



CAMBRIDGE

Embedding effective climate change education through the curriculum

Judith Roberts

15 and 16 July 2026

Housekeeping

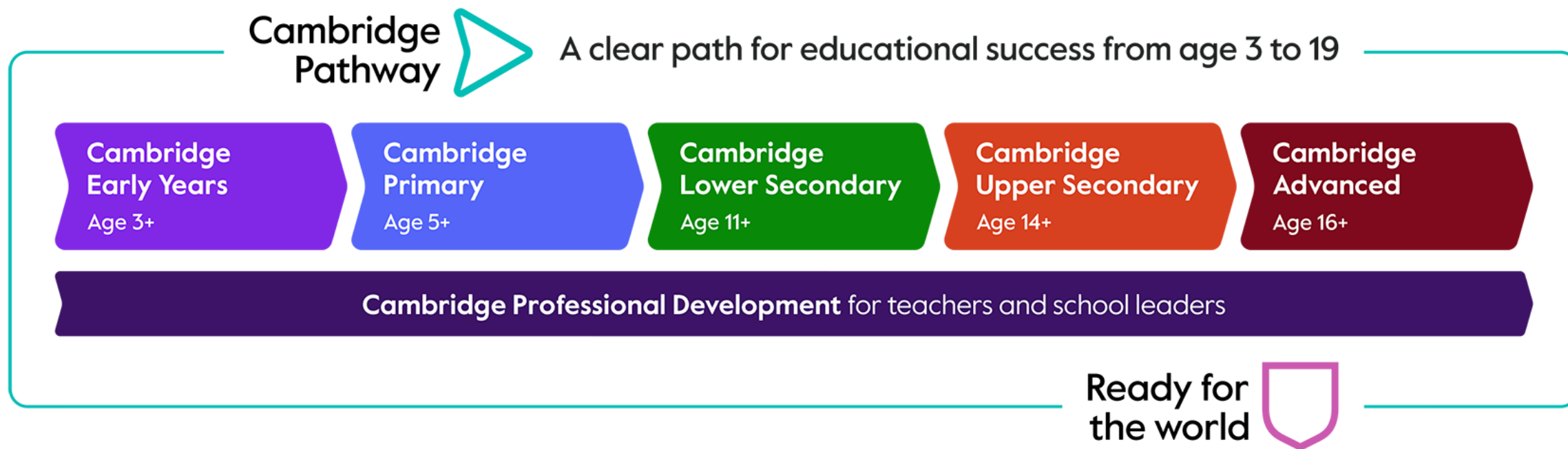
- Health and safety
- Fire safety
- Washrooms



Agenda

- Together we will:
 - explore the Cambridge Climate Change Education Framework for learners of different ages
 - discuss how to embed the four dimensions of Understanding, Evaluating, Caring and Responding throughout your curriculum
 - consider how to support teachers to deliver a holistic climate change curriculum and avoid excessive repetition
 - discuss any challenges or blockers.

