

GLOBAL COMPETENCE IN ACTION. SCHOOL PRACTICE

Title: *Programme of study on the Sustainable Development Goals with Key Stage 3*

School: Queen Elizabeth High School, Carmarthen, SA31 3NL,
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Global Competence dimension: *Dimension related to the practice*

- x Examine issues of local, global and cultural significance
- x Understand and appreciate the perspectives and world views of others
- x Engage in open, appropriate and effective interactions across cultures
- x Take action for collective well-being and sustainable development

Subject: *Topics related to the 17 sustainable development goals (SDGs) to transform our world involved in the practice.*

X	1 NO POVERTY	X	2 ZERO HUNGER	X	3 GOOD HEALTH AND WELL-BEING	X	4 QUALITY EDUCATION	X	5 GENDER EQUALITY	X	6 CLEAN WATER AND SANITATION
X	7 AFFORDABLE AND CLEAN ENERGY	X	8 DECENT WORK AND ECONOMIC GROWTH	X	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	X	10 REDUCED INEQUALITIES	X	11 SUSTAINABLE CITIES AND COMMUNITIES	X	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
X	13 CLIMATE ACTION	X	14 LIFE BELOW WATER	X	15 LIFE ON LAND	X	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	X	17 PARTNERSHIPS FOR THE GOALS	X	

21st century Skills: *Skills involved in the practice*

x	Critical thinking	x	Creativity	x	Collaboration	x	Communication
x	Information literacy	x	Media literacy	x	Technology literacy	x	Flexibility
x	Leadership	x	Initiative	x	Productivity	x	Social skills

Target groups: *Choose the educational level focus of the practice*

☐ Primary education ☒ Secondary education ☐ Other: (specify)

Age group: 11-14 years of age

School context: *Information about the school and its context.*

Queen Elizabeth High is an 11-18 school in Carmarthenshire, South Wales. The school has approximately 1350 students on roll. Pupils who attend the school come from a wide catchment area, some areas being particularly rural. In each year group there is a bilingual class group who are taught through both the medium of the English and Welsh language.

Description: *Summary including the goals and objectives of the practice*

The Sustainable Development Goals are taught in detail through Geography at Key Stage 3. These link to specific topics and themes that are covered over the three years. In addition, we have nominated pupils to be our Global Goalkeepers, who conduct assemblies across the school and share key information. They have also represented the school in Lisbon during the Global Conference. These pupils have also shared resources with their peers within lessons.

Learning Outcomes: *What students will learn with this practice*

- For pupils to understand each sustainable development goal.
- For pupils to understand the areas of development that each country faces in relation to each goal.
- For Pupils to understand the range of strategies implemented by the UN to improve people's lives to ensure equality and diversity across the world.

Time Schedule: *Duration, time organization / needed and place*

The Goals are taught in correlation with the themes of the subject. Every Sustainable Development Goal is eventually taught by the end of year 9, these are woven into Geography topics.

Activities: *Steps followed to implement the practice.*

Responsibilities – One member of teaching staff coordinates the work of the Global Goalkeepers. An additional member of staff creates the programme of study, which is disseminated to all members of the Geography department.

Activities -

Step1 – All pupils are taught what the 'goal' is

Step 2 – Pupils are introduced to a Case Study that is linked to the 'goal'

Step 3 – Pupils learn about a range of strategies to overcome the issue being discussed.

Examples of Tasks

Pupils will be given opportunities to:

Watch video clips of key case studies.

Read maps to recognize the affected areas

Compare and contrast the different development of countries

Create posters

Write reports

Present innovative strategies to overcome issues.

Create their own information based Adobe Spark clips

Impact: *Results, benefits, evaluation and impact of the practice*

By following this scheme of work, pupils are aware of the United Nations aims to educate students to ensure they understand that development isn't equal across the world, giving them a perspective of the issues and the basic rights that countries/ people face around the world.

The appointing of the Global Goalkeepers has allowed some pupils to lead the initiative across the school. These pupils have become ambassadors for advocating sustainable development. They have undertaken a range of tasks to raise awareness across the school.

By the end of Key Stage 3, all pupils are taught about all development goals.

Resources: *Resources used in the practice: human, financial, technical, materials...*

Human – The Geography department comprises of 4 specialist members of staff who deliver this curriculum as part of the school timetable. All 4 have excellent subject knowledge of the Sustainable Development Goals.

One member of staff took the Global Goalkeepers to Lisbon, the school did not incur a cost for this as it was fully funded.

Time – Pupils in Key Stage 3 have 3 hours a fortnight of Geography, although not all hours and all weeks are devoted to this topic. The topic is woven into the curriculum where relevant – For example – When the Geography department teaches the topic of Rivers – The 6th development goal 'Safe Water and Sanitation' is taught within that topic.

Materials – Resources are created through Microsoft PowerPoint and Adobe Spark. Staff develop their own tasks; which pupils undertake in their exercise books.

Supporting documents: *give the link to supporting documents, such as forms, multimedia files, lesson plan, pictures, worksheets...*

See attached PowerPoints and voice recordings.