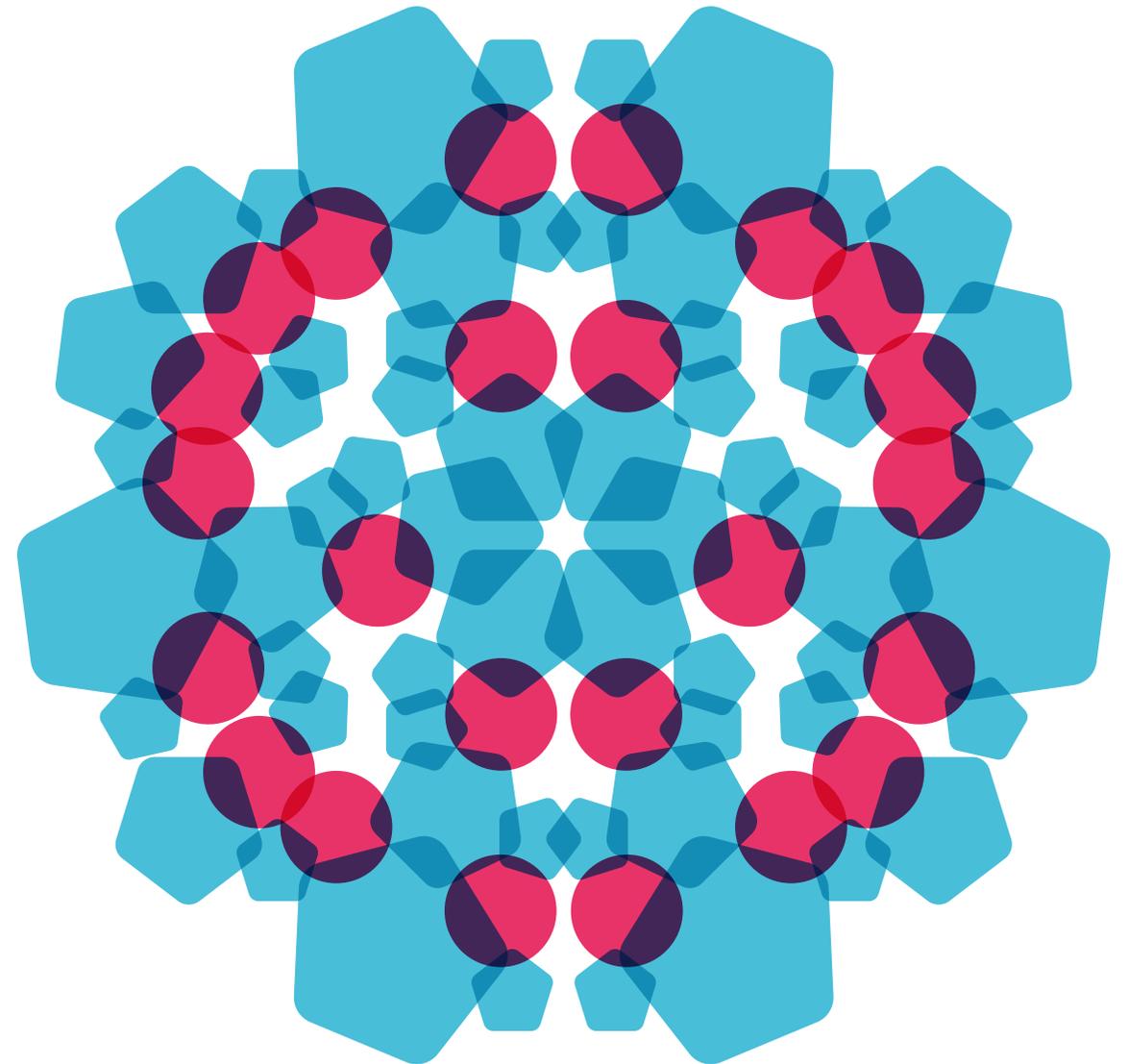


Oxford
*International
Curriculum*

Global Skills Projects

Subject Guide



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I see students equipped with the skills to succeed in a changing world

The Oxford International Curriculum enables students to succeed by recognising that lasting success is contingent on both academic performance and emotional wellbeing. It has been designed to bring wellbeing to all teaching and learning and to develop global skills through all core subjects.

Global Skills Projects combines project-based and interdisciplinary learning to develop thoughtful, innovative change-makers who are equipped with the skills to succeed in a changing world. The objective of this curriculum is to advance an education that helps students fulfil their potential.

The curriculum aims to foster a classroom environment where students develop the skills for success:

- Creativity and critical thinking
- Real-world skills
- Communication and collaboration
- Self-development skills

What does the Oxford International Curriculum for Global Skills Projects offer you?