Cambridge Pathway



Introducing the Cambridge Climate Change Education Framework



Dimensions of the climate change framework



Understanding
of causes, effects,
consequences
and responses



Evaluating
information,
perspectives
and data



Caring
for ourselves,
each other
and the planet



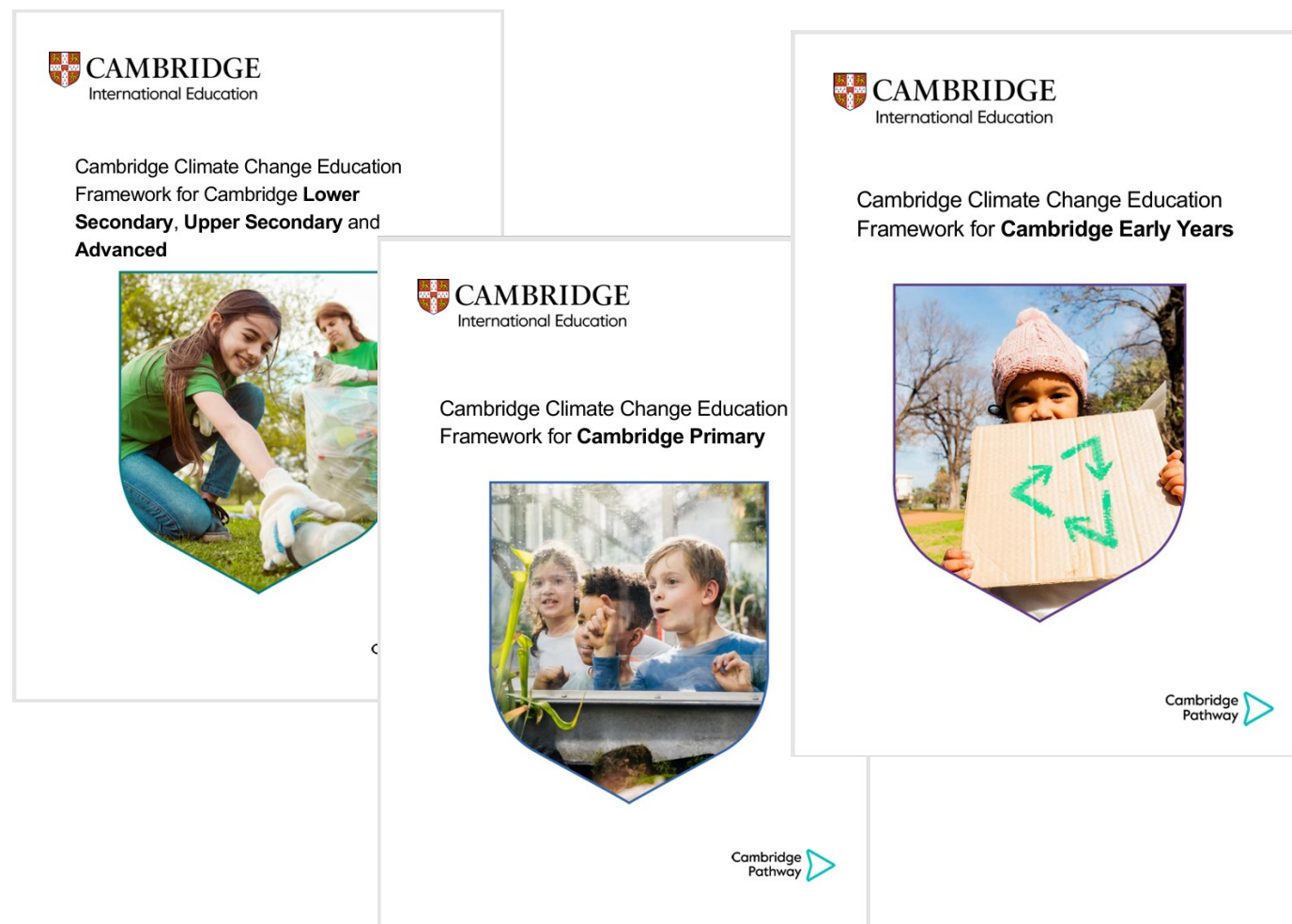
Responding
together with
informed action

Exploring the Cambridge Climate Change Education Framework



This sample is for the end of primary, it shows the types of content covered within each dimension.

<https://www.cambridgeinternational.org/images/743549-introducing-our-climate-change-education-framework.pdf>



Cambridge Schools Conference, July 2026
Future-ready: preparing learners to thrive

Embedding the dimensions across the whole curriculum

Understanding
of causes, effects,
consequences
and responses



Evaluating
information,
perspectives
and data



Responding
together with
informed action



Caring
for ourselves,
each other
and the planet



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Last year how well did your school cover these dimensions?

Understanding

Evaluating

Caring

Responding

No coverage

Excellent



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Waiting for participants

Table discussion activity: Embedding the framework

- Write on the sheet.
- Which parts of your school curriculum might contribute to each area?
Think about subjects and wider areas of your curriculum.

