

Welsh - Progression 3 Stage - Language and Literacy and
Communication (including Welsh and International Languages)
of a Curriculum For Sustainability Complementing the Welsh
Framework



This outline, grounded in the Welsh curriculum, provides a foundation for planning teaching, learning, and experiences that promote sustainability. It is designed to be flexible, allowing teachers to adapt the learning to meet the needs of their specific cohort. Co-creating learning experiences is encouraged, fostering collaboration between educators and learners. This progression pathway aims to support teachers in their planning and implementation of sustainability-focused education.

Overarching Objectives for Progression Step 3:

- Promote the development of independent and collaborative learning.
- Encourage critical thinking and the ability to make connections between subjects.
- Develop a sense of responsibility for personal well-being and the environment.
- Continue fostering creativity, curiosity, and a lifelong love of learning.
- Equip learners with the skills to engage with real-world issues, including global challenges such as climate change and social justice.

The Curriculum of Wales

Expressive Arts	Health and Wellbeing	Humanities (including History, Geography, Religion, Values, and Ethics)	Languages, Literacy, and Communication (including Welsh and International Languages)	Mathematics and Numeracy	Science and Technology
Expressive Arts Subject Areas: Music, Drama, Art,	Health and Well-being	Humanities Subject Areas: History,	Languages, Literacy and Communication	Mathematics and Numeracy	Science and Technology

Dance, Film and Digital Media. Objectives: Develop skills in using a wider variety of materials, techniques, and technologies in creative work. Explore a deeper understanding of how emotions, ideas, and narratives can be expressed through art forms. Collaborate in group performances and artistic projects. Begin to reflect more critically on their own work and that of others. Make connections between their own	Subject Areas: Physical Health, Mental and Emotional Well-being, Relationships, Healthy Eating, Personal Safety, and Self-care. Objectives: Develop an understanding of physical, mental, and emotional well-being and how to maintain balance. Take increasing responsibility for making healthy lifestyle choices. Build self-confidence and resilience to cope with challenges and change.	Geography, Religious Education, Business Studies, Citizenship, and Social Studies. Objectives: Explore significant historical events, people, and places, locally, nationally, and globally. Understand geographical processes and their impact on people and the environment. Examine different belief systems, values, and cultural practices. Begin to develop an understanding of	Subject Areas: English, Welsh, Modern Foreign Languages, Literature, Oracy, and Digital Communication. Objectives: Refine skills in both Welsh and English, in speaking, listening, reading, and writing. Develop confidence in using language for a range of purposes, including debate, persuasion, and creative expression. Explore and analyse a wider variety of texts, both written and spoken, including contemporary and classical works. Begin to learn a modern foreign language	Subject Areas: Number, Geometry, Algebra, Measurement, Data Handling, and Problem Solving. Objectives: Continue to develop fluency in number and calculation, including mental arithmetic. Understand more complex mathematical relationships, such as ratios, proportions, and percentages. Use geometry to explore properties of shapes, patterns, and space. Solve increasingly complex mathematical	Subject Areas: Biology, Chemistry, Physics, Computer Science, Design and Technology, Engineering. Objectives: Explore scientific phenomena and develop an understanding of the scientific method (observation, experimentation, analysis). Understand the role of science and technology in solving real-world problems, including sustainability and health. Develop computational thinking, coding,
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experiences and those portrayed in different artistic forms.	Learn how to manage relationships, both in person and online, with a focus on positive communication and respect. Understand the importance of personal safety, including digital well-being. Reflect on and respond to the emotions of themselves and others.	ethics, rights, and responsibilities in different societies. Understand economic activities and basic business concepts. Investigate the impact of human actions on the environment and learn about sustainability and global citizenship.	and understand its cultural context. Use digital platforms to communicate effectively and safely. Engage in critical discussions about the media and its influence.	problems in a variety of contexts. Begin to understand algebraic concepts and simple equations. Analyse data to draw conclusions and make predictions. Apply mathematical reasoning in real-world scenarios, such as financial literacy or environmental issues.	and digital literacy skills. Investigate the properties and uses of materials and energy. Design, create, and evaluate solutions to technical challenges, such as building structures or simple machines. Study living organisms, ecosystems, and the environment, and understand the importance of biodiversity. Begin to understand the role of engineering and technological innovation in society.
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The Sustainability Curriculum Headings

Understanding Sustainability (SUS1)	Environmental Awareness (SUS2)	Environmental Stewardship (SUS3)	Waste Management (SUS4)	Energy Conservation (SUS5)	Biodiversity and Ecosystems (SUS6)
Climate Change and Adaptation (SUS7)	Food and Agriculture (SUS8)	Water Conservation (SUS9)	Sustainable Transport and Urban Planning (SUS10)	Citizenship / Global Responsibility and Sustainable Development (SUS11)	Outdoor Learning and Connection to Nature (SUS12)

