

Suggested learning outcomes

Source: Panel for Education for Sustainable Development, 1998, pp. 7—8

Learning outcomes grouped by key stage

By the end of KS1 pupils should:

1 Interdependence

understand that living things depend on each other and have a sense that all living things have value;

understand that what people do, including their own activities, affect themselves, the places they live, other people and animals and plants;

be aware of the natural and human changes that take place in the local built and natural environment and have begun to understand some of the reasons for these changes;

2 Citizenship and stewardship

know how to care for themselves and others and how to care for their home, school, and local environments;

be able to discuss the things they like and dislike about their environment and suggest ideas for looking after it and improving it;

understand the rules and expectations that the school community lives by and that these influence the way people behave towards each other and the environment;

3 Needs and rights of future generations

recognise their own basic needs including shelter, warmth and food;

be able to discuss the way they live and the products and services they use;

understand that their basic material needs are met by goods and services provided by people using natural resources;

4 Diversity

know there are many different kinds of plants and animals living in the local environment, and in distant environments;

understand that there are different natural environments which have different groups of animals and plants;

appreciate cultural diversity in the school and locality;

5 Quality of life, equity and justice

be aware of the things in their lives they value such as family, friends, open spaces;

understand the basic difference between needs and wants;

have begun to develop a sense of fairness;

6 Sustainable change

understand the concept of finite resources;

have begun to understand the role of the individual and others in the consumption of resources, and the need for the four 'R's — reduction of consumption, re-use, repair, recycle;

7 Uncertainty, and precaution in action

understand that different people want to do things in different ways;

understand the importance of considering the consequences of their actions;

By the end of KS2 pupils should:

1 Interdependence

understand how people, animals and plants are interconnected through natural cycles and ecological/biological systems;

understand that human and natural changes in the environment can harm or enhance the ability of different groups of plants, animals and humans to survive and flourish;

appreciate the differences or similarities between probable and preferable long term changes to the environment and society;

2 Citizenship and stewardship

want to learn more about their local and global environment and know how they can care for it and improve it;

be able to work with other members of the school community and feel responsible for improving its sustainability;

be able to explain how the values and expectations of the school affects their behaviour and how their lifestyles at school and at home depend upon and impact on the environment and other people;

3 Needs and rights of future generations

appreciate that they have choices in the way that they use products and services and that different choices can affect others and the environment differently;

have begun to be able to distinguish between actions and products which are wasteful or more sustainable;

understand that some natural resources are finite while others can be used sustainably;

4 Diversity

understand what is meant by biodiversity in local and global contexts and the importance of maintaining biodiversity at local and global levels;

understand and value 'local distinctiveness' in relation to townscape/landscape, economic life and culture, and habitats;

know how monitoring the distribution and diversity of species in a habitat can serve as indicators of quality of and change in the environment;

5 Quality of life, equity and justice

know and understand that basic needs are universal;

understand the reasons why there are differences in the extent to which people's basic needs are met, and that these inequalities exist within and between societies;

6 Sustainable change

have begun to understand the concepts of carrying capacity and limits through for example, studying overgrazing or road capacity;

be able to understand how human systems work in terms of simple systems concepts as inputs, outputs, sources, sinks and flows, and consider how they may be managed more sustainably, for example, the house, the school and the farm;

understand and be able to develop indicators for their own lifestyle and community that they can use to monitor sustainability;

7 Uncertainty, and precaution in action

understand that people have different views on sustainability issues and these may often be in conflict;

be able to listen carefully to arguments and weigh evidence carefully.