Understanding	Evaluating
Caring	Responding



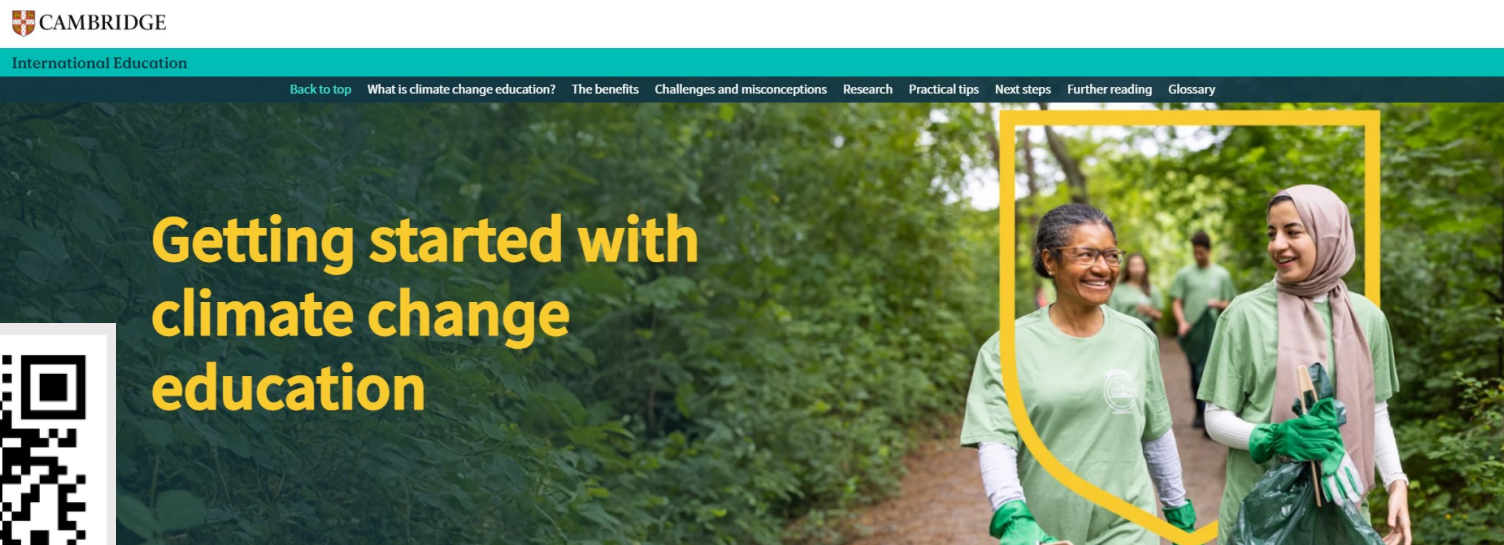
Support from Cambridge available now

Getting Started with Climate Change Education

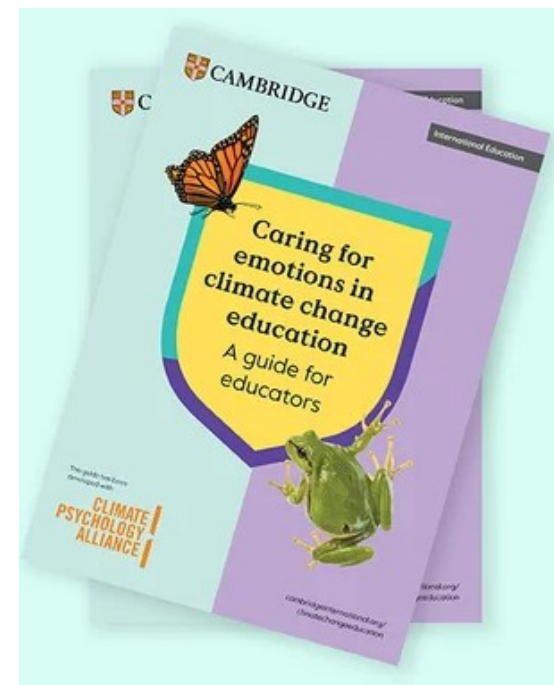
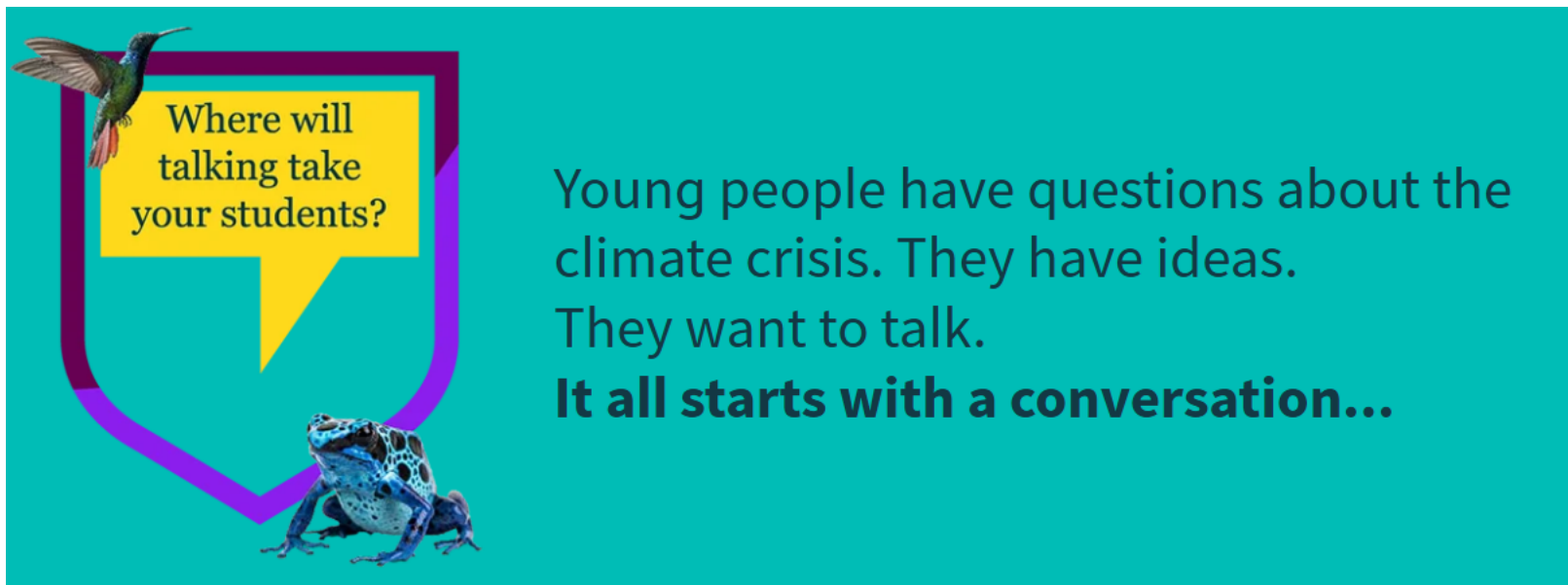
- Self-study or in-service training.
- Free for all schools.



<https://cambridge-community.org.uk/professional-development/gswcce/>



#ClimateChangeConversations



<https://international.cambridge.org/climatechangeconversations>

Mapping to Cambridge Primary and Lower Secondary Resources


CAMBRIDGE

International Education

Mapping the Cambridge Climate Change Framework to Cambridge Primary

Here is a list of where each of the learning objectives in the Cambridge Climate Change Framework for Primary are currently covered in Cambridge Primary. This is to help you see how it is already embedded across the curriculum. There are some gaps, which are highlighted in grey.

We will update this document as we fill these gaps. This is version 1.0, published February 2026.

We have mapped the climate change learning objectives to:

- learning objectives from Cambridge Primary subjects, and these are shown with their learning objective codes to make it easier to search documents (e.g. schemes of work) for ideas to support this learning
- curriculum strands (collections of learning objectives) from Cambridge Primary Global Perspectives and Wellbeing, and these can be used to search for Global Perspectives Challenges and to identify a range of relevant content in the Wellbeing schemes of work.
- specific Global Perspectives Challenges and Humanities Enquiries.