The Sustainability Curriculum Model linked to the Curriculum of Wales - For **Language, Literacy and Communication**

Progression Step 3

Understanding
Sustainability

(SUS1)

Languages, Literacy and Communications

Learners will:

- Refine their skills in Welsh and English (speaking, listening, reading, and writing) to critically explore themes of sustainability.
- Engage with a range of texts (contemporary, classical, and digital) to analyse and discuss the role of language in sustainability and the UN Sustainable Development Goals (SDGs).
- Develop persuasive and creative expression techniques to advocate for sustainable practices.
- Use digital platforms to research, communicate, and share ideas safely and effectively.
- Build cultural awareness by examining sustainability in a modern foreign language and its associated cultural contexts.
- Critically evaluate media representations of sustainability and their influence on public perceptions.

Suggested Activities:

1. Textual Analysis: Compare and contrast sustainability themes in English and Welsh literature.
2. Creative Writing: Write a persuasive blog post or poem in Welsh or English advocating for SDG 13 (Climate Action).

3. Debate: Conduct bilingual debates (Welsh and English) on media influence and sustainability.
4. Digital Task: Create an infographic or short video about the cultural approaches to sustainability in a modern foreign language.

SDG Integration:

- Goal 4: Quality Education – Develop literacy skills while understanding sustainability.
- Goal 12: Responsible Consumption and Production – Explore media and texts that discuss resource use.
- Goal 13: Climate Action – Use debate and persuasion to advocate for climate action.
- Goal 15: Life on Land – Analyse texts about biodiversity and forest preservation.

Suggested supporting Texts:

English Literature and Oracy:

1. "The Lorax" by Dr. Seuss (Adapted extracts for older learners) – Analyze how language conveys environmental messages.
2. "No One Is Too Small to Make a Difference" by Greta Thunberg – Develop skills in persuasive speech and argument.
3. "The Hidden Life of Trees" by Peter Wohlleben – Explore informational texts to understand natural ecosystems.

Welsh Literature and Oracy:

1. "Dail Glas ar y Dail Du" by Myrddin ap Dafydd – Discuss environmental themes in Welsh poetry.
2. Articles from Golwg360 (Welsh-language news site) – Analyse sustainability issues from a Welsh cultural perspective.
3. "Llyfr Glas Nebo" by Manon Steffan Ros – Examine environmental survival themes in Welsh fiction.

(SUS2)

Languages, Literacy and Communications

Learners will:

- Develop bilingual proficiency in Welsh and English, refining speaking, listening, reading, and writing skills to critically explore themes of environmental awareness.
- Gain confidence in using language for debate, persuasion, and creative expression around sustainability topics.
- Analyse a range of written and spoken texts (contemporary and classical) to understand environmental issues and their cultural, social, and scientific implications.
- Explore a modern foreign language to engage with environmental topics in diverse cultural contexts.
- Use digital platforms to research, communicate, and present ideas on environmental awareness effectively and safely.
- Critically evaluate media coverage of environmental issues and its influence on public perceptions.

Suggested Activities:

1. Comparative Text Analysis: Compare how environmental awareness is presented in Welsh and English texts, discussing differences in tone, style, and cultural perspectives.
2. Debate Activity: Conduct bilingual debates on topics such as "Should governments enforce stricter environmental laws?"
3. Creative Writing Task: Write a bilingual poem or story inspired by a local environmental issue, using imagery and metaphor to evoke empathy and action.
4. Media Evaluation: Analyse digital media campaigns (e.g., WWF or Greenpeace) for persuasive language techniques and their effectiveness.
5. Digital Creation: Design an infographic in English or Welsh about an SDG-related environmental issue and present it using a modern foreign language.
6. Cultural Exploration: Study how environmental awareness is embedded in the culture and language of a chosen foreign country, creating a short presentation in the language.

Suggested Supporting Texts:

English Literature and Oracy:

1. "Silent Spring" by Rachel Carson (Extracts) – Explore how language raises awareness of environmental challenges.
2. "A Climate of Hope" by Christiana Figueres and Tom Rivett-Carnac – Use persuasive writing to discuss climate solutions.
3. News Articles: BBC Green Section – Analyse current environmental issues in English media.