- A project-based curriculum, providing research and project management skills, underpinned by the ability to think critically and creatively.
- Allows each student to engage with skills at their unique level, permitting a personalised learning experience.
- An active, enquiry-based pedagogy that allows rich interdisciplinary learning as students engage with real-life scenarios that demonstrate the relevance of skills and theories.
- Prepares students for the project-based, analytical, and independent style of learning in the International GCSE Plus and International Independent Project Qualification (IPQ).



Curriculum at a glance

The Global Skills Projects curriculum is designed to be adaptable to the specific needs, resources, and culture of each school.

The curriculum allows for flexibility in its delivery:

- As a stand-alone subject
- Integrated into core subjects
- As an end-of-year project

Strand	Year 1	Year 7
	Students can:	Students can:
1 Creativity and critical thinking <ul style="list-style-type: none"> ■ Problem solving ■ Curiosity and wonder ■ Critical thinking 	1.1a: Solve puzzles 1.1b: Ask questions about causes and consequences 1.1c: Reflect on their emotional reactions to information	7.1a: Evaluate possible solutions 7.1b: Participate in a local creative project 7.1c: Understand the emergence of local traditions
2 Real-world skills <ul style="list-style-type: none"> ■ Project management ■ Functional literacy ■ Research 	1.2a: Plan a simple individual project, such as a meal 1.2b: Follow simple instructions, such as a simple recipe or game instructions 1.2c: Choose a simple project to follow, such as a recipe to follow from a selection	7.2a: Be aware of project drawbacks and possible pitfalls 7.2b: Use technology to communicate effectively 7.2c: Evaluate and discuss different sources and their possible biases
3 Communication and collaboration <ul style="list-style-type: none"> ■ Communication ■ Leadership ■ Relationship building 	1.3a: Feel able to share their ideas with others and listen to their ideas 1.3b: Notice when others are left out 1.3c: Know how to be kind and make new friends	7.3a: Know how to debate 7.3b: Present ideas in a creative and inspiring way 7.3c: Understand cultural differences and how these affect communication and relationships
4 Self-development skills <ul style="list-style-type: none"> ■ Risk taking ■ Ethics ■ Motivation 	1.4a: Participate in free play 1.4b: Model respect and courtesy to classmates 1.4c: Discuss likes and dislikes of certain activities	7.4a: Motivate others taking risks 7.4b: Reflect on the human values of freedom, justice and community 7.4c: Identify how personal actions may affect their local area

Sample from Global Skills Projects Curriculum at a glance, Years 1 and 7

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.

Assessment framework

Year 3

Introduction

Assessment modes will be age-appropriate. Year 1-3 students, who learn most richly through play, will be taught and assessed through games, which will also encourage self-assessment as a process of joyful self-discovery.

Learning outcomes

These learning outcomes set out a programme of study in Global Skills for Year 3. During the year, every student will:

- 3.1a:** Identify opportunities for change
- 3.1b:** Create questions you want to answer
- 3.1c:** Judge possible risks in new environments and activities
- 3.2a:** Clarify the goal of a project
- 3.2b:** Write simple social notes, such as invitations and thank you cards
- 3.2c:** Find information in more than one resource
- 3.3a:** Explain a story plot clearly
- 3.3b:** Follow the instructions of peers and give peers instructions
- 3.3c:** Describe how someone might feel in different situations
- 3.4a:** Synthesise information
- 3.4b:** Understand how to be a good friend and neighbour
- 3.4c:** Describe self and priorities

Sample from Global Skills Projects Assessment Framework, Year 3

Aligned to the requirements of the OxfordAQA International Independent Project Qualification (IPQ).

Hands-on projects help teachers assess students' achievement over the course of any full year.

Built-in projects to consolidate and reflect upon learning at the end of each topic of study.

Assessment criteria

The assessment criteria allow the teacher to assess the progress of each student. Below, examples are given to illustrate good progress (developing) proficiency (secure) and exceeding expectations (extended).

3.1a: Identify opportunities for change

Help students see new situations as opportunities to improve things rather than as unchangeable realities. Through class exercises, discussion in the core disciplines and project work, we help students identify problems in current structures: if a problem can be identified, solutions for it can be sought. This is the basis for critical thinking.

- Developing:** The student attempts to identify new/better ways of doing something, even if not successful.
- Secure:** The student is able to identify where a problem exists and see it as an opportunity for improvement.
- Extended:** The student demonstrates more sophisticated understanding of a problem, and opportunities and/or attempts to remedy these.

3.1b: Create questions you want to answer

This goal builds on 1.1b and 2.1b; as students mature and begin to expand on what they want to learn about, they start to focus their interests and go beyond given resources to independent research. As students create their own questions, they will become independent thinkers and motivated by their curiosity.

