Oxford
International
Curriculum

Global Skills Projects

Subject Guide
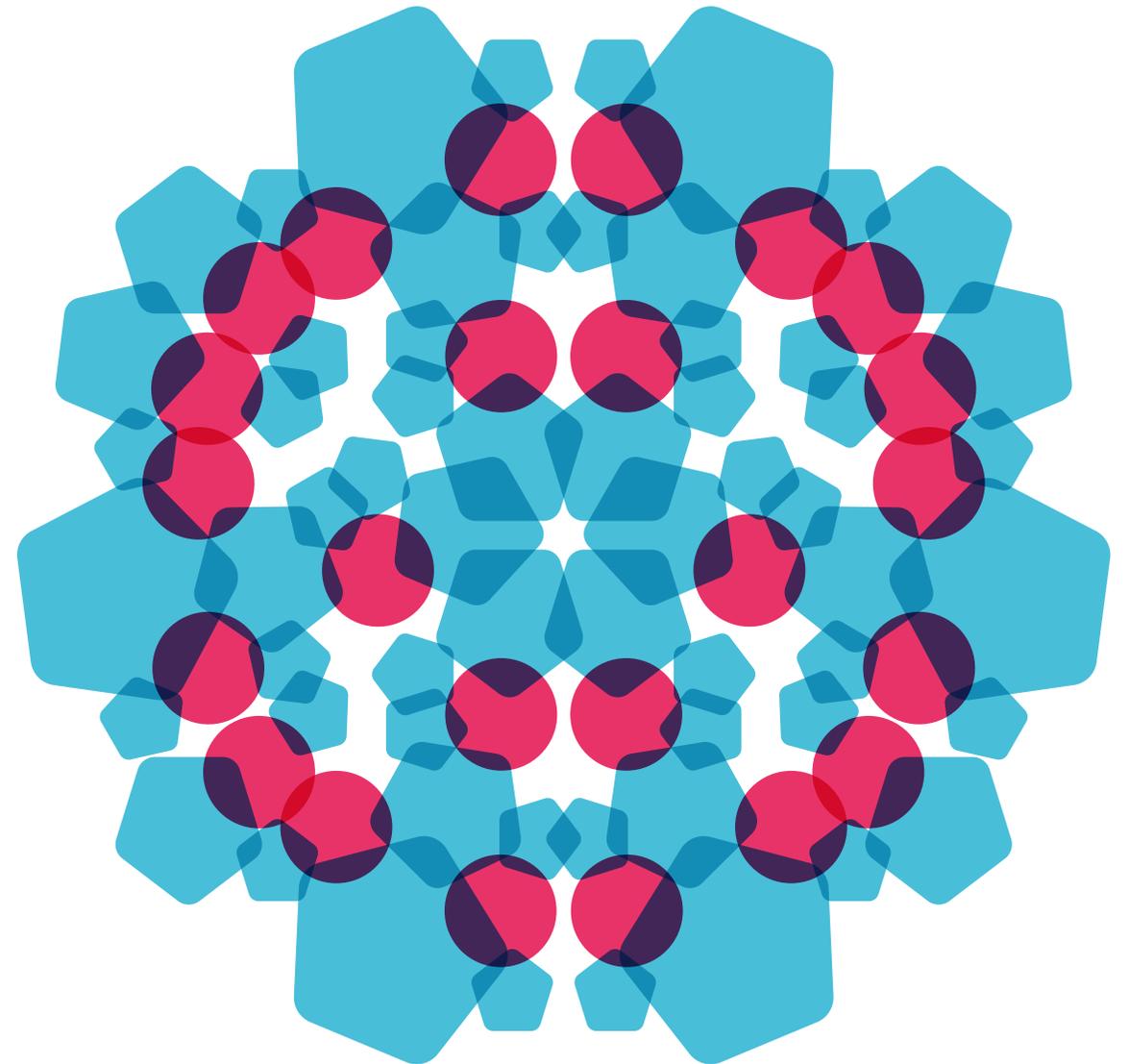
OXFORD

Contents

I see students equipped with the skills to succeed in a changing world

The Oxford International Curriculum enables students to succeed by recognising that lasting success is contingent on both academic performance and emotional wellbeing. It has been designed to bring wellbeing to all teaching and learning and to develop global skills through all core subjects.

Global Skills Projects combines project-based and interdisciplinary learning to develop thoughtful, innovative change-makers who are equipped with the skills to succeed in a changing world. The objective of this curriculum is to advance an education that helps students fulfil their potential.

The curriculum aims to foster a classroom environment where students develop the skills for success:

- Creativity and critical thinking
- Real-world skills
- Communication and collaboration
- Self-development skills

What does the Oxford International Curriculum for Global Skills Projects offer you?

- A project-based curriculum, providing research and project management skills, underpinned by the ability to think critically and creatively.
- Allows each student to engage with skills at their unique level, permitting a personalised learning experience.
- An active, enquiry-based pedagogy that allows rich interdisciplinary learning as students engage with real-life scenarios that demonstrate the relevance of skills and theories.
- Prepares students for the project-based, analytical, and independent style of learning in the International GCSE Plus and International Independent Project Qualification (IPQ).

oxfordinternationalcurriculum.com

Curriculum at a glance

The Global Skills Projects curriculum is designed to be adaptable to the specific needs, resources, and culture of each school.