Welsh Literature and Oracy:

1. "Llyfr Glas Nebo" by Manon Steffan Ros – Discuss how fiction reflects environmental awareness.
2. Welsh Poems: "Cwm Alltparc" by Waldo Williams – Examine nature imagery in Welsh poetry.
3. Articles from Golwg360 – Investigate environmental issues in Welsh media.

SDG Integration:

- Goal 4: Quality Education – Promote literacy skills while building environmental awareness.
- Goal 13: Climate Action – Focus on persuasive language to advocate for solutions to environmental challenges.
- Goal 15: Life on Land – Highlight texts and discussions on biodiversity and conservation.

Environmental Stewardship

(SUS3)

Languages, Literacy and Communications

Learners will:

- Refine bilingual skills in Welsh and English, focusing on speaking, listening, reading, and writing to explore the concept of Earth stewardship.
- Build confidence in using language to debate, persuade, and creatively express ideas related to the protection and sustainable use of Earth's resources.

- Analyse a range of texts (contemporary and classical) to understand how literature and media reflect themes of stewardship and sustainability.
- Begin to engage with a modern foreign language, exploring how environmental stewardship is represented in different cultures and languages.
- Use digital platforms to communicate, research, and present ideas on Earth stewardship effectively and safely.
- Critically evaluate how the media portrays Earth stewardship and its influence on societal attitudes.

Suggested Activities:

1. Textual Exploration: Compare how stewardship is presented in Welsh and English poetry, identifying key linguistic techniques and cultural insights.
2. Debate Activity: Conduct bilingual debates on topics such as “Is rewilding the best approach to restoring biodiversity?”
3. Creative Writing Task: Write a bilingual story or poem imagining a future shaped by strong Earth stewardship practices.
4. Media Analysis: Critically evaluate media campaigns, such as Earth Day promotions, for their messaging about stewardship and sustainability.
5. Digital Communication: Create a blog post or digital poster (using Canva or similar tools) in English or Welsh to promote local stewardship initiatives.
6. Cultural Context Task: Research how Earth stewardship is practised in a chosen foreign country, presenting findings in the modern foreign language studied.

Suggested Supporting Texts:

English Literature and Oracy:

1. “The Land” by Vita Sackville-West – Explore poetic depictions of humanity’s relationship with the land.
2. “Wilding” by Isabella Tree (Extracts) – Analyse non-fiction writing on rewilding and its importance for stewardship.
3. “The Rights of Nature: A Legal Revolution That Could Save the World” by David R. Boyd (Adapted for learners) – Discuss how language shapes policy and environmental ethics.

Welsh Literature and Oracy:

1. “Cwm Alltparc” by Waldo Williams – Examine themes of nature and responsibility in Welsh poetry.
2. “Llyfr Glas Nebo” by Manon Steffan Ros – Discuss the importance of sustainable living in a dystopian context.

3. Articles from Golwg360 – Investigate Welsh-language media discussions on stewardship initiatives.

SDG Integration:

- Goal 12: Responsible Consumption and Production – Explore texts that address sustainable use of resources.
- Goal 13: Climate Action – Develop persuasive arguments and creative projects advocating for stewardship.
- Goal 15: Life on Land – Focus on biodiversity and conservation through literary and media analysis.

Waste Management

(SUS4)

Languages, Literacy and Communications

Learners will:

- Refine bilingual skills in Welsh and English, focusing on speaking, listening, reading, and writing to explore waste management and its impact on sustainability.
- Build confidence in using language to debate, persuade, and creatively express ideas about reducing waste and adopting sustainable practices.
- Analyse a range of texts (contemporary and classical) to understand how literature, media, and language address waste management and the circular economy.
- Explore a modern foreign language, learning key vocabulary and cultural perspectives on waste management and recycling practices.
- Use digital platforms to research, communicate, and present ideas on waste management effectively and safely.
- Critically evaluate media representations of waste management, recycling, and consumer responsibility.

Suggested Activities:

1. Textual Analysis: Compare Welsh and English texts discussing waste management, focusing on language techniques and cultural differences.
2. Debate Activity: Hold a bilingual debate on topics like "Should single-use plastics be banned completely?"
3. Creative Writing Task: Write a bilingual poem or short story imagining a world with zero waste.
4. Media Analysis: Analyse advertisements or campaigns for recycling, such as "Keep Wales Tidy" or WRAP, and assess their effectiveness.
5. Digital Communication: Create a bilingual infographic or short video promoting the benefits of waste reduction, using apps like Canva.
6. Cultural Exploration Task: Research waste management systems in a foreign country, presenting findings in the studied language.