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Mapping the Cambridge Climate Change Framework to Cambridge Primary

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Evaluating

Critical thinking

Cambridge Climate Change Education Framework	Where this content is embedded in Cambridge Primary
We can find out about an issue by listening to what someone says, reading what someone writes or by looking at pictures or videos. These sources of information are often called <i>sources</i> .	Global Perspectives 34E.01 Discuss a source, recognising the author's ideas about an issue.
We can discuss a source to see whether we agree or disagree with it and compare it with what we already think.	Global Perspectives 34E.02 Express an opinion about another person's ideas on an issue, giving reasons for own opinion.

Data and scientific literacy

Cambridge Climate Change Education Framework	Where this content is embedded in Cambridge Primary
A wide variety of data can help us understand changes to weather and weather patterns (e.g. air and water temperature, rainfall, number of dry days).	Humanities Enquiry 8 Places Stages 1–3 How are seasons different around the world?
Observations and measurements collected over time can show patterns that we would not see from a single result.	Science 3TWSa.02 Describe simple patterns in results.

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Mapping the Cambridge Climate Change Framework to Cambridge Primary

5

New Cambridge Global Perspectives™ Challenge on Greenwashing

 Cambridge Assessment
International Education

Cambridge Lower Secondary

Cambridge Global Perspectives™ Challenge – Stage 9

Skills focus: Evaluation: The Greenwashing decoder: unmasking deception with data

Topic: Climate change, energy and resources

By the end of this Challenge, learners will develop critical evaluation and data analysis skills to distinguish between verifiable sustainability and greenwashing.

Verifiable sustainability claims means that an organisation's environmental, economic, and social claims are supported by reliable evidence. This evidence may include measurable information, recognised certifications, independent assessments, or publicly available and verifiable reports. This allows for the sustainability claims to be tested and confirmed, rather than simply be taken on trust.

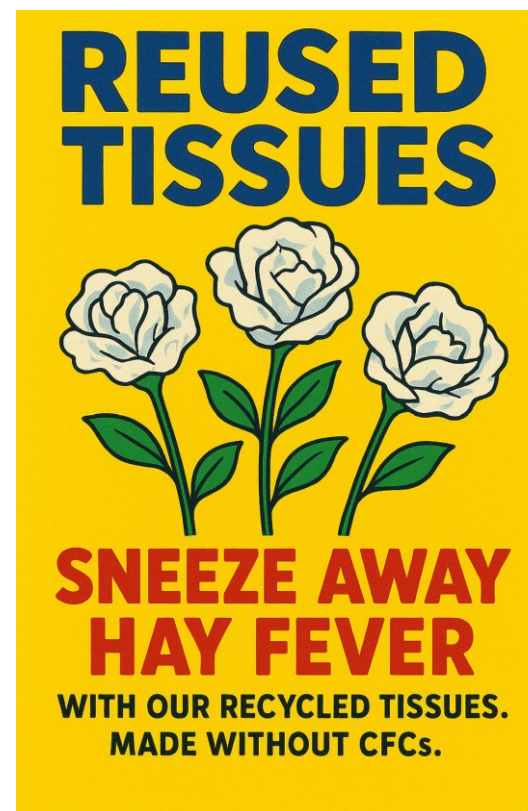
Greenwashing is when a company/organisation makes itself look more environmentally friendly than it really is, as the overall activities still produce harm. This often happens through various strategies which will be explored in this Challenge. The aim of greenwashing is to mislead people into thinking a product or the company/organisation is 'green' and so to make customers more likely to buy that product or other products from the same company/organisation.

Learners will work as part of an investigative team, and at the start of the Challenge, they will define the 'Seven Sins of Greenwashing' and create a checklist to assess source credibility. At the end of the Challenge, learners will synthesise their research into an Anti-Greenwashing Toolkit for consumers and reflect on how their personal perspective on various sustainability claims has changed.

