- While children work on their drawings, move around the classroom, and support them to express their ideas.
- When children have completed their drawings, look at the **Let's get talking** activity in the SPP: *What did you include in your drawing and why? Why did you choose this space? How do you use this space? Who else uses this space? In pairs, encourage children to share their responses.*
- As a class, discuss the different shared places; for example, what children do, how they play or work in each space, and if any of the spaces have anything in common. Encourage active listening and for each child to take turns to speak. Ideas might include: *We use toys or play together in these spaces; We enter the classroom here; We listen to each other; We practise friendliness.* **Note:** Any ideas that mention keeping the space tidy or caring for the space will be explored further in Week 2.
- Some teachers may choose to click on the Objective hotspot during the lesson to review with students what they are learning about as they work towards the current learning outcome. This feature encourages deeper learning and supports self-assessment. At the end of the lesson, children could be asked to draw a happy, neutral or sad face to record how well they feel they understand the topics in the lesson. The assessment criteria for this learning outcome are shown on the third screen and can be referred to at any time. Some of the language will not yet have been introduced or is otherwise challenging.

Additional tasks

- You may wish to ask children, in pairs or small groups, to observe similarities and differences between their drawings or ideas.

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Sample taken from Year 1 Project 1

Every lesson highlights the learning outcomes it covers, linking back to the curriculum-at-a-glance document.

Opportunities to link to the Global Skills Projects and Wellbeing curricula are highlighted.

Assessment

The Oxford International Curriculum for Sustainability provides guidance and support.

Assessments should produce learning, as well as measure it. The attributes of our assessment system include authentic purposes and audiences, reflection and metacognition, disciplined inquiry, explicit content and performance criteria, flexibility and variety.

Students are partners in the assessment process in the Oxford International Curriculum for Sustainability. There is explicit performance criteria to clearly communicate expectations for students' work. Teachers gather evidence of all the learning outcomes through different assessment types and moments which helps to assess student learning along the way, as well as at the end of each 12-week project.

Example assessment criteria

7.1c: Create a map of the assets in their community that contribute to its potential

Developing:	I can identify assets we have here that can contribute to our community's potential and with support, I can place them in the appropriate place on a map.
Secure:	I can create a map of the assets in our community that contribute to its potential.
Extending:	I can create a map of the assets in our community that contribute to its potential. I can publish this map so that community members can use it and add to it over time.

Continuing professional development

As with other subjects delivered as part of the Oxford International Curriculum, to equip educators to teach our curriculum for Sustainability, the following continuous professional development is also available:

- Whole-school introductory training
- Self-access online modules
- Live webinars and workshops
- Professional learning community
- Modules for teachers and school leaders

Find out more at
oxfordinternationalcurriculum.com