Suggested Supporting Texts:

English Literature and Oracy:

1. "Plastic: A Toxic Love Story" by Susan Freinkel (Extracts) – Explore persuasive language and case studies on waste.
2. "The Story of Stuff" by Annie Leonard (Adapted excerpts) – Analyse non-fiction writing about consumer culture and waste.
3. News Articles: BBC Green or The Guardian Environment – Investigate current waste management challenges.

Welsh Literature and Oracy:

1. "Y Dref Wen" by T. Llew Jones – Use Welsh storytelling to examine environmental responsibility.
2. Articles from Golwg360 – Discuss Welsh-language articles addressing local waste reduction initiatives.
3. "Cwm Glo" by R. Gerallt Jones – Explore themes of industrial waste and environmental impact in Welsh poetry.

SDG Integration:

- Goal 12: Responsible Consumption and Production – Focus on reducing waste and promoting sustainable practices.
- Goal 13: Climate Action – Advocate for waste reduction as part of climate solutions.
- Goal 14: Life Below Water – Highlight the impact of waste on marine ecosystems.

Energy Conservation (SUS5)

Languages, Literacy and Communications

Learners will:

- Refine bilingual skills in Welsh and English, focusing on speaking, listening, reading, and writing to explore the concept of energy conservation and its importance for sustainable living.
- Build confidence in using language to debate, persuade, and creatively express ideas about conserving energy and adopting renewable resources.
- Analyse a range of texts (contemporary and classical) to understand how energy conservation is portrayed in literature, media, and digital communication.
- Explore a modern foreign language, learning relevant vocabulary and cultural perspectives on energy conservation.
- Use digital platforms to research, communicate, and present ideas on energy conservation effectively and safely.
- Critically evaluate how media campaigns influence attitudes and behaviours regarding energy use and conservation.

Suggested Activities:

1. Textual Analysis: Compare Welsh and English articles or essays on renewable energy, identifying persuasive techniques.
2. Debate Activity: Conduct a bilingual debate on topics like "Should all homes be required to install solar panels?"
3. Creative Writing Task: Write a bilingual short story imagining a future powered entirely by renewable energy.
4. Media Analysis: Examine campaigns like "Ynni Cymru" (Energy Wales) or global energy conservation advertisements for effectiveness.
5. Digital Communication: Create a bilingual presentation using digital tools (e.g., Canva or PowerPoint) to propose energy-saving tips for schools and homes.
6. Cultural Exploration Task: Research and present how a foreign country conserves energy, using vocabulary from the studied language.

Suggested Supporting Texts:

English Literature and Oracy:

1. "Renewable: The World-Changing Power of Alternative Energy" by Jeremy Shere (Adapted extracts) – Discuss the role of

language in promoting renewable energy.

2. "The Boy Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer (Adapted for learners) – Explore the themes of resourcefulness and energy innovation.
3. News Articles: The Guardian's Green Energy section or BBC Future on energy topics.

Welsh Literature and Oracy:

1. Articles from Golwg360: Explore Welsh perspectives on renewable energy initiatives and conservation projects.
2. "Gwaith Dyn" by Dic Jones: Analyse how industrial and energy-related themes are explored in Welsh poetry.
3. "Hanes Gwrthryfel Glyndŵr" by Geraint H. Jenkins: Discuss historical links between energy use and social development in Wales.

SDG Integration:

- Goal 7: Affordable and Clean Energy – Emphasise the role of language in advocating for sustainable energy access.
- Goal 12: Responsible Consumption and Production – Discuss energy efficiency in daily life.
- Goal 13: Climate Action – Highlight energy conservation as a critical climate solution.

Biodiversity and Ecosystems (SUS6)

Languages, Literacy and Communications

Learners will:

- Refine bilingual skills in Welsh and English, focusing on speaking, listening, reading, and writing to explore biodiversity and ecosystems' importance in sustaining life.
- Develop confidence in using language to debate, persuade, and creatively express ideas about protecting biodiversity and maintaining healthy ecosystems.
- Analyse a range of texts (contemporary and classical) to understand how literature, media, and digital communication address biodiversity loss and conservation.

- Explore a modern foreign language, learning relevant vocabulary and cultural approaches to biodiversity protection.
- Use digital platforms to research, communicate, and create projects on biodiversity conservation effectively and safely.
- Critically evaluate how the media influences public perceptions of ecosystems and biodiversity.

