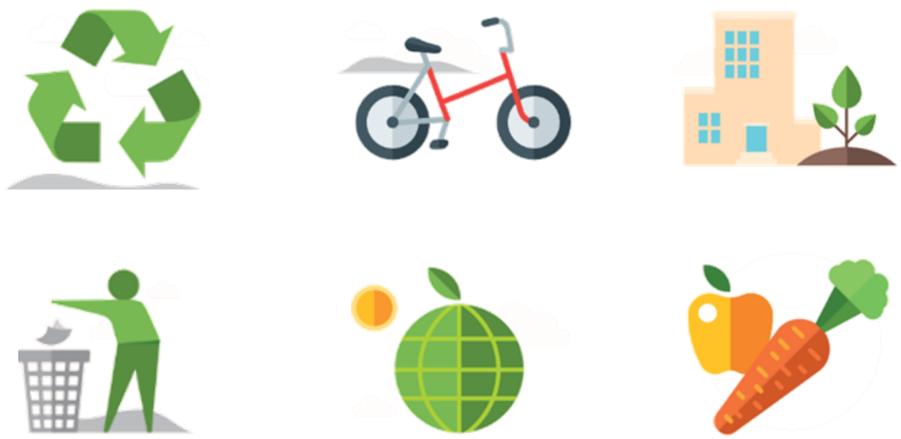
YEAR 5

# Eco-Schools

# Curriculum Tool



Dorset County Council

Produced by the Dorset County Council Community Energy Team
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## Welcome

Thank you for using this guide. This guide was designed to highlight some of the ways the National Primary Curriculum can support teaching and learning about sustainability and the natural environment. If your school is working towards an Eco-Schools award, this guide is designed to help with Step 6: Linking to the Curriculum (see below). Regardless of whether you have Eco-Schools awards in your sights, we hope this guide will help you to do some meaningful learning about our amazing world, its environmental challenges and possible solutions.

### Eco-Schools topics

To be consistent with Eco-Schools we have organised this guide by Eco-Schools topic. Don't be put off by the term 'topic' - Eco-Schools aren't expecting you to organise a whole term's work around each one. The 'topics' in this sense are key sustainability themes which the Eco-Schools programme is based around. Your Eco-Committee, if you have one, will be organising their activities to fit in with one or more of the topics:

**Biodiversity Energy Waste Litter Transport Water School Grounds Healthy Living Global Citizenship Marine**

You will notice a lot of cross-over between Eco-Schools topics (learning about marine plastic pollution, for example, could fit under both the Waste and Water topics), and also between curriculum areas (doing a litter survey could involve mathematical and geographical skills, and also link to PSHE, SMSC etc). Of course this is by no means complete list of possible curriculum links to the environment and your imagination will be the only limit.

### Online resources

We have tried to signpost to resources that are age-appropriate and available for free online. Again this isn't an exhaustive directory of environmental teaching resources available online—there are thousands! We have tried to include those that are good quality and clearly link with curriculum objectives, with some locally-sourced resources where possible.

On the 'Inspiration' pages are suggestions of possible extra-curricular activities that link to the topics—these could form the basis of Eco-Committee or whole-school or community projects. Here you can also find details of local organisations that can help you and examples of work from other schools.

Much of this information in this guide is duplicated from the Eco-Schools England website **www.eco-schools.org.uk** but we thought it would be helpful to collate this information together for easy reference.

### Eco-Schools award criteria

The Green Flag award criteria for Step 4: Linking to the Curriculum is:

> *'Environmental issues have been covered in **at least three areas of the curriculum** by most year groups; this is clearly evident in schemes of work and lesson plans.'*

Although this can seem a big ask, the statutory learning that you do can go a long way towards meeting this requirement. We hope this guide will help you to see where you already touch on Eco-Schools topics in your teaching, and provide ideas as to how you could enhance existing links and broaden into new curriculum areas.

