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| **Knowledge and understanding** | **Skills** | **Whole School Overview** |
| **Climate education**  Educating pupils about the impact of humans on our climate and environment, including how this endangers many species of animals and leads to climate disasters.  **Geography**  Tropical, temperate and polar regions  What differences are there between  different locations’ climate and geographical features. What are local climate issues, comparisons and initiatives? Food miles and the impact on the climate  Weather Patterns and how they are changing due to Global Warming. Pollution of our seas and beaches. What is meant by Global Warming and Greenhouse Gases and the effect on the environment. How can we live more sustainably?  **Science**  Explore the issues and solutions around climate change and environmental damage.  Plants, Animals and Seasonal Changes – climate comparisons, effects of global warming on weather and animal habitats  **PSHE**  Nutrition and health/Mental health and keeping well Managing challenges and change | * Recognise some similarities and differences between life in this country and life in other countries. * Learn and understand the three pillars of sustainability – economic, social and environmental * Use our disciplinary thinking skills to ask questions, understand various points of view to debate, discuss and form opinions about local, national and global environmental issues. * Through geography and science understand the impact of humans on the environment – global warming, endangered animals, climate disasters. | **School vision for climate education:**  We educate pupils to lobe the word in which they live, to care for their planet at a local and global level. Recognising that what happens outside their own back door can have a world-wide impact and that small changes can affect bigger ones. Through the education we provide our children, we hope to inspire in our pupils a life-long passion and ambition to improve our environment, to work to reverse climate change and to take care and responsibility for their own actions. Installing a sense of hope that we can change if we all work together. |
| **Sustainable Development**  We will teach the pupils care and responsibility through working outside in our own grounds to plant, compost and annually attend the Woodlands Centre to learn about climate issues.  **Geography Enquiries**  How does weather effect our lives?  How do we persuade people to join us in tackling the causes of global warming?  How is climate change affecting the world?  How can we live more sustainability?  How and why does the quality of the environment change in and around the area where I live?  **PSHE**  Our health Healthy food choices  DT Cooking from local produce, food from around the world | * Create a whole school culture of energy conservation – understand that every unit of energy consumed uses up natural resources on our planet, energy saved means resources saved for our planet! Link with maths to work out how much energy you currently use at school. * Learn about what we waste in school – food, energy, paper, etc. Investigate sustainable alternatives and recognise the importance of buying food locally when available (food miles). | **Dispositions and Capabilities**  Develop Capability Mature Children -positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it.  We will link our climate learning to the capabilities of:   * Resilience and determination – taking action courageously and not giving up on climate issues. * Creativity: come up with solutions and ideas for climate action and sustainability around the school, local community and beyond. * Confidence and agency: Through the knowledge and understanding gained about climate issues, be able to argue, persuade and present ideas about climate change and environmental issues. * Communication: Share ideas and learning in a range of forms of communication to spread the messages about climate action. * Relationships and leadership: Lead on ideas for climate action, foster good relationships within pupil environment focus groups to work together to succeed. * Planning and problem solving: Work together, to plan ideas to solve school environmental problems such as recycling and waste. * Managing feelings: Learn how to cope with set-backs and self-regulate feelings when frustrated for example by lack of progress. | |