Suggested Activities:

1. Textual Analysis: Compare Welsh and English texts discussing biodiversity conservation, examining tone, style, and persuasive techniques.
2. Debate Activity: Hold a bilingual debate on topics like "Should large-scale rewilding projects be prioritised in the UK?"
3. Creative Writing Task: Write a bilingual short story imagining the reintroduction of an extinct species into a local ecosystem.
4. Media Analysis: Evaluate campaigns such as the WWF's biodiversity initiatives for their effectiveness in raising awareness.
5. Digital Communication: Create a bilingual multimedia presentation about a local ecosystem, using apps like Adobe Spark or Canva.
6. Cultural Exploration Task: Research how a foreign country conserves biodiversity and present findings in the studied language, using key terms.

Supporting Texts:

English Literature and Oracy:

1. "Silent Spring" by Rachel Carson (Adapted excerpts) – Discuss the impact of language on raising awareness about ecosystem protection.
2. "The Lost Words" by Robert Macfarlane and Jackie Morris – Explore creative language celebrating nature and its ecosystems.
3. News Articles: The Guardian or BBC News on biodiversity loss or rewilding efforts in the UK.

Welsh Literature and Oracy:

1. "Y Gododdin" by Aneirin: Explore early Welsh perspectives on nature and the environment through classical poetry.
2. Articles from Golwg360: Discuss Welsh initiatives like reintroducing species to Welsh ecosystems or the impact of farming on biodiversity.
3. "Can y Gwynt" by T. Llew Jones: Analyse Welsh poetry that highlights the relationship between people and their natural

surroundings.

SDG Integration:

- Goal 15: Life on Land – Highlight the importance of protecting terrestrial ecosystems and biodiversity.
- Goal 14: Life Below Water – Explore how marine biodiversity is vital for ecosystems.
- Goal 13: Climate Action – Discuss how preserving biodiversity supports climate resilience.

Climate Change and Adaptation

(SUS7)

Expressive Arts

Learners will:

- Refine bilingual skills in Welsh and English, focusing on speaking, listening, reading, and writing to explore the causes, impacts, and solutions to climate change, with a focus on adaptation strategies.
- Develop confidence in using language to debate, persuade, and creatively express ideas about climate resilience and adaptation.
- Analyse a range of texts (contemporary and classical) to understand how climate change and adaptation are addressed in literature, media, and digital communication.
- Explore a modern foreign language, learning relevant vocabulary and cultural approaches to climate adaptation in different regions.
- Use digital platforms to research, communicate, and create projects on climate change adaptation effectively and safely.

- Critically evaluate how media shapes perceptions of climate change and adaptation measures.

Sample Activities:

1. Textual Analysis: Compare Welsh and English texts about adaptation strategies, focusing on language used to highlight urgency and solutions.
2. Debate Activity: Organise a bilingual debate on topics like “Should governments prioritise adaptation over mitigation?”
3. Creative Writing Task: Write a bilingual short story or poem imagining a future community successfully adapting to climate challenges.
4. Media Analysis: Analyse climate-related advertisements, documentaries, or social media campaigns for effectiveness and biases.
5. Digital Communication: Create a bilingual infographic or video on climate adaptation strategies for local communities, using digital tools like Canva or iMovie.
6. Cultural Exploration Task: Research how a foreign country (e.g., the Netherlands and flood management) adapts to climate challenges and present findings using vocabulary from the studied language.

Suggested Supporting Texts:

English Literature and Oracy:

1. “There is No Planet B” by Mike Berners-Lee (Adapted excerpts) – Explore solutions-focused language related to climate change.
2. “The Great Derangement” by Amitav Ghosh (Adapted extracts) – Discuss how literature addresses the human impact of climate change.
3. News Articles: BBC News or *The Guardian* on topics like flood defences, climate-resilient farming, or renewable energy innovations in the UK.

Welsh Literature and Oracy:

1. Articles from Golwg360: Examine Welsh climate adaptation efforts, such as managing flooding in coastal areas or sustainable farming practices.
2. “Yma o Hyd” by Dafydd Iwan (Song and Lyrics): Discuss resilience as a theme and metaphor for climate adaptation.
3. “Blasu” by Manon Steffan Ros (Adapted passages): Analyse rural and environmental themes in contemporary Welsh fiction.

SDG Integration:

- Goal 13: Climate Action – Understand adaptation as a critical component of addressing climate change.
- Goal 11: Sustainable Cities and Communities – Explore strategies for building resilience in urban and rural settings.
- Goal 2: Zero Hunger – Investigate how climate-resilient agriculture supports global food security.