Learning objectives
Evaluation 9E.01 Evaluate a range of sources, considering credibility in terms of factors such as the author, purpose, bias and how well they are supported by other sources.
Analysis 9A.02 Identify patterns and trends in graphical or numerical data in order to support an argument or a perspective.
Communication 9Cm.01 Present coherent, well-reasoned and clearly structured arguments, including in-text citations and detailed referencing of sources where appropriate.
Reflection 9Rf.03 Explain how personal perspective on an issue has changed as a result of conducting research and exploring different perspectives.

Cambridge Lower Secondary Global Perspectives Challenge – Stage 9

1





What will this look like in your school?

How will Climate Change Education be coordinated in your school?

- Is there a specific person in your school with that responsibility?
- How much time will they have for this responsibility?



Do you anticipate any challenges?

- As a table group, make a list of difficulties that you might have in introducing the climate framework in your school.
- Put stars (*) beside the most important.
- Share ideas of how we might be able to address some of these.

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I feel confident that my school cover this area better next year

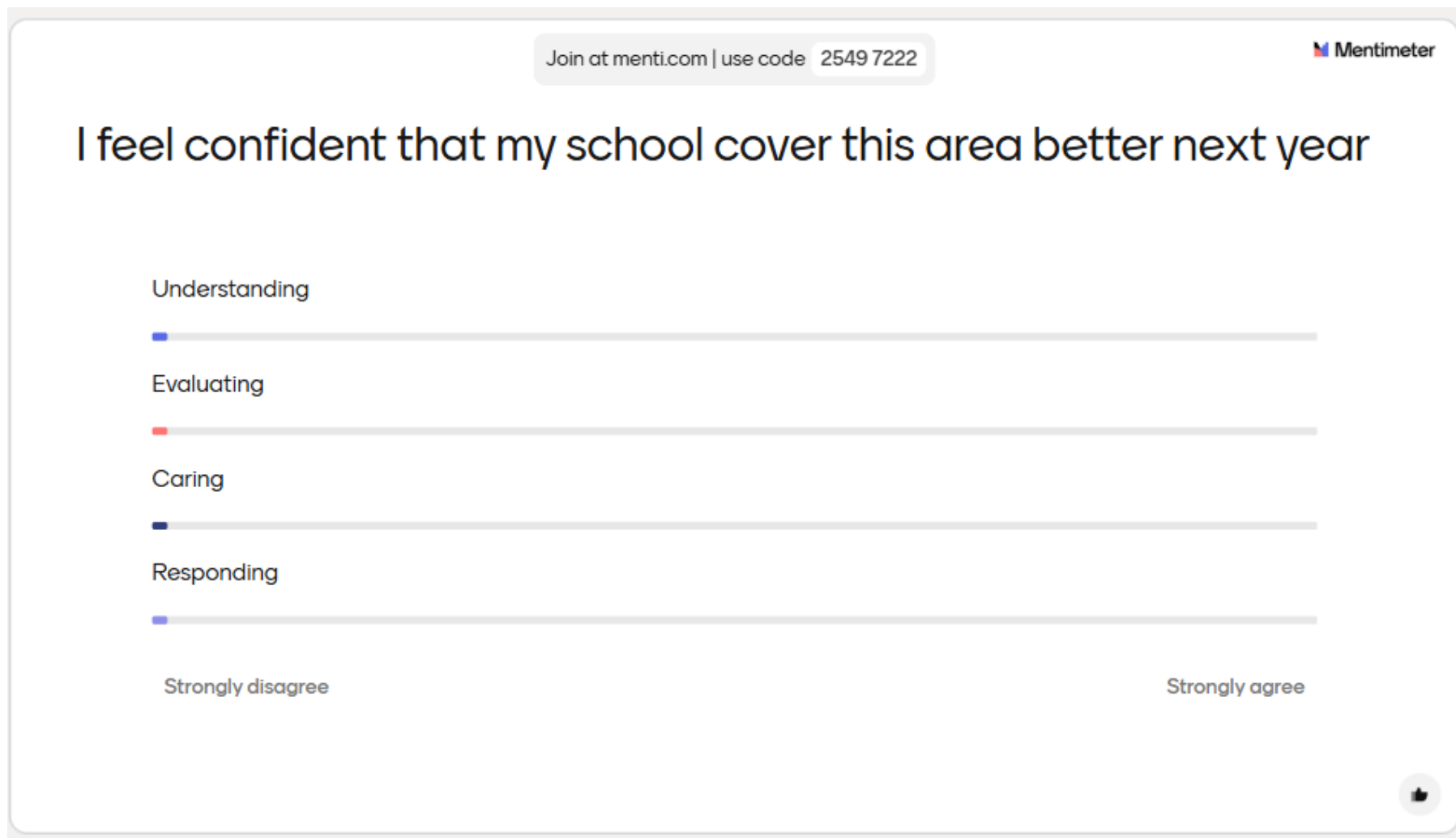
Understanding

Evaluating

Caring

Responding

Strongly disagree Strongly agree



Takeaways

- <https://www.cambridgeinternational.org/images/743549-introducing-our-climate-change-education-framework.pdf>
- <https://cambridge-community.org.uk/professional-development/gswcce/>
- <https://international.cambridge.org/climatechangeconversations>

Continue the conversation by joining our research community

- <https://www.cambridgeinternational.org/why-choose-us/climate-change-education/getting-involved/>





Where will
talking take
your students?

Talking about climate change is one of the most powerful things we can do

Educators in our climate change education research community tell us these conversations can be challenging.

They say students typically respond with 3As: Anger, Action and Apathy.

We want to inspire more schools and more teachers to have open, meaningful conversations about the climate crisis.

Find out more about our research community



We asked teachers and students around the world why talking and learning about climate change matters to them.

“The power of conversation is giving my students a voice – and making them see that their ideas do matter.”

