Possible and practical ways to ensure that the Sustainable Development Goals (SDGs) are embedded in the school curriculum and seen as relevant...

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Why does it appear that many schools give little importance to teaching Global Citizenship Education (GCE) and SDGs?

• Time pressure
• Exam pressure
• Pretty prescriptive curriculum
• OFSTED
• Little support from Senior Management
• Lack of training and motivation for teachers
• Importance and relevance not recognised or understood
A recent report on the importance and relevance of GCE and sustainability within the primary curriculum, which was commissioned by the Cambridge Primary Review Trust (CPRT), includes these statements:

**Sustainability:** Embed sustainability and global citizenship in educational policy and practice, linking to the UN agenda for global education after 2015.

**Curriculum:** Develop a broad, balanced and rich entitlement curriculum which responds to both national and local need, eliminates the damaging division of status and quality between core and non-core, and teaches every subject, domain or aspect to the highest possible standard.


Whilst there is government support for this approach in Scotland, Wales and Northern Ireland in that it is statutory within their curriculums, this is not the case in England. As a consequence, due to an intense focus on core subjects, testing and accountability, the inclusion of GCE and sustainability is very much at the discretion of individual schools and leaders. The challenge therefore, when teachers in England are under such intense pressure at primary and secondary level to achieve high-stakes results, is to convince school leaders and teachers that GCE and sustainability are critical components of a 21st century curriculum. To this end, it is essential to provide straightforward and easy to access teaching guidance which can almost always be used to enhance what has to be taught in the statutory curriculum at primary level and for the GCSE programmes of study at secondary level.
Pupils of all ages are ‘growing up in a world of global media, in which the voices of many cultures compete for attention’ (De Block and Buckingham, 2007: viii). It is therefore vital that teachers equip pupils to critically manage, assess and understand this deluge of information.

Pupils analyse the MGs by collecting and recording data (maths) researching different countries’ levels of success (geography), research/google info (ICT and reading) and presenting findings (writing, speaking and listening).
As there is almost no spare capacity within existing timetables, this must, in the main, be addressed through existing subject disciplines. In their report *Global Citizenship Education in Europe, A comparative study of Education Policies across 10 EU countries* (Tarozzi M., Inguaggiato C., (Eds.) (2016) state how GCE is decentralised in the UK:

“The opportunities available are, to some extent, implicit within the curriculum, rather than explicit in the form of either being statutory or recommendatory. This means that the inclusion of global issues within the curriculum relies heavily on individual teachers to champion and drive forward global issues.”

**We must make the job of including GCE and SDGs**

• relevant and convince teachers and leaders of its value and

• easy to include within statutory programs so teachers can readily incorporate it in their planning
Relevance

The SDG aims of sustainable living require us all to develop new ways of thinking and acting. SDGs provide unprecedented opportunities for countries and communities to work together for a sustainable and equitable world. They give purpose to work across the curriculum, with rich data and real-life scenarios around universal themes and current global issues. They open up debate around differing ways of tackling extreme poverty and inequality and alternative perspectives on poverty and wealth. (Learning about the United Nations (UN) Sustainable Development Goals)

www.globallearninglondon.org.uk
Local issues are often the best starting point; controversial plans for new roads, fracking, changing local populations through immigration, local pollution levels, local food, flooding, local habitats in danger, to name but a few. Pupils have opportunity to become immersed in, and impassioned about, their local community, which opens the mindset to learning about and critically debating larger national and international issues such as Brexit, Migration, Climate Change etc.
Science at KS 1 and 2

*develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them*

*(pupils) are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future*

*(pupils) recognise that environments can change and that this can sometimes pose dangers to living things. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.*


Geography at KS 1 and 2

*pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.*

*describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water* (Geography programmes of study: key stages 1 and 2 National curriculum in England 2013)

History at KS 1 and 2

*(pupils explore) changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally*

*(pupils explore) the lives of significant individuals in the past who have contributed to national and international achievements.*

*(pupils explore) understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses* (History programmes of study: key stages 1 and 2 National curriculum in England 2013)
Secondary

**GCSE Science** GCSE specifications in science should enable students to:

(understand) relationships in an ecosystem the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops

(understand) changes in the environment which may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material
develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

(understand) positive and negative human interactions with ecosystems

(understand) Earth as a source of limited resources and the efficacy of recycling

(understand) the production of carbon dioxide by human activity and the impact on climate

(understand) fuels and energy resources

explain everyday and technological applications of science; evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments


**GCSE Geography** GCSE specifications in geography should enable students to:
depth understanding of geographical processes, illuminating the impact of change and of complex people-environment interactions, develop and extend their knowledge of locations, places, environments and processes, and of different scales and social, political and cultural contexts (know geographical material)
gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)

(have) more detailed contextual knowledge of two countries of contemporary global significance, in addition to the UK