For further help with Eco-Schools locally, you can visit **www.dorsetforyou.gov.uk and search 'Sustainable Schools' or contact the Dorset County Council Community Energy Team on 01305 224802.**

**THANK YOU**

SPECIAL THANKS GO TO KATE BRAKE OF ST MARY'S CE VA FIRST SCHOOL CHARMINSTER FOR HER VALUABLE HELP IN CREATING THIS RESOURCE

# Topic: Biodiversity

Biodiversity is the variety of plants and animals that we share the planet with. Amazingly, we don't even know how many other species we share the planet with—but the diversity of life is dazzling! Besides being amazing to study and enjoy, the Earth's biodiversity performs many important jobs for us—from providing food, materials and medicines to purifying water and regulating the climate. The Key Stage 2 curriculum provides opportunities for children to learn about plants and animals in their local environment, developing their curiosity about the natural world and inspiring them to protect the nature around them.

| Biodiversity Curriculum Links | Resources online |
|---|---|

## SCIENCE

### LIVING THINGS AND THEIR HABITATS

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Non-statutory:

- *study and raise questions about their local environment throughout the year*
- *observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment*
- *find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall*

Pupils might work scientifically by:

- *observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times)*
- *asking pertinent questions and suggesting reasons for similarities and differences*
- *grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs*
- *observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce* and grow.

**Idea:**

A healthy pond can be an ideal place to find examples of different life cycles. You should be able to find larval stages of insects (e.g. midge larvae and dragonfly larvae) and their adult stages close by.

- **Resources on the Countryside Classroom** countrysideclassroom.org.uk
  - ⇒ Plants for Primary Pupils:Reproduction & Life Cycles
  - ⇒ Life cycle of a potato
  - ⇒ A sheep's year
- **Resources from the Pod** jointhepod.org
  - ⇒ Biodiversity information pack
  - ⇒ Pollination lesson plan
  - ⇒ Outside Learning Information pack
  - ⇒ Spring, Summer, Autumn & Winter lessons
- **RHS School Gardening Resources** schoolgardening.rhs.org.uk/resources
  - ⇒ Plant propagation lesson plan
  - ⇒ Planting acorns activity
  - ⇒ Saucer veg activity
  - ⇒ Store cupboard scientist
- **STEM Learning Bee Detectives** www.stem.org.uk/resources/elibrary/
- **Young People's Trust for the Environment lessons** http://ypte.org.uk/lesson-plans/
  - ⇒ Plant reproduction
  - ⇒ Animal life cycles & reproduction
- **OPAL Pond Invertebrates guide** www.opalexplorenature.org/identification

## MATHS

### STATISTICS

- Complete, read and interpret information in tables, including timetables

**Idea:**

Use data from any wildlife surveys you do to practice information handling.

- **Resources from the Pod** jointhepod.org
  - ⇒ Bird Survey
  - ⇒ What's Under Your Feet? Survey
- **OPAL citizen science surveys** www.opalexplorenature.org/surveys
  - ⇒ Biodiversity Survey
  - ⇒ Bugs Count Survey
  - ⇒ Polli:Nation Survey

## GEOGRAPHY

- physical geography, including climate zones, biomes, vegetation belts, rivers and the water cycle

**Idea:**

Study the wildlife of a biome e.g. rainforest or polar region. Find out about any endangered species or threats to threats to the wildlife of the region, and what can be done to help.

- **WWF Resources** www.wwf.org.uk/get-involved/schools/resources
  - ⇒ Tiger Tales
  - ⇒ Ends of the Earth pack
- **Young People's Trust for the Environment Rainforest** http://ypte.org.uk/lesson-plans/rainforests

# Topic: Energy

We use lots of different types of energy in our everyday lives, often without even thinking about it! In Year 2 Science children can consider the importance of light as the energy that drives plant growth. Of course the sun and wind drive weather patterns and can be used to make renewable energy, so studying these elements of weather can lay the foundations for learning about renewable energy.

You can also start the discussions about our use of energy, especially electricity—what things do we use it for? Where does it come from? How do we use it safely? And how can we make sure we don't waste it?

## Energy Curriculum Links

## SCIENCE

### EARTH AND SPACE

- Describe the sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Non-statutory:

- *Crating simple models of the solar system*
- *Construction simple shadow clocks and sundials*

### FORCES

- Identify the effects of air resistance, water resistance and friction that act between moving surfaces

### PROPERTIES AND CHANGES OF MATERIALS

- Compare and group together everyday materials on the basis of their properties

Non-statutory:

- *Carry out tests to answer questions, e.g. 'which materials would be the most effective for making a warm jacket, wrapping ice cream to stop it melting or making blackout curtains?'*

**Idea:**

Borrow a Solar Education kit from Dorset Community Energy and explore the path taken by light from the Sun to the Earth, and how it can make electricity if it hits a solar panel. Or use the circuit components to design and make solar-powered boats!

## ENGLISH

### READING

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Distinguish between facts and opinion
- Provide justified reasons for their views

### WRITING

- Identify the audience for and purpose of the writing, selecting appropriate forms and using other similar writing models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary

**Idea:**

Renewable energy is always a great topic for practising debating and persuasive writing! Are solar farms and wind turbines a brilliant thing or a terrible eyesore?