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Food and Agriculture

(SUS8)

Languages, Literacy and Communications

Learners will:

- Refine bilingual skills in Welsh and English, focusing on speaking, listening, reading, and writing to explore sustainable food production, agriculture, and aquaculture practices.
- Develop confidence in using language to debate, persuade, and creatively express ideas about sustainable food systems and the role of aquaculture.
- Analyse a range of texts (contemporary and classical) to understand how food, agriculture, and aquaculture are represented in literature, media, and digital communication.
- Explore a modern foreign language, learning relevant vocabulary and cultural perspectives on sustainable food systems.
- Use digital platforms to research, communicate, and create projects on sustainable farming and aquaculture practices effectively and safely.
- Critically evaluate how media influences perceptions of food production, agriculture, and aquaculture.

Suggested Supporting Texts:

English Literature and Oracy:

1. "The Omnivore's Dilemma" by Michael Pollan (Adapted excerpts) – Explore ethical food choices and their impact on the environment.
2. "Eat Up!" by Ruby Tandoh – Discuss cultural and personal connections to food.
3. News Articles: BBC News or *The Guardian* on topics like sustainable farming, aquaculture developments, and food security in the UK.

Welsh Literature and Oracy:

1. Articles from Golwg360: Examine Welsh farming practices, aquaculture in coastal regions, and local food sustainability.
2. "Blasu" by Manon Steffan Ros (Adapted passages): Analyse depictions of food culture in rural Wales.
3. "Hen Benillion" (Traditional Welsh verse): Explore how historic literature reflects connections to agriculture and food.
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Suggested Activities:

1. Textual Analysis: Compare Welsh and English texts on sustainable farming and aquaculture, examining persuasive techniques and use of data.
2. Debate Activity: Organise a bilingual debate on topics like "Should aquaculture replace traditional fishing to meet global food needs?"
3. Creative Writing Task: Write a bilingual poem or short story imagining a day in the life of a sustainable farmer or aquaculture specialist.
4. Media Analysis: Evaluate advertisements or campaigns promoting sustainable food practices for biases and effectiveness.
5. Digital Communication: Create a bilingual infographic or blog post about the benefits of local, sustainable food choices.
6. Cultural Exploration Task: Research how food and aquaculture practices differ in another country and present findings using key terms in the studied foreign language.

SDG Integration:

- Goal 2: Zero Hunger – Explore sustainable practices to ensure food security.
- Goal 12: Responsible Consumption and Production – Investigate how agriculture and aquaculture can be made more sustainable.
- Goal 14: Life Below Water – Understand how aquaculture supports marine biodiversity while providing food.

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Water Conservation

(SUS9)

Languages, Literacy and Communications

Learners will:

- Refine bilingual skills in Welsh and English, focusing on speaking, listening, reading, and writing to explore the importance of water conservation in local and global contexts.
- Develop confidence in using language to debate, persuade, and creatively express ideas about sustainable water use and conservation.
- Analyse a variety of texts, including contemporary and classical works, to explore how water and its preservation are portrayed in literature and media.
- Begin to learn a modern foreign language, incorporating vocabulary and cultural perspectives related to water conservation practices.
- Use digital platforms to research, communicate, and create bilingual projects on water sustainability effectively and safely.
- Critically evaluate media representations and campaigns about water conservation and their influence on public perceptions.

Suggested Activities:

1. Textual Analysis: Compare Welsh and English texts about the importance of water conservation, focusing on language techniques used to inform and persuade.
2. Debate Activity: Hold a bilingual debate on "Should water usage in homes be strictly regulated?"
3. Creative Writing Task: Write a bilingual poem or story inspired by the journey of a raindrop through natural and human systems.
4. Media Evaluation: Analyse water conservation advertisements for their effectiveness and accuracy.
5. Digital Communication: Create a bilingual digital presentation or blog post about water-saving tips for homes and schools.

6. Cultural Exploration Task: Research how water conservation differs in another country, presenting findings using basic terms in the studied foreign language.

Suggested Supporting Texts:

English Literature and Oracy:

1. "The Water Will Come" by Jeff Goodell (Adapted excerpts) – Explore the consequences of water mismanagement and climate change.
2. "The Lorax" by Dr Seuss – Discuss the theme of environmental responsibility, focusing on water as a key resource.
3. News Articles: BBC News or *The Guardian* articles on droughts, water recycling, or water-saving technologies in the UK.

Welsh Literature and Oracy:

1. Poetry: Dafydd ap Gwilym's nature poems – Explore depictions of water in Welsh literary tradition.
2. Articles from Golwg360: Examine Welsh water conservation efforts, particularly in farming and industry.
3. "Y Mabinogi" (Adapted passages): Discuss myths and legends involving rivers, lakes, or water.

SDG Integration:

- Goal 6: Clean Water and Sanitation – Explore how individuals and communities can manage water resources sustainably.
- Goal 12: Responsible Consumption and Production – Investigate water use in daily life and industries.
- Goal 13: Climate Action – Discuss how water conservation can mitigate the impacts of climate change.