- Developing:** The student has some curiosity and/or wonder and an attempt to open-mindedly question things.
- Secure:** The student demonstrates curiosity and/or wonder in desiring to know answers to his/her questions.
- Extended:** The student demonstrates further and deeper questioning; the student has a desire to know many things, and to search for the questions that can lead to that knowledge.



Project Packs

Students are provided with extensive project packs for each project in the curriculum, guiding them towards independent project development.

They 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.

Global Skills Projects

PROJECT FRAMEWORK: IDEAS TO ACTION

The IDEAS to Action framework is a bit like a map to help you plan your project. There are six steps in the framework. We will cover each of these steps through the Project Pack.

- 1. Investigate: Introduce and learn about a problem**
Your goal in this section is to learn the causes and effects of the problem you are trying to solve.
- 2. Define: Develop solutions**
Your goal in this section is to decide how you will approach the problem: what solution do you propose?
- 3. Explore: Experiment and test solutions**
Your goal in this section is to create and test your solution and explore improvements.
- 4. Act: Apply, engage and implement your solution**
Your goal in this section is to make the project a reality.
- 5. Share: Reflect, communicate and consider learnings**
Your goal in this section is to take some time to share what you have done and reflect on what you have learned.
- 6. Go further!: Take action for global change**
Your goal in this section is to take action in your own community, or in other areas of your life, using the skills you have learned.

Oxford International Curriculum Global Skills Projects

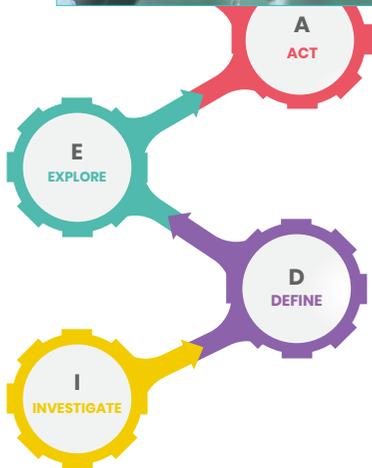
Student Project Pack

Term 1: Improve the way we access and use water

Year 7

Name: _____

OXFORD



Global Skills Projects

Project inspiration

6 CLEAN WATER AND SANITATION Access to clean water and sanitation is one of the United Nation's Sustainable Development Goals (SDG No. 6). You can find out more about the SDGs online at: un.org/sustainabledevelopment/. To understand why this goal was set, we need ask ourselves some questions. Some of these might be obvious – but try to think beyond the obvious. Some of these might require some research.

Let's get talking

- Why is water so important?
- What can you NOT do without water?
- How do you get water?
- Can you calculate how much water you use a day?
- How do you think the amount of water you use compares to the amount of water other

Comparing water consumption in 2010 vs. 2050

Region	2010	2050
South Asia and East-Near Pacific	~1000	~1200
Sub-Saharan Africa	~100	~200
North Africa, Middle East and Russia	~300	~400
Latin America and Caribbean	~200	~300
Developed countries	~400	~500

Think global

- How many people in the world lack access to clean water?
- What effect does a lack of access to clean water have on people's lives?
- Are there people in your country, or in other countries, who have no access to clean water? How do they survive?

Average number of deaths per year, 1980–2015

Category	Number of Deaths
Natural disasters	63 000
Conflicts	75 000
Unsafe water	780 000

Think local

- How many people in your country lack access to clean water?
- Where does your community get its water?
- Is your community's access to water sustainable? Can it continue, with no problem, into the future, or will it run out or become too polluted to use?
- Does everyone in your country access water in the same way?

Global Skills Projects

Define your plan

Once you have decided:

- who you are going to help and
- what water issue you are going to help with

you need to create a plan to move from ideas to action.

Use the spaces below to plan how you will work on your project. You will need to fill in some areas later, as you move further into the project. As you develop your project, you might need to change your plans and change this sheet. That is fine. This is a work in progress.

Project Goal (What does your project seek to do?):

For example: Reduce water consumption by local businesses

Project Outcome (What do you want to have created/done/shared at the end of this project?):

For example: An information booklet to give to local businesses

Timeframes (When do you need each part of your project to be completed?):

For example: Project delivery by Week 8 of the school term

contaminated air can transmit diseases such as cholera, typhoid, and polio.

Complementary teacher-facing project pack material delves deeper into the skills students can be encouraged to develop.

Links to the curriculum's learning outcomes and the Global Skills Projects assessment framework are included throughout.

Guides students through the process of defining, developing, creating, evaluating and refining a solution to a given problem.

Project themes bring topics to life and encourage students to place them into a local and global context.

Process sheets ensure that students are able to reflect on each stage of the process, as they develop their creativity, critical thinking and communication skills.