Children can research the facts, decide on their own opinions and practise seeing things from others' point of view.

## HISTORY

- Study an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066

## GEOGRAPHY

### HUMAN AND PHYSICAL GEOGRAPHY

- Types of settlement and land use, economic activity including trade inks and the distribution of natural resources including energy, food, minerals and water.

## Resources online

- **Dorset Community Energy Solar Education Pack**
  www.dorsetcommunityenergy.org.uk/education/
- **Resources from the Pod** jointhepod.org
  - ⇒ Your Local Climate information pack
  - ⇒ Solar Thermal Quick Activity
  - ⇒ Teeside offshore wind farm film
  - ⇒ How to make a windmill
  - ⇒ Wind watch lesson plan

**Global Dimension resources**
https://globaldimension.org.uk/resources/
- ⇒ Renewable Energy

- **TES resource: Design an Eco House**
  www.tes.com/teaching-resource/design-an-eco-house-6057482
- **SEACS Toolkit**
  http://en.seacs.eu/energy-house-kit-secondary-primary-schools/
  - ⇒ Heat Loss
  - ⇒ Eco House

- **Dorset Community Energy Solar Education solar debate**
  www.dorsetcommunityenergy.org.uk/education/

**Sustainable Learning wind farm debate**
www.sustainablelearning.com/teaching-resources

- **Resources from the Pod** jointhepod.org
  - ⇒ Electricity and the World Wars
  - ⇒ History of Appliances poster

- **Practical Action resources** practicalaction.org
  - ⇒ Smoky Homes
  - ⇒ Energy and the Global Goals
- **Solar Aid resources** https://solar-aid.org/sunny-schools/
  - ⇒ Light the Way lesson plan

# Topic: Waste & Litter

Schools in England throw away the equivalent of 185 double decker buses in waste every day—mostly paper and food waste. If waste isn't disposed of carefully it can end up in landfill, or as litter on our streets and in our oceans where it can cause huge problems. If you're doing Design & Technology or learning about materials, why not incorporate thinking about what happens to products and packaging when we have finished using them?

## Waste & Litter Curriculum Links

## Resources online

### SCIENCE

#### PROPERTIES AND CHANGES OF MATERIALS

- Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity and response to magnets
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including the changes associated with burning and the action of acid on bicarbonate of soda

- **STEM Learning Waste Investigators** www.stem.org.uk/elibrary/resource/34387
- **Acid rain resources on TES** www.tes.com
- **Resources on the Pod** jointhepod.org
  - ⇒ E-Waste Lesson Plan
  - ⇒ Where does your rubbish go? video

### DESIGN & TECHNOLOGY

#### DESIGN

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, and computer-aided design

#### MAKE

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional & aesthetic qualities

#### EVALUATE

- investigate and analyse a range of existing products
- understand how key events and individuals in design and technology have helped shape the world

- **Resources from the Pod** jointhepod.org
  - ⇒ How to turn a cup into a pencil
  - ⇒ Boyan Slat (young inventor) presentation
- **STEM Learning resources** www.stem.org.uk/elibrary
  - ⇒ Waste Investigators
  - ⇒ Race2Recycle
- **Global Dimension Resources** https://globaldimension.org.uk/resource
  - ⇒ Make a toy car African style
  - ⇒ Plastic bottle re-use & recycling ideas from Africa video
- **Practical Action Plastics Challenge** practicalaction.org/plastics-challenge
- **YPTE Packaging & Recycling resource** http://ypte.org.uk/lesson-plans/browse

**Idea:**

Carrying out a litter survey can cover many curriculum areas; for example sketching maps of litter hot spots, working out the frequency of materials found, measuring distances and writing persuasively in letters and posters.

### HISTORY

- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- they should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

- **Resources on the Pod** jointhepod.org
  - ⇒ History of food packaging timeline
  - ⇒ History of food waste timeline

### MATHS

#### NUMBER

- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Recognise the per cent symbol

#### MEASUREMENT

- Convert between different units of metric measure
- Use all four operations to solve problems involving measure

- **Bedford Council school waste audit** goo.gl/UehX2A
- **Resources from the Pod** jointhepod.org
  - ⇒ Waste survey data download
  - ⇒ E-Waste lesson plan
- **Global Dimension Resources** https://globaldimension.org.uk/resource
  - ⇒ Live below the line Maths resource

# Topic: Transport

Why do we travel? How do we like to get around? How has transport changed over the years? What have been the environmental impacts of our changing modes of transport?