The curriculum allows for flexibility in its delivery:
• As a stand-alone subject
• Integrated into core subjects
• As an end-of-year project

Strand	Year 1	Year 7
	Students can:	Students can:
1 Creativity and critical thinking ■ **Problem solving** ■ **Curiosity and wonder** ■ **Critical thinking**	**1.1a:** Solve puzzles **1.1b:** Ask questions about causes and consequences **1.1c:** Reflect on their emotional reactions to information	**7.1a:** Evaluate possible solutions **7.1b:** Participate in a local creative project **7.1c:** Understand the emergence of local traditions
2 Real-world skills ■ **Project management** ■ **Functional literacy** ■ **Research**	**1.2a:** Plan a simple individual project, such as a meal **1.2b:** Follow simple instructions, such as a simple recipe or game instructions **1.2c:** Choose a simple project to follow, such as a recipe to follow from a selection	**7.2a:** Be aware of project drawbacks and possible pitfalls **7.2b:** Use technology to communicate effectively **7.2c:** Evaluate and discuss different sources and their possible biases
3 Communication and collaboration ■ **Communication** ■ **Leadership** ■ **Relationship building**	**1.3a:** Feel able to share their ideas with others and listen to their ideas **1.3b:** Notice when others are left out **1.3c:** Know how to be kind and make new friends	**7.3a:** Know how to debate **7.3b:** Present ideas in a creative and inspiring way **7.3c:** Understand cultural differences and how these affect communication and relationships
4 Self-development skills ■ **Risk taking** ■ **Ethics** ■ **Motivation**	**1.4a:** Participate in free play **1.4b:** Model respect and courtesy to classmates **1.4c:** Discuss likes and dislikes of certain activities	**7.4a:** Motivate others taking risks **7.4b:** Reflect on the human values of freedom, justice and community **7.4c:** Identify how personal actions may affect their local area

Sample from Global Skills Projects Curriculum at a glance, Years 1 and 7

The spiral development model means that learning themes are revisited each year, building on previous achievement, and giving coherence and structure to the learning journey.

Assessment framework

Year 3

Introduction

Assessment modes will be age-appropriate. Year 1-3 students, who learn most richly through play, will be taught and assessed through games, which will also encourage self-assessment as a process of joyful self-discovery.

Learning outcomes

These learning outcomes set out a programme of study in Global Skills for Year 3. During the year, every student will:

3.1a: Identify opportunities for change

3.1b: Create questions you want to answer

3.1c: Judge possible risks in new environments and activities

3.2a: Clarify the goal of a project

3.2b: Write simple social notes, such as invitations and thank you cards

3.2c: Find information in more than one resource

3.3a: Explain a story plot clearly

3.3b: Follow the instructions of peers and give peers instructions

3.3c: Describe how someone might feel in different situations

3.4a: Synthesise information

3.4b: Understand how to be a good friend and neighbour

3.4c: Describe self and priorities

Sample from Global Skills Projects Assessment Framework, Year 3

Hands-on projects help teachers assess students' achievement over the course of any full year.

Aligned to the requirements of the OxfordAQA International Independent Project Qualification (IPQ).

Built-in projects to consolidate and reflect upon learning at the end of each topic of study.

Assessment criteria

The assessment criteria allow the teacher to assess the progress of each student. Below, examples are given to illustrate good progress (developing) proficiency (secure) and exceeding expectations (extended).

3.1a: *Identify opportunities for change*

Help students see new situations as opportunities to improve things rather than as unchangeable realities. Through class exercises, discussion in the core disciplines and project work, we help students identify problems in current structures: if a problem can be identified, solutions for it can be sought. This is the basis for critical thinking.

Developing: The student attempts to identify new/better ways of doing something, even if not successful.

Secure: The student is able to identify where a problem exists and see it as an opportunity for improvement.

Extended: The student demonstrates more sophisticated understanding of a problem, and opportunities and/or attempts to remedy these.

3.1b: *Create questions you want to answer*

This goal builds on 1.1b and 2.1b; as students mature and begin to expand on what they want to learn about, they start to focus their interests and go beyond given resources to independent research. As students create their own questions, they will become independent thinkers and motivated by their curiosity.

Developing: The student has some curiosity and/or wonder and an attempt to open-mindedly question things.

Secure: The student demonstrates curiosity and/or wonder in desiring to know answers to his/her questions.

Extended: The student demonstrates further and deeper questioning; the student has a desire to know many things, and to search for the questions that can lead to that knowledge.

Project Packs

Students are provided with extensive project packs for each project in the curriculum, guiding them towards independent project development.

They are designed to guide students through the process of creating a project, providing a structure within which they can express their creativity, and increasingly develop their own learning journeys.