Lesson plans

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

Find out more at
oxfordinternationalcurriculum.com

YEAR 1
Term 1, Lesson 3: Likes and dislikes
Curriculum objectives: 1.3c, 1.4b, 1.4c

Context

- The class has now discussed the importance of being friendly and kind, and respectful towards each other. An ethos of friendliness, curiosity and exploration is being developed. In this lesson, children will start to think about and express their likes and dislikes.
- This lesson seeks to encourage children to reflect upon what they like and don't like, to and question the reasons why.
- This lesson should take around 45 minutes to an hour, although the timing is flexible to suit different timetables.

Lesson Summary

What do we like to do, and dislike doing, and why? Starting to think hard about our opinions and why we have them.

Joy of Learning

- Wellbeing**
 - 1.1b Discuss the foods they like to eat
 - 1.4a Discuss activities that are important to them
- Active learning:** there are opportunities in this lesson to be physically active, which can help children learn more and make better progress.

Vocabulary
Likes; dislikes

Resources
Term 1, Week 3, Lesson 3 Worksheet

Try something new with an open mind, and see if you like it!

Global Skills Projects

Introductory Activity

- Remind the class about what they have learned about being kind and respectful towards each other. Today we will talk about different things we like and don't like – they must remember that everyone likes different things, and not to be impolite about others' choices.
- Share some things you like with the class (e.g. books, activities); show pictures if possible.
- How tell them that you are going to give some ideas of things they might like or dislike: if they like the thing you suggest they must move to one side of the classroom, if they dislike it they must move to the other side. If this is not possible, they could stand up if they like it and remain seated if they dislike it. Once everyone has moved to their place call out another thing so they can move again. You could do this four or five times.
- Explain that this shows that we all have different likes and dislikes. Pick one of the objects you called out and ask the children for ideas about why they like or dislike it, and discuss these reasons. Are they good reasons, or can they think harder about them?

Main Activity

- Ask the children to think of one thing that they really like. Get them to take it in turns to stand up and tell the other children about it, and encourage the other children to ask them questions, respectfully, about why they like it. You may need to guide them with a variety of questions, for instance: if someone likes cats – 'do you like all animals? Do you like reptiles/spiders? Why/why not?' Do you have good reasons for liking or disliking certain animals, or is it just that you don't understand some animals yet?

Additional Tasks

- The worksheet encourages drawing and writing about likes and dislikes, with space for justifying choices. Each child can also find out about a classmate's likes/dislikes.

Learning Review

- Thinking hard about things we like and things we don't like, and starting to understand why.
- Questioning whether we need to be more open-minded about trying things, or accepting that others like different things.
- Being able to express our preferences calmly and clearly, and listen to others' opinions.
- Helping all children feel supported in speaking in front of the class with confidence.

Differentiation

- Observe children while they discuss their likes and dislikes, to see if they are comfortable understanding their motivations. Some may find it hard to explain why they like or don't like something, and may need additional guidance in understanding their preferences.
- Some may need gentle encouragement to speak in front of the class. They may prefer to point to a picture of something they like, or just observe others. It may require longer-term support from the teacher to enable the child to feel ready to speak in front of the class.

Extension tasks

- When children understand their preferences better they can discuss them calmly and clearly, and understand why some things they don't like might be necessary.

YEAR 7
Term 1, Lesson 1
Curriculum objective: 7.4b Reflect on the human values of freedom, justice and community

Context

- Goal: To introduce water access as part of a search for justice.
- The first lesson of the year will introduce students to their project and place this project in context.
- This lesson will prompt students to see underlying causes for unequal access to water and to think critically about STEAM problems in this and other projects. It will also help students to think about why and how water access is important, thinking critically and creatively.
- This lesson will help students think about why and how water access is important, thinking critically and creatively.
- We envisage that this lesson will take 45 minutes to one hour to deliver, but there is flexibility to modify this to suit your timetable.

Equipment

A set of paper strips – enough for each student to have one. 70% of the strips must be white, 20% of the strips are a different colour and 10% of the strips are a third colour.

Lesson Summary

Students will understand the many impacts of unequal access to water and start to think about how water access can be improved.

Joy of Learning

- Wellbeing**
 - 7.3a Participate ethically in a digital world
 - This lesson has opportunities for students to practise empathy, viewing an issue from different perspectives

Vocabulary
Justice, unequal, project, sustainable, perspective, unjust

Resources
UN Sustainable Development Goals

We can use our skills to make the world a more just place!

Highlights the learning outcomes covered, linking back to the curriculum-at-a-glance document.

Lists any additional resources teachers might need.



Primary teachers are provided with lesson plans for each skill-developing class exercise, with printable worksheets for students.