The Transport topic provides opportunities for children to consider transport through history and use their imaginations to design new modes of transport. Transport can link closely to the Eco-Schools Energy and Healthy Living topics, and can feature in PSHE discussions about how children can stay healthy and be safe.

## Transport curriculum Links

## Resources online

### SCIENCE

**Non-statutory**

- *Explore the effects of friction on movement and find out how it slows or stops moving objects, e.g. by observing the effects of a brake on a bicycle wheel*
- *Explore resistance in water by making and testing boats of different shapes*
- *Design and make products that use levers, pulleys, gears and/or springs and explore their effects*

- **Dorset Community Energy resources**
  dorsetcommunityenergy.org.uk/education/
  ⇒ Borrow a solar kit & make solar powered vehicles and moving models

### DESIGN & TECHNOLOGY

DESIGN

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, and computer-aided design

MAKE

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional & aesthetic qualities

EVALUATE

- investigate and analyse a range of existing products
- understand how key events and individuals in design and technology have helped shape the world

TECHNICAL KNOWLEDGE

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

- **Make a wind-powered car**
  www.housingaforest.com/wind-powered-cars/
- **Resources from the Pod** jointhepod.org
  ⇒ Electric Vehicles lesson & assembly
  ⇒ Recycled Cars presentation
  ⇒ Transport information pack
  ⇒ Transport Lesson
- **Sustainable Learning resources**
  sustainablelearning.com
  ⇒ Poo Power Bus virtual field trip
  ⇒ Future Transport
- **Cornwall Council travel lessons**
  goo.gl/NYSG8u

### GEOGRAPHY

- Use the points of the compass, four and six-figure grid references, symbols and keys (including use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

- **Sustrans Big Street Survey**
  www.sustrans.org.uk/our-services/who-we-work/teachers/
- **STEM Learning resources**
  www.stem.org.uk/resources/elibrary/
  ⇒ Transporting Food Around the World

### MATHS

- Complete, read and interpret information in tables, including timetables
- Recognise the per cent symbol, and write percentages as a fraction with denominator 100, and as a decimal

**Idea:**

Use fieldwork and Google Earth to examine the routes children take to school. What features might stop children from walking, scooting or cycling to school? Can children identify safe routes within a kilometre radius of the school?

- **BBC Ecomaths: Reducing Car Use video**
  www.bbc.co.uk/programmes/p015gpgg

### PSHE

- Being safe and healthy

- **Sustrans classroom activities**
  www.sustrans.org.uk/our-services/who-we-work/teachers/classroom-activity-sheets
  ⇒ Staying Safe
  ⇒ Being Healthy
  ⇒ Exploring
  ⇒ Future Journeys

# Topic: Water

The Water topic can encompass a whole range of areas, from the biology of aquatic life to the problems of water pollution, and how water can help us to maintain healthy bodies. By studying water, where it comes from, how it cycles through the environment and why we are so dependent on it, pupils will develop their systems-thinking skills. They will also come to appreciate how much water it takes to, for example, make a cotton shirt (estimated to be 2,700 litres!). Most importantly, they will come to understand how water connects us intimately with millions of species and with the landscapes we love.

## Water curriculum links

## Resources online

## SCIENCE

### PROPERTIES AND CHANGES OF MATERIALS

- Know that some materials will dissolve to form a solution and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Demonstrate that dissolving, mixing and changes of state are reversible changes

**Idea:**

Get a FREE Wessex Water outreach visit! All visits can include hands-on science investigations.

**www.wessexwater.co.uk/education/**

- **Resources from the Pod** jointhepod.org
  - ⇒ Water Information Pack
- **Anglian Water resources**
  goo.gl/ULEFn6
  - ⇒ Cleaning used water experiment
  - ⇒ Protecting our natural environment
  - ⇒ Making water safe to drink
- **Wessex Water education visits**
  www.wessexwater.co.uk/education
- **Practical Action resources**
  practicalaction.org/schools
  - ⇒ Ditch the Dirt
  - ⇒ Water for the World

## GEOGRAPHY

- physical geography, including climate zones, biomes, vegetation belts, rivers and the water cycle
- human geography, including types of settlement and land use, and the distribution of natural resources including food and water