(understand) the causes and consequences of uneven development at global level as the background for considering the changing context of population, economy and society and of technological and political development in at least one poorer country or one that is within a newly emerging economy

*(Geography GCSE subject content and assessment objectives, June 2013)*

**GCSE History** GCSE specifications in history should enable students to:
develop and extend their knowledge and understanding of: specified key events periods and societies in the history of their locality, Britain, and the wider world; and of the wide diversity of human experience

engage in historical enquiry to develop as independent learners and as critical and reflective thinkers

recognise that the discipline of history and a knowledge and understanding of the past helps them to understand their own identity and significant aspects of the world in which they live, and provides them with the basis for further wider learning and study

*(History GCSE subject content and assessment objectives, June 2013)*
GCSE BIOLOGY

• understand) positive and negative human interactions with ecosystems
• (understand) Earth as a source of limited resources and the efficacy of recycling
• (understand) the production of carbon dioxide by human activity and the impact on climate
• (understand) fuels and energy resources
• explain everyday and technological applications of science; evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments
Theory into Practice - how do we include the Sustainable Development Goals in planning? J Hallam

1. **NO POVERTY**
   - Countries that are developing - shanty towns, Human Rights issues - Work of NGOs, Comparative studies
   - Crime and Punishment - links to being punished for stealing food/our country's laws and injustices of the past, Great Reformers eg Shaftesbury

2. **ZERO HUNGER**
   - How do we include the Sustainable Development Goals in planning?
   - Food, farming, sustainable agriculture, trade
   - Agricultural designs that have improved food production eg irrigation systems

3. **GOOD HEALTH AND WELL-BEING**
   - Data handling on world income/poverty levels amount people are paid
   - How are these being developed
   - Nuclear/debates - rights and wrongs of families/schools

4. **QUALITY EDUCATION**
   - How are these being developed
   - Comparing/contrasting children's education in UK to other countries as part of Geog
   - Life of Malala-Pakistani teenager who was shot
   - Children Rights /Human Right to education

5. **GENDER EQUALITY**
   - Victorian changes in education, education for all-past and present
   - Statistics on children in education worldwide
   - Comparing/contrasting children's education in UK to other countries as part of Geog
   - Women in Science eg Marie Curie
   - Statistics of women's pay: women's pay for the same jobs over time/historically and now graph and compare and debate
   - Fairness debates in SEAL/PHSE on how girls and boys are treated differently across the world as regards education and jobs in various cultures

6. **CLEAN WATER AND SANITATION**
   - Women's fight for the vote in UK and across the world
   - Women in politics
   - Women in Science eg Marie Curie
   - Statistics of women’s pay: men’s pay for the same jobs over time/historically and now-graph and compare and debate
   - Fairness debates in SEAL/PHSE on how girls and boys are treated differently across the world as regards education and jobs in various cultures

7. **AFFORDABLE AND CLEAN ENERGY**
   - Surveys of energy consumption/costs/savings?
   - Carbon footprint of homes/families/schools
   - Sustainable energy research/debates - rights and wrongs of nuclear/fracking

8. **DECENT WORK AND ECONOMIC GROWTH**
   - Wind Turbine designs/solar-how are these being developed and used around the world?
   - How is energy used/produced/wasted?
   - Circular Economy - https://www.ellenmacarthurfoundation.org/circular-economy

9. **INDUSTRY, INNOVATION AND INFRASTRUCTURE**
   - Tithing/Pillars of Islam - giving alms to helping the poor.
   - Giving to Queen of heaven - explore P4C
   - Spirit for they shall inherit the Kingdom of Heaven - Why work to help the poor.

Science/Maths/Geography
- Development in medicines and agriculture, comparing diets and opportunities of children in developing world to developing.
- Physical and spiritual development needs how are they similar/different across cultures?
- Collecting data and research on sport choices, food choices

Science/Maths/Geography/DT
- Biomimicry - Janine Benyus - https://www.ted.com/talks/janine_benyus_shares_nature_s_designs
- Carry out some design projects linked to research on above and useful links to their website

Science/Health/PHSE/PE/RE/Maths/Geography
- How is energy used/produced/wasted?
- Circular Economy - https://www.ellenmacarthurfoundation.org/circular-economy
- Collecting data and research on sport choices, food choices

Science/Health/PHSE/PE/RE/Maths/Geography
- Development in medicines and agriculture, comparing diets and opportunities of children in developing world to developing.
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Science/Maths/Geography
- Development in medicines and agriculture, comparing diets and opportunities of children in developing world to developing.
### Science/Health/PHSE/Maths/Geography
- Impact of Industrial Revolution
- WWF-lots of resources
- Global warming, biodiversity changes, damage to habitat, changing weather patterns, impact on food and farming
- Carbon footprint surveys
- Local weather surveys-compare to past data/talk to elderly locals
- Rising temperatures-research impact/graph temp changes
- Pollution-impact on health in cities/impact on wildlife in seas/ rivers/forest etc
- Campaigns/science and research-eg Greenpeace/WWF

