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Aligned PYP curriculum Model Outline

PYP CUR Sustainable Transport and Urban Development

(Physical, Social, and Personal Education – PYP)

♦ Big Ideas (Conceptual Understandings)

- Transport systems and urban design affect our health, relationships, and the environment.
 - Active and sustainable transport (e.g., walking, cycling, public transport) promotes healthier lifestyles and reduces environmental impact.
 - Urban planning decisions reflect values, culture, and priorities—students can learn to influence them.
 - Everyone shares responsibility in creating inclusive, safe, and sustainable cities.
 - Movement and transport choices affect personal identity and global well-being.
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♦ PSPE Strands Integration

Strand	Sustainable Transport & Urban Development Connections
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Active Living Explore how walking, cycling, and movement choices support health and environmental sustainability.

Identity Reflect on how our travel habits and neighbourhoods shape who we are and how we feel.

Interactions Collaborate on designing inclusive and accessible cities; understand diverse needs in shared spaces.

◆ Sample Learning Objectives

✓ **Active Living**

- Identify and participate in sustainable modes of transport that promote physical well-being.
- Describe how walking and cycling benefit health and the planet.
- Explore safe and respectful behaviour when using shared transport or urban spaces.

✓ **Identity**

- Reflect on how the places we live and the ways we move affect our choices and identity.
- Describe how individual transport choices reflect personal and community values.

✓ **Interactions**

- Work with peers to design a sustainable community transport plan or safe urban route.
 - Practise empathy by considering the needs of others (e.g., wheelchair users, children, elderly) in city planning.
 - Explore how urban design can bring people together or create barriers.
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♦ Transdisciplinary Theme Connections

Transdisciplinary Theme	Application
Who We Are	How our movement and access to public spaces shape our health, values, and well-being.
Where We Are in Place and Time	Investigate how transport systems and city design have changed across cultures and time.
How We Express Ourselves	Use creative arts to express hopes and visions for future cities and transport.
How the World Works	Examine the science and technology behind transport systems and their environmental impact.
How We Organise Ourselves	Explore how cities are designed and how transport systems are planned to meet diverse needs.
Sharing the Planet	Consider equity and sustainability in access to transport and safe public spaces.

♦ Key Inquiry Concepts and Questions

Concept	Sample Inquiry Questions
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Form	What does a sustainable city or transport system look like?
Function	How do different transport systems work and serve people?
Causation	Why are some cities more sustainable than others?
Change	How have transport systems and cities changed over time?
Connection	How are transport, health, and the environment connected?
Perspective	What are different people's views about transport and urban space?
Responsibility	What is our role in creating cleaner, safer cities and transport systems?

♦ Suggested Learning Experiences

- Create models or artwork of eco-friendly cities using recycled materials.
- Plan a “walkability” or “cycle-friendly” audit of the school or local area.
- Interview community members about changes in transport or urban growth.
- Role-play a city council meeting discussing a new sustainable transport initiative.
- Design a mural or drama performance imagining a city of the future.

♦ Relevant Sustainable Development Goals (SDGs)

- **SDG 3** – Good Health and Well-being
- **SDG 9** – Industry, Innovation and Infrastructure

- **SDG 11** – Sustainable Cities and Communities
 - **SDG 12** – Responsible Consumption and Production
 - **SDG 13** – Climate Action
 - **SDG 17** – Partnerships for the Goals
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♦ **Example Unit of Inquiry (Summarised)**

Unit Title: ***“Moving Forward: Building Cities for Everyone”***

Central Idea Sustainable transport and urban planning affect our health, relationships, and future.

Lines of Inquiry 1. Types of transport and their impact

2.
How cities are designed for people

3. How we can make more sustainable choices |
| **Learner Action** | Propose improvements to school or community transport.
Create awareness campaign on walking/cycling. |