- **Water Aid resources**
  - ⇒ The water cycle
  - ⇒ Down the divide
  - ⇒ Pumping it up
- **Action Aid resources**
  www.actionaid.org.uk/school-resources/
  - ⇒ Living in a world of water
  - ⇒ Drought 360
  - ⇒ Climate Change Adaptation Stories
- **Global Dimension resources**
  https://globaldimension.org.uk/resources/
  - ⇒ Rising Sea Levels

## DESIGN & TECHNOLOGY

### DESIGN

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups
- generate, develop, model and communicate ideas through discussion, annotated sketches, etc

### MAKE

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional & aesthetic qualities

- **Centre for Alternative Technology resource**
  http://learning.cat.org.uk/en/resources
  - ⇒ Build a solar water heater
- **Practical Action resources**
  practicalaction.org/schools
  - ⇒ Water Harvester Design Challenge

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# Topic: School Grounds

Your school grounds offer opportunities to bring the curriculum to life, encouraging children to be physically active, and also opportunities to create spaces for wildlife to flourish. In the school grounds children can learn to grow plants, study the weather and climate, study habitats and animal life cycles. This topic also lends itself to your work with on other Eco-Schools topics Biodiversity, Waste and Litter and can bring in Forest Schools work.

## School Grounds Curriculum Links

## Resources online

## SCIENCE

### LIVING THINGS AND THEIR HABITATS

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Non-statutory: & working scientifically:

- *study and raise questions about their local environment throughout the year*
- *observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment*
- *find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall*
- *observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times)*
- *grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs*
- *observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce* and grow.

### EARTH AND SPACE

Non-statutory:

- *Construct simple shadow clocks and sundials*
- *Understand how the geocentric model of the solar system gave way to the heliocentric model*

### PROPERTIES AND CHANGES OF MATERIALS

Non-statutory:

- *Observe and compare changes that take place, e.g. when burning different materials or baking bread or cakes*

**Idea:**

Try making a scale model o f the solar system in the school grounds. See the Dynamic Earth resource for measurements!

- **OPAL Pond Invertebrates guide**
  www.opalexplorenature.org/identification
- **Woodland Trust plant & minibeast ID sheets:**
  woodlandtrust.org.uk/naturedetectives
- **Countryside Classroom resources:** countrysideclassroom.org.uk
  - ⇒ Growing Schools Year Planner
  - ⇒ Seed Saving in Schools
  - ⇒ Science Skills Sharing outdoor activities handbook
- **RHS School Gardening Resources**
  schoolgardening.rhs.org.uk/resources
  - ⇒ Store cupboard scientist
  - ⇒ Plant propagation lesson
- **Resources from the Pod** jointhepod.org
  - ⇒ Pollination lesson plan
  - ⇒ What's Under Your Feet? pack
  - ⇒ Outside Learning Information pack
  - ⇒ Spring, Summer, Autumn & Winter lessons
- **Dynamic Earth Toilet Paper Solar System**
  www.dynamicearth.co.uk/media/1246/toilet-paper-solar-system.pdf

**NB: Links to Forest Schools work: making fires and cooking food outdoors**

## GEOGRAPHY

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

- **Resources on Countryside Classroom** countrysideclassroom.org.uk
  - ⇒ Geography Skills Sharing resources
- **Learning Through Landscapes Resources**
  www.ltl.org.uk/resources
  - ⇒ A day in the life
  - ⇒ Celebrity guided tour
  - ⇒ Constructing a river
  - ⇒ Electronic treasure hunting

## MUSIC

- Play and perform in solo and ensemble contexts
- Improvise and compose music for a range of purposes
- Listen with attention to detail and recall sounds with increasing aural memory

- **Outdoor Classroom Day Resources**
  Outdoorclassroomday.org.uk/resources
  - ⇒ Create an overture outdoors
  - ⇒ Natural Expressions

## DESIGN & TECHNOLOGY

- Prepare and cool a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

- **Countryside Classroom resources:** countrysideclassroom.org.uk
  - ⇒ Grow your own picnic

# Topic: Healthy Living

This is such a broad topic area and an opportunity to make links in children's minds about the connections between a healthy environment and a healthy life. This topic can encompass work you do to improve the school environment, outdoor lessons, healthy eating and physical exercise. Of course it's not just about physical health. Friendship, being part of something, helping others, taking notice of the world and feeling connected to nature all contribute to good emotional health.