Sample from Student Project Pack, Year 7, Term 1: Improve the way we access and use water

---

Student Project Pack sample

Oxford International Curriculum — **Global Skills Projects**

PROJECT FRAMEWORK: IDEAS TO ACTION

The IDEAS to Action framework is a bit like a map to help you plan your project. There are six steps in the framework. We will cover each of these steps through the Project Pack.

1. Investigate: Introduce and learn about a problem
   Your goal in this section is to learn the causes and effects of the problem you are trying to solve.

2. Define: Develop solutions
   Your goal in this section is to decide how you will approach the problem: what solution do you propose?

3. Explore: Experiment and test solutions
   Your goal in this section is to create and test your solution and explore improvements.

4. Act: Apply, engage and implement your solution
   Your goal in this section is to make the project a reality.

5. Share: Reflect, communicate and consider learnings
   Your goal in this section is to take some time to share what you have done and reflect on what you have learned.

6. Go further!: Take action for global change
   Your goal in this section is to take action in your own community, or in other areas of your life, using the skills your have learned.

Oxford International Curriculum — **Global Skills Projects**

Student Project Pack

Term 1: Improve the way we access and use water

Year 7

Name: _____

OXFORD

IDEAS TO ACTION

- A — ACT
- E — EXPLORE
- D — DEFINE
- I — INVESTIGATE
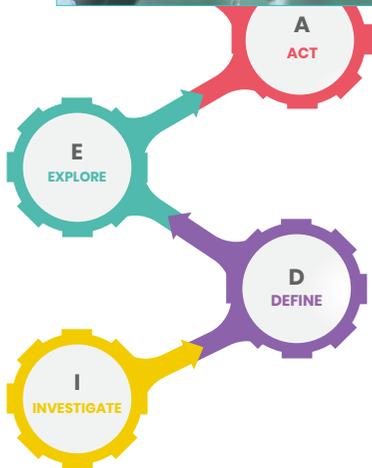
INVESTIGATE — **Global Skills Projects**

Project inspiration

6 CLEAN WATER AND SANITATION — Access to clean water and sanitation is one of the United Nation's Sustainable Development Goals (SDG No. 6) You can find out more about the SDGs online at: un.org/sustainabledevelopment/. To understand why this goal was set, we need ask ourselves some questions. Some of these might be obvious – but try to think beyond the obvious. Some of these might require some research.

Let's get talking
- Why is water so important?
- What can you NOT do without water?
- How do you get water?
- Can you calculate how much water you use a day?
- How do you think the amount of water you use compares to the amount of water other

---

DEFINE — **Global Skills Projects**

Define your plan

Once you have decided:
- who you are going to help and
- what water issue you are going to help with

you need to create a plan to move from ideas to action.

Use the spaces below to plan how you will work on your project. You will need to fill in some areas later, as you move further into the project. As you develop your project, you might need to change your plans and change this sheet. That is fine. This is a work in progress.

Project Goal (What does your project seek to do?):
For example: Reduce water consumption by local businesses

Project Outcome (What do you want to have created/done/shared at the end of this project?):
For example: An information booklet to give to local businesses

Timeframes (When do you need each part of your project to be completed?):
For example: Project delivery by Week 8 of the school term

INVESTIGATE — **Global Skills Projects**

Comparing water consumption in 2010 vs. 2050

Water consumption in km³ — Electricity, Industry, Households, Irrigation — 2010, 2050

South Asia and East Asia-Pacific · Sub-Saharan Africa · North Africa, the Middle East and Russia · Latin America and Caribbean · Developed countries

Average number of deaths per year, 1980–2015
- 63 000 Natural disasters
- 75 000 Conflicts
- 780 000 Unsafe water

Source: PBL Netherlands Environmental Assessment Agency

Think global
- How many people in the world lack access to clean water?
- What effect does a lack of access to clean water have on people's lives?
- Are there people in your country, or in other countries, who have no access to clean water? How do they survive?

Think local
- How many people in your country lack access to clean water?
- Where does your community get its water?
- Is your community's access to water sustainable? Can it continue, with no problem, into the future, or will it run out or become too polluted to use?
- Does everyone in your country access water in the same way?

Guides students through the process of defining, developing, creating, evaluating and refining a solution to a given problem.

Project themes bring topics to life and encourage students to place them into a local and global context.

Complementary teacher-facing project pack material delves deeper into the skills students can be encouraged to develop.

Links to the curriculum's learning outcomes and the Global Skills Projects assessment framework are included throughout.

Process sheets ensure that students are able to reflect on each stage of the process, as they develop their creativity, critical thinking and communication skills.

Lesson plans

Lesson plans are provided to lay the foundations for project-based learning, and ensure students develop the skills they need to succeed.

Highlights the learning outcomes covered, linking back to the curriculum-at-a-glance document.

Lists any additional resources teachers might need.

Find out more at

oxfordinternationalcurriculum.com

Primary teachers are provided with lesson plans for each skill-developing class exercise, with printable worksheets for students.

YEAR 1, Term 1, Lesson 3

YEAR 7, Term 1, Lesson 1

Download sample lesson plans at
oxfordinternationalcurriculum.com