Sustainable Transport and Urban Planning

(SUS10)

Languages, Literacy and Communications

Learners will:

- Refine bilingual skills in Welsh and English, focusing on speaking, listening, reading, and writing to explore sustainable transport and urban planning concepts.
- Develop confidence in using language to debate, persuade, and creatively express ideas about eco-friendly cities and transport systems.
- Analyse a variety of texts, including contemporary and classical works, to examine representations of urban environments and sustainability.
- Begin to learn a modern foreign language, incorporating vocabulary related to urban planning and transport in a global context.
- Use digital platforms to research and create bilingual multimedia projects promoting sustainable living and urban design.
- Critically evaluate media campaigns and news coverage about urban sustainability and transport innovation.

Suggested Sample Activities:

1. Textual Analysis: Compare bilingual articles about urban planning projects, focusing on persuasive language used to highlight benefits.
2. Debate Activity: Conduct a bilingual debate on "Should cities ban private cars from their centres?"
3. Creative Writing Task: Write a bilingual story imagining a day in a fully sustainable city.
4. Media Evaluation: Analyse social media campaigns promoting cycling or public transport for tone, language, and impact.
5. Digital Communication: Design a bilingual digital presentation showcasing the benefits of sustainable transport systems, using examples from Wales and other countries.
6. Cultural Exploration Task: Research urban planning in a city from another country, presenting findings using relevant vocabulary in the studied foreign language.

Suggested Supporting Texts:

English Literature and Oracy:

1. "Happy City" by Charles Montgomery (Adapted excerpts) – Explore the relationship between urban planning and happiness.
2. News Articles: Reports from *The Guardian* or *BBC News* on low-emission zones, cycling infrastructure, or smart cities in the UK.
3. Fiction: Selected chapters from "Metropolis" by Ben Wilson – Reflect on historical perspectives of cities and their evolution.

Welsh Literature and Oracy:

1. Articles from Golwg360: Investigate sustainable transport initiatives in Wales, such as active travel routes or electric vehicle uptake.
2. "Hanes Llundain" (History of London, adapted for learners): Explore urban growth and its challenges in a historical context.
3. Poetry: Selected poems on rural and urban life by R. Williams Parry or contemporary Welsh poets.
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SDG Integration:

- Goal 11: Sustainable Cities and Communities – Understand how sustainable transport and urban planning improve quality of life.
- Goal 13: Climate Action – Explore how cities can adapt to reduce carbon emissions.
- Goal 9: Industry, Innovation, and Infrastructure – Investigate the importance of modern infrastructure for sustainable development.

Citizenship / Global Responsibility and Sustainable Development (SUS11)

Languages, Literacy and Communications

Learners will:

- Refine bilingual skills in Welsh and English, focusing on speaking, listening, reading, and writing to explore citizenship, sustainability, and global development.
- Develop confidence in using language to debate, persuade, and creatively express their views on sustainable development, the role of a responsible citizen, and global cooperation.
- Analyse a variety of texts, including contemporary and classical works, to understand the impact of citizenship on sustainable development at local and global levels.
- Begin to learn a modern foreign language, incorporating relevant vocabulary related to citizenship and sustainability from different cultural perspectives.
- Use digital platforms to collaborate on projects that promote sustainable development and responsible citizenship.
- Critically evaluate media content on citizenship and sustainability, discussing the role of the media in influencing public opinion and global action.

Suggested Activities:

1. Textual Analysis: Compare two texts (one from Welsh literature and one from a foreign language) discussing environmental citizenship, focusing on tone, purpose, and message.
2. Debate Activity: Host a bilingual debate on the statement "Global citizenship is essential for achieving sustainable development goals." Encourage learners to use persuasive language and evidence.
3. Creative Writing: Write a letter to a world leader in Welsh or English, proposing solutions for local sustainable development, demonstrating knowledge of SDGs.
4. Digital Communication Project: Collaborate online to design a social media campaign promoting SDG 13 (Climate Action), using both Welsh and English to reach diverse audiences.
5. Media Critique: Watch a news story or documentary about sustainable development, then evaluate how it uses language to inspire or inform action, discussing the power of media in shaping public perception.
6. Foreign Language Task: Research a global citizenship initiative in a modern foreign language and present it bilingually, focusing on how sustainable development is addressed in different cultures.