Anum, Teacher,
Waad Academy, Saudi Arabia



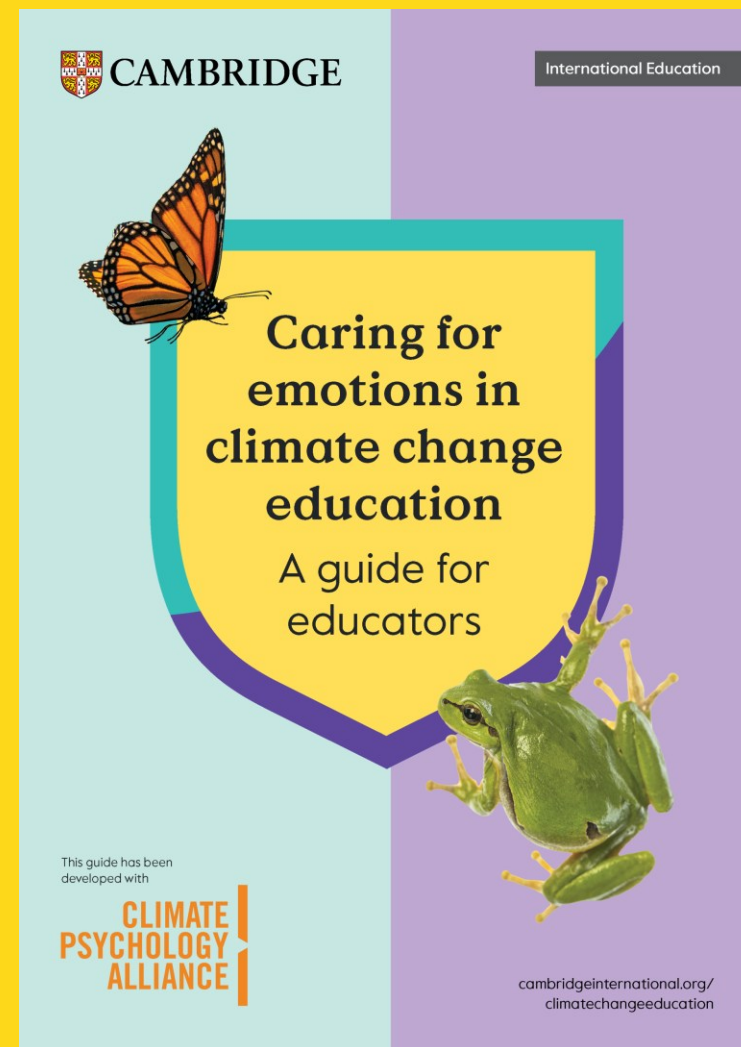
to allow our students

Where will talking take your students?

Cambridge has developed a free discussion guide, created with the Climate Psychology Alliance, to help teachers around the world hold and navigate climate change conversations with their students. Wherever and whenever they happen.

By empowering young people with the skills and knowledge to take action on climate change, we can help them be **ready for the world**.

Download our discussion guide:



Why this matters

For you

You do not need to be a climate expert or have all the answers

What matters is that you create the conditions for the conversation to happen.

Being open about emotions shows students that feelings are a valuable part of learning.



For your students

The climate crisis can provoke a wide range of responses, from apathy and anxiety to hope and action.

Quality climate change conversations make space for these emotions. When students feel heard and connected, they believe that positive change is possible.

