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Aligned PYP curriculum Model Outline

PYP Cur for Biodiversity and Ecosystems in the PYP

Integrated with PSPE, Key Concepts, Inquiry Cycle, SDGs, and Transdisciplinary Themes

Transdisciplinary Central Idea:

Living things are interdependent and rely on balanced ecosystems for survival. We can take informed action to protect and conserve biodiversity.

Key Concepts (Concept-Based Learning):

- **Form** – What is biodiversity and what does it look like?
 - **Function** – How do ecosystems work and what roles do organisms play?
 - **Causation** – Why is biodiversity being threatened?
 - **Change** – How are ecosystems changing due to natural and human influence?
 - **Connection** – How is everything in an ecosystem connected?
 - **Perspective** – What are different views on caring for biodiversity?
 - **Responsibility** – What can we do to care for ecosystems and species?
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Learning Objectives:

Knowledge & Understanding:

- Identify different types of ecosystems and species within them.
- Describe the role of biodiversity in sustaining healthy ecosystems.
- Investigate how human actions affect local and global biodiversity.
- Explore how conservation practices and sustainable living support ecosystems.

Skills Development (Inquiry & Action):

- Ask meaningful questions about living systems and ecological balance.
 - Collect and analyse data about ecosystems (e.g. school grounds, local habitats).
 - Collaborate to develop solutions for biodiversity-related challenges.
 - Take action to promote awareness or restoration (e.g., native planting, litter cleanups).
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Physical, Social and Personal Education (PSPE) Integration:

Active Living:

- Participate in nature walks, planting, eco-games, or wildlife observations.
- Engage in physical, outdoor activities that build healthy lifestyle habits.

Identity:

- Develop an understanding of one's role as a steward of the planet.
- Cultivate self-awareness by reflecting on individual impact on the environment.

Interactions:

- Work cooperatively in biodiversity-related projects.
 - Resolve conflicts about land use or animal rights through guided debate or roleplay.
 - Show empathy toward people and species affected by ecosystem loss.
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Arts Integration:

- **Visual Arts:** Create eco-themed posters, models of food webs, or ecosystem dioramas.
- **Performing Arts:** Choreograph dances or write plays about interdependence in nature.

- **Music:** Compose soundscapes or songs that reflect the beauty or fragility of nature.
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PYP Transdisciplinary Theme Links:

Theme	Integration with Biodiversity & Ecosystems
Who we are	Understanding our identity and responsibility as part of the natural world
Where we are in place and time	Exploring how people have interacted with and changed ecosystems over time
How we express ourselves	Using creative arts to communicate the importance of biodiversity
How the world works	Investigating life cycles, habitats, food chains, and environmental systems
How we organise ourselves	Analysing how societies manage and protect natural environments
Sharing the planet	Examining resource use, conservation, and peaceful coexistence with other species

SDGs Covered:

- **SDG 13 – Climate Action**
- **SDG 14 – Life Below Water**
- **SDG 15 – Life on Land**
- **SDG 12 – Responsible Consumption and Production**
- **SDG 17 – Partnerships for the Goals** (through community and school collaboration)

 Inquiry Cycle Alignment:

Stage	Example Activities
Tuning in	Nature walk; brainstorming what lives in different habitats
Finding out	Researching ecosystems; guest speakers; documentaries
Sorting out	Creating food webs; mapping species relationships
Going further	Exploring human impact; comparing ecosystems; school grounds biodiversity mapping
Making connections	Linking findings to student lives and decisions
Taking action	Campaigns, eco clubs, school garden, awareness posters