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Aligned PYP curriculum Model Outline

PYP Outdoor Learning and Connectedness to Nature (Urban, Rural, and School Estate) – PYP Social Studies

Big Ideas (Conceptual Understandings)

- Human communities are shaped by and interact with the natural environment in diverse ways.
 - Connecting with nature supports wellbeing, identity, and cultural heritage.
 - Our understanding of place and space evolves through exploration and stewardship.
 - Outdoor environments, whether urban or rural, offer opportunities for responsible decision-making and sustainability action.
 - Natural and human systems are interconnected, and our actions impact the future of these systems.
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Relevant SDGs Covered

SDG

Connection

SDG 3 – Good Health and Wellbeing	Time in nature supports physical and mental health.
SDG 4 – Quality Education	Outdoor learning supports inclusive and real-world education.
SDG 11 – Sustainable Cities and Communities	Planning urban green spaces fosters inclusive, resilient communities.
SDG 13 – Climate Action	Outdoor learning builds awareness of climate, adaptation, and mitigation.
SDG 15 – Life on Land	Exploring local biodiversity encourages protection and restoration of ecosystems.

Learning Objectives by Transdisciplinary Theme

◆ Who We Are

Central Idea: Our values, health, and relationships are influenced by our connection to the natural world.

Learning Objectives:

- Describe how spending time outdoors affects emotions, focus, and physical wellbeing.
- Identify cultural and personal beliefs about nature and their influence on daily habits.
- Compare urban and rural traditions linked to nature and seasonal changes.

Key Concepts: *Perspective, Responsibility, Connection*

◆ Where We Are in Place and Time

Central Idea: People's connections to land and natural places have changed over time.

Learning Objectives:

- Explore how access to nature has changed in different regions and time periods.
- Compare historical and current uses of local land and green space.
- Describe journeys and migration patterns connected to natural environments.

Key Concepts: *Change, Causation, Connection*

♦ How We Express Ourselves

Central Idea: Nature can be a source of expression, inspiration, and identity.

Learning Objectives:

- Investigate how nature is expressed in stories, symbols, and celebrations.
- Create art, music, or drama inspired by local outdoor environments.
- Identify connections between nature and cultural identity in rural and urban settings.

Key Concepts: *Form, Perspective, Connection*

♦ How the World Works

Central Idea: Natural systems follow patterns and influence human activity.

Learning Objectives:

- Observe and record natural cycles (e.g. weather, plant life) in school grounds or local areas.
- Compare different natural habitats in urban vs. rural environments.
- Investigate the interdependence of humans and natural systems using school estates.

Key Concepts: *Function, Causation, Change*

♦ How We Organise Ourselves

Central Idea: Communities design and manage outdoor spaces in different ways.

Learning Objectives:

- Identify how communities plan and use shared outdoor spaces like parks and gardens.
- Map human systems (e.g. transport, agriculture, school layouts) in relation to natural features.
- Participate in planning improvements to the school estate for learning and biodiversity.

Key Concepts: *Function, Responsibility, Connection*

♦ Sharing the Planet

Central Idea: People share the responsibility for conserving and caring for natural environments.

Learning Objectives:

- Identify local environmental issues (e.g. pollution, deforestation) and explore actions to address them.
- Explain how human behaviour affects local plants and animals.
- Participate in a stewardship action (e.g. planting, litter clean-up, habitat creation).

Key Concepts: *Responsibility, Causation, Connection*

Inquiry Cycle Example: Exploring the School Estate as a Learning Environment

Stage	Activity
Tuning In	Share what places in nature feel important to you; survey favourite outdoor places.
Finding Out	Explore the school estate or local parks; map spaces using observational walks.
Sorting Out	Compare observations of urban and rural outdoor areas; categorise natural vs. human-made features.

Going Further Interview a local gardener, planner, or community elder about land use and green spaces.

Making Connections Use timelines to explore how the school grounds or local area have changed over time.

Taking Action Design or propose improvements to a space at school to promote nature-connected learning.