For your school

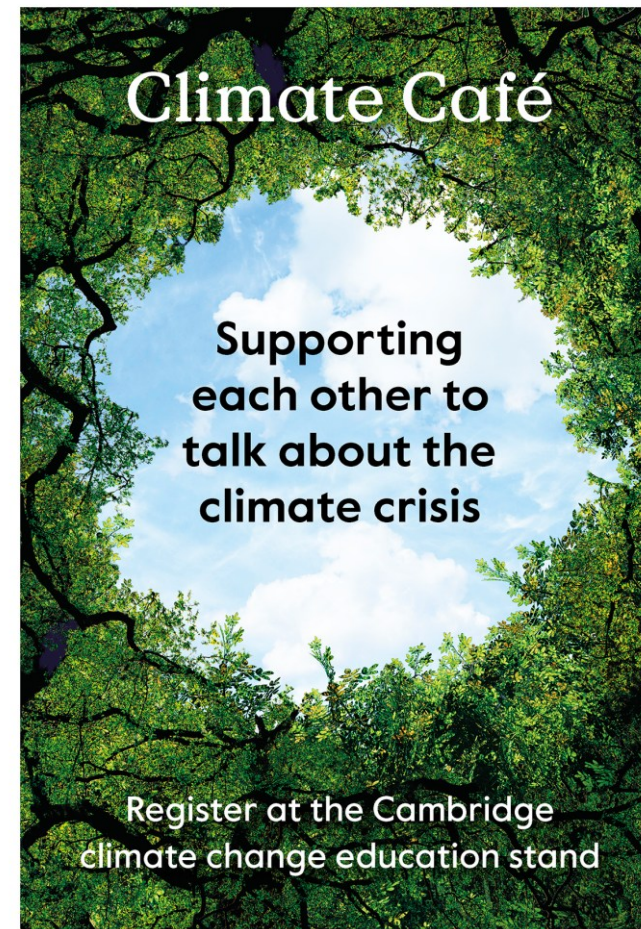
A supportive culture for open climate conversations helps students think critically, care deeply and take action.

Together, we can make those conversations happen everywhere.



The chance to experience a climate café

- An informal, supportive space where people come together to talk about the climate crisis.
- Led by trained facilitators from Cambridge
- Offers the opportunity to share experiences, concerns, hopes and ideas – without an agenda or pressure to have any answers.
- It is not about guilt or judgement but listening and connection.
- Numbers are limited to 12 people.
- **Register at the Cambridge climate change education stand.**



Feedback



Cambridge Schools Conference, July 2026
Future-ready: preparing learners to thrive

Any questions?

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Thank you!

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