Supporting Texts:

English Literature and Oracy:

1. "The Sustainable Development Goals: Our World, Our Future" (UNESCO Report) – A guide to the 17 SDGs, with sections on global citizenship.
2. "The Boy Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer – A true story of how a young man used sustainable practices to bring change to his village in Malawi.
3. "The Lorax" by Dr. Seuss – A classic text to explore environmental awareness, responsibility, and sustainability in a creative, approachable way.

Welsh Literature and Oracy:

1. Articles from *Y Ddraig* and *Golwg360* on environmental citizenship – Discuss Welsh initiatives for sustainable development and civic engagement.
2. Excerpts from the *Cymru'r Iaith* (Language of Wales) report – Focus on the relationship between language preservation and sustainable development in Welsh-speaking communities.
3. Poetry by Menna Elfyn or Gwyneth Lewis – Reflect on themes of belonging, responsibility, and stewardship in the Welsh context.

SDG Integration:

- Goal 12: Responsible Consumption and Production – Discuss how responsible citizens contribute to sustainable consumption.
- Goal 16: Peace, Justice, and Strong Institutions – Explore the role of democratic institutions in supporting sustainable development.
- Goal 13: Climate Action – Engage with texts and debates on how responsible citizens can combat climate change.

Outdoor Learning and Connection to Nature (SUS12)

Learners will:

- Refine their skills in both Welsh and English by engaging in outdoor learning experiences, using speaking, listening, reading, and writing to explore the natural environment and reflect on their observations.

- Develop confidence in using language for a range of purposes, including debate, persuasion, and creative expression, while discussing the significance of nature, conservation, and sustainability.
- Explore and analyse a wide variety of texts, both written and spoken, including contemporary and classical works, to deepen understanding of the natural world and environmental issues.
- Begin to learn a modern foreign language, incorporating relevant vocabulary related to the environment, conservation, and sustainability in both classroom and outdoor contexts.
- Use digital platforms to share observations, document outdoor learning experiences, and communicate ideas about nature and sustainability.
- Engage in critical discussions about the media's portrayal of environmental issues and its role in influencing opinions about outdoor learning and the natural world.

Suggested Activities:

- Nature Observation Journals:
 - Learners can create bilingual (Welsh and English) nature journals, recording their observations of plants, animals, weather, and changes in the environment. Use these journals to reflect on language development and descriptive writing.
- Outdoor Debate:
 - Host a debate on the motion, "Outdoor learning is essential for understanding climate change." Learners will use persuasive language to argue for or against the statement.
- Creative Writing Inspired by Nature:
 - After a walk or outdoor activity, learners will write poems, short stories, or reflections inspired by their surroundings. These writings can be shared and analysed in groups for language development.
- Language Learning Through Nature Walks:
 - During nature walks, learners will learn new vocabulary in both Welsh and a modern foreign language (French, Spanish, German) related to the environment, such as trees, animals, and natural features.
- Documenting Outdoor Learning on Digital Platforms:
 - Encourage learners to take photos or videos during outdoor learning sessions and share them through a safe digital platform (e.g., a class blog, shared folder). This activity promotes digital communication skills while also focusing on sustainability.
- Media Analysis:
 - Watch a documentary or read a news article about outdoor education or environmental conservation. Have a discussion or written activity where learners reflect on how the media shapes our view of the natural world and

outdoor learning.

Suggested Supporting Texts:

English Literature and Oracy:

1. "The Lost Words" by Robert Macfarlane and Jackie Morris – A poetic and illustrated celebration of nature, this text can spark creative writing and storytelling activities based on outdoor observations.
2. "Walden" by Henry David Thoreau – An exploration of nature and simple living, perfect for reflective discussions on our relationship with the environment.
3. "The Secret Garden" by Frances Hodgson Burnett – A story that engages with themes of growth, renewal, and the transformative power of nature, ideal for reading and creative interpretation.

Welsh Literature and Oracy:

1. "Cwmwl" by T. Llew Jones – A novel that explores nature and the environment, offering opportunities to reflect on Welsh landscapes and their cultural significance.
2. Poetry by R.S. Thomas – Explore poems focused on nature, spirituality, and the Welsh landscape to inspire creative writing and discussions.
3. Excerpts from *Y Cwbl* (The Whole) by Gerallt Lloyd Owen – A reflection on Welsh identity and its connection to the land, providing a starting point for discussions on outdoor learning.

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SDG Integration:

- Goal 4: Quality Education – Provide accessible outdoor learning opportunities that foster creativity, critical thinking, and problem-solving.
- Goal 13: Climate Action – Engage learners in understanding how outdoor learning can promote environmental awareness and responsible action towards climate change.
- Goal 15: Life on Land – Encourage the exploration of ecosystems and biodiversity through outdoor activities and studies of local flora and fauna.

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