## Healthy Living Curriculum Links

## Resources online

### SCIENCE

#### PROPERTIES AND CHANGES OF MATERIALS

- Compare and group together everyday materials on the basis of their properties
- Changes associated with burning

Non Statutory:

- *Carry out tests to answer questions, e.g. 'which materials would be the most effective for making a warm jacket, wrapping ice cream to stop it melting or making blackout curtains?'*

**Idea:**

Explore how insulating materials including loft insulation, cavity wall insulation, draught excluders and curtains can make houses more energy efficient and keep them at a healthy temperature. Research the recommended temperature for a home and get children to measure the temperature of different rooms in their house for homework.

- **TES resource: Design an Eco House**
  www.tes.com/teaching-resource/design-an-eco-house-6057482
- **Practical Action resources** practicalaction.org/schools
  - ⇒ Smoky Homes STEM Challenge
  - ⇒ Killer in the Kitchen case studies
- **Sunny Schools Resources**
  https://solar-aid.org/sunny-schools/
  - ⇒ Kerosene Case Study

### PE

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

- **Jigsaw resources**
- **Global Dimension resources**
  globaldimension.org.uk/resources
  - ⇒ African children's games
  - ⇒ Hold a recycled sports day
  - ⇒ Make a recycled plastic bag football
- **National Trust: 50 things to do before you're 11 3/4**
  www.nationaltrust.org.uk/50-things-to-do

### DESIGN & TECHNOLOGY

- Understand and apply the principles of a healthy and varied diet
- Prepare and cool a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

**Idea:**

Grow, prepare and eat a simple salad – radishes, lettuce, spinach and carrots and peas can be grown easily in the summer term.

- **RHS School Gardening resources:**
  schoolgardening.rhs.org.uk/resources
  - ⇒ Growing Schools Year Planner
  - ⇒ Crop sheets for common crops
- **Resources from the Pod** jointhepod.org
  - ⇒ Student food diary
  - ⇒ Water Information Pack
- **Change4Life Resources**
  campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview
  - ⇒ The Healthier Snacking Show
  - ⇒ Be Food Smart KS2 Toolkit
  - ⇒ Food Detectives
- **Resources on Countryside Classroom**
  countrysideclassroom.org.uk
  - ⇒ Grow your own picnic
  - ⇒ Why farming matters

# Topic: Global Citizenship

We share the planet with billions of people, animals and plants. The curriculum provides opportunities to study how the physical environment and climate influence the different ways people live around the world, and prepares children to understand the many ways the are connected to people all over the planet.

| Global Citizenship Curriculum Links | Resources online |
|---|---|

## GEOGRAPHY

### LOCATIONAL KNOWLEDGE

- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and times zones

### HUMAN AND PHYSICAL GEOGRAPHY

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

### GEOGRAPHICAL SKILLS AND FIELDWORK

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- **OXFAM activities**
  www.oxfam.org.uk/education/resources
  - ⇒ Comparing young lives
  - ⇒ Food for thought
  - ⇒ Mapping our world
- **Global Dimension resources**
  https://globaldimension.org.uk/resources/
  - ⇒ Celebrating Antarctica
  - ⇒ Lessons From Africa
  - ⇒ Tree Power
  - ⇒ Global Food Security
  - ⇒ Growing Bananas
  - ⇒ Chocolate Trade Game
  - ⇒ Crazy Climate resource pack
- **Resources from the Pod** jointhepod.org
  - ⇒ What is Climate? film
  - ⇒ Your local climate lesson
  - ⇒ Climate science information pack

## MUSIC

- Play and perform in solo and ensemble contexts , using their voices and playing musical instruments
- Improvise and compose music for a range of purposes
- Listen with attention to detail and recall sounds with increasing aural memory

- **Global Dimension resources**
  https://globaldimension.org.uk/resources/
  - ⇒ Sounds of Peace toolkit
- **OXFAM activities**
  www.oxfam.org.uk/education/resources
  - ⇒ Global Music Lessons
  - ⇒ Raising our voices
  - ⇒ Raising her voice
  - ⇒ Sing up

## DESIGN AND TECHNOLOGY

### DESIGN

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups
- generate, develop, model and communicate ideas through discussion, annotated sketches, etc

### MAKE

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their qualities

- **Practical Action Resources**
  Practicalaction.org/schools
  - ⇒ Monsoon proof roof
  - ⇒ Beat the Flood
  - ⇒ Floating Garden Challenge

## LANGUAGES

All KS2 objectives

- **Global Dimension resources**
  https://globaldimension.org.uk/resources/
  - ⇒ Hola Peru
  - ⇒ Polish Language and Culture
  - ⇒ Arabic Language and culture