### History/Geography/Politics/RE
- Peace and conflict resolutions in history
- Role of the United Nations
- Crime and Punishment unit
- Parliament and Law- education website many resources
- Rights and responsibilities/Pupil councils, Amnesty International resources
- Community institutions that work for peace and wellbeing
- Letter campaigns for justice
- Work of the Judiciary-Magistrates in the Community website

### Science/Health/PHSE/Maths/Geography
- Local studies-what works well for our community? What could be better-write to local councillors/MPS on issues, carry out surveys
- Compare/contrast communities locally and further afield
- How are designers planning more sustainable towns and cities-what are the barriers?
- How is the UK addressing housing issues?
- What contribution do volunteers make to the community? How could/are they involved locally?

### Science/Health/PHSE/Maths/Geography/History
- Look at the Industrial Revolution-impact on the economies of the world and the environment-learning lessons from the past-imposing them on developing countries-debate?
- Debate the rights and wrongs of a consumer economy
- DT-how is it working to create a more sustainable future, what are the barriers-for against use of fossil fuels?
- Circular Economy/Biomimicry

### Science/Maths/Geography/Forest School
- Surveys of local habitats to build understanding of plants and animals/habitats locally
- Research world habitats and the threats to them why? Eg using TANTALUM-a mineral extracted from the Congo for using in mobile phones/gaming devises etc-debates ethics
- Circular Economy- use of resources
- Biomimicry solutions
- WWF [https://www.wwf.org.uk/](https://www.wwf.org.uk/)

### Science/Maths/Circular Economy/DT
- How is it working to create a more sustainable future?
- Debates on a more sustainable economy
- Debates on a more sustainable future, etc.
- Ethical debate?

### Science/Maths/Geography/Forest School
- How are the Industries dependent on the natural world?
- WWF- lots of resources
- WWF Biodiversity of the seas
- WWF Circular Economy- use of resources
- WWF Biomimicry

### Science/Maths/Circular Economy/DT
- How is it working to create a more sustainable future?
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### Science/Maths/Circular Economy/DT
- How is it working to create a more sustainable future?
- Debates on a more sustainable economy
- Debates on a more sustainable future, etc.
- Ethical debate?
Poverty and Development

**History**
Crime and Punishment - links to being punished for stealing food/our country’s laws and injustices of the past
Victorian Britain - class and division

**Geography**
North South Divide, trade/farming Countries that are developing – shanty towns, Sustainable Development Goals, Human Rights issues - Work of NGOs

**SEAL (Social, Emotional Aspects of Learning)**
New beginnings - how lives have been changed by projects such as Water Aid,

**P4C**
What is the difference between absolute poverty and relative poverty?
Does capitalism contribute to or help alleviate world poverty?
What is “enough” as regards money and possessions?

**RE:**
Jesus said “Blessed are the poor in spirit for they shall inherit the Kingdom of heaven” - explore P4C the Christian relationship with helping the poor.
Tithing/Pillars of Islam - giving alms to the poor

**Literacy**
Biographies of heroes, research, stories of the great reformers, eg. Lord Shaftsbury, William Booth, Rowntree, Nelson Mandela,

**Maths**
Data handling on world income/poverty levels amount people are paid

**Appendix 4**

Especially look at the work of Hans Rosling on ending poverty

[https://www.gapminder.org/](https://www.gapminder.org/)
More than just an add on…

Theory into Practice - how do we make the GCE approach embedded and change ways of thinking?

The National Curriculum working together with the Global Curriculum Framework….

Citizenship
- Rights/responsibilities
- Respect
- Pupil Voice/Action
- Local, national and International awareness of issues
- Poverty eradication
- Equal opportunities for boys/girls in world

Geography
- Sustainability
- World environments and Climate Change
- Pollution
- Trade/business/services
- Settlement/migration
- Poverty/justice
- Farming/Land use

History
- Peace/War
- Colonisation/migration
- Culture/change/Arts
- Identity/settlement
- Political/empires/
governance/justice
- Trade and travel
- Religion/Philosophies

Science/DT
- Biodiversity/habitats
- Biomimicry
- Pollution
- Sustainability
- Global warming
- Inventions
- Ethics/technology
- Space travel

RE/P4C
- World religions and world views
- Identity and culture
- Religious texts
- Common rules/laws
- Diversity/reflection
- Ethical debates
- Charities and individuals that made a difference

PE/Sport
- Olympics
- World cup
- Commonwealth Games

Languages/Literacy/Maths/ICT – the vehicles for delivery

The Arts from around the world- music, dance, art, entertainment-supports cross curricular understanding…..

J Hallam
Bourn, D et al state in their recommendations at the end of their report:

The UN Sustainable Development Goals provide a major new impetus to policymakers in encouraging the societal relevance of learning about global and sustainable themes. All education ministries in the UK should be asked to demonstrate how they aim to address these Goals in their support for schools and education in their respective countries.