| **Global Citizenship**  Pupils will learn about how poorer countries are disproportionately affected by climate change. National and Global Climate news will be shared through lessons, Collective Worship and Picture News.  Pupils should be confident to express their own ideas and views and open to change/developing them following discussion. Pupils express a curiosity about the world and their place in it.  **RE**  How should we care for the world and for others, and why does it matter? Link to sustainability. How and why do people try to make the world a better place? | * Understand that some places are special to members of their community. * Lead environmental projects and including them in decisions about how the school is run through school council. * Take action on environmental issues * Make physical changes around school grounds * relate school values to championing sustainable behaviours * Influence local businesses and governments to deliver on climate promises. | **Enrichments**  We will provide enrichment activities to inspire pupil to courageous advocacy for example by taking part in global and national campaigns and through meeting climate ambassadors.  School Council Newsletters  Moor/Beach Visit  Eden Project Visit  Zoo Visit  Bike-ability  Wild Tribe and Forest School  Visit from Climate Experts  Science Days  Trust Woodlands Centre Climate Days |
| **Biodiversity Conservation**  Pupils will learn about how important biodiversity is through their science/geography themes and enquiries. They will learn about how this is impacted by climate change and human actions in animal habitats. | * Recognise some environments that are different to the one in which they live Explore the natural world around them. * Learn how to plant so that our school will provide nectar in all the seasons. * Learn how to restore biodiversity in our school grounds and why this is important | **Community**  Farm and Country Experience  Bee Keeping Club  Chicken Club – relating to nature  30 Days Wild/no mow  Walk to School Week /Bike Week  Sustrans Activities  SAMHE Clean Air Project  Raise and Recycle collections |
| **Annual Calendar Events**  August: Harvest plants like tomatoes, lettuce and spinach.  September: Great Big Green Week, Recycle Week + Good time to plant flowers like marigolds, lavender and thyme for pollinators.  October: Forest School Day, Seed Gathering Season, Build bug hotels and bee hotels for wildlife over the autumn and winter. Put out bird boxes.  November: Outdoor Classroom Day, Wear It Wild (all year round) + Good time to plant trees while they’re dormant as their roots are less likely to be damaged. Create nature table  of fallen leaves, conkers, acorns etc.  December: Make and put out bird feeders to feed birds over  winter months.  January: RSPB Big Schools Birdwatch, Continue to feed  birds over winter months. WWF Big Winter Wander  February: RSPB Big Schools Birdwatch, World Nest Box Week Fairtrade Fortnight + Great time to sow herbs like rosemary, thyme, sage and chives. Good time to put up bat boxes before bats come out of hibernation.  March: Earth Hour, Great Big Schools Clean, Sustrans Big Walk and Wheel + Sow/plant vegetables like carrots, courgettes  and potatoes. Keep an eye out for spring flowers in bloom.  April: Soil Association Worm Hunt + Good time to sow wildflower seeds. Bird nesting season. Big Battery Hunt (all year round)  May: Big Plastic Count, No Mow May, Outdoor Classroom  Day, The Great Bug Hunt, Walk to School Week + Plant summer crops such as lettuce, tomatoes and strawberries. Good time to identify tree leaves.  June: Wildlife Trust 30 Days Wild, The Great Bug Hunt, Grounds for Nature School BioBlitz + Harvest strawberries, peas, carrots, beetroot and courgettes.  July: Butterfly Conservation Big Butterfly Count, Plastic Free July. Look out for migrant birds such as swifts and swallows. Bats most active at this time of year. | **Whole School Actions**   * Improve energy use around the school – use natural ventilation and light where possible. * Reduce waste – lessen how much paper we use, how much we laminate, how much plastic we use, how much water we use. * Improve insulation to reduce heating energy use. * Over time improve efficiency of lighting, heating and water systems. * Leave grass to grow long, random weeds to pop up, and leaves to collect. * Try to provide a range of habitats to cover a variety of species – think high and low, from bushes, trees and long grasses to ponds, logs, etc * Install special habitats such as insect hotels, * Set up a walk-, scoot- or cycle-to-school zone around your school to encourage physical activity, ease congestion, increase road safety and improve air quality around the school grounds. * For school trips choose walking if in the local area, or public transport like buses and trains where possible. | **Collective Worship**  Through our collective worship and RE teaching, we will explore many aspects of awe, wonder and spirituality with the children and consider how God wants us to take care of our world and the animals in it.  Harvest: environmental issues and climate action focus.  Picture News  Creation  Awe and Wonder  Spirituality  Climate Action Days  Christian Aid – Climate Action and Sustainability Collective Worship Resources.  Pupil Ethos Group – Environment – promoting actions to support sustainability and improve our environment |