

YEAR 6



Eco-Schools Curriculum Tool



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.



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 how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

Non-statutory & working scientifically:

- *Through direct observations where possible, classify animals into commonly found invertebrates and vertebrates*
- *Use classification systems and keys to identify some animals and plants in the immediate environment*
- *Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system*

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.

ANIMALS INCLUDING HUMANS

- Describe the ways in which nutrients and water are transported within animals, including humans

EVOLUTION AND INHERITANCE

- Recognise that living things have changes over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Non-statutory & working scientifically:

- *Find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution*
- *Observe and raise questions about local animals and how they are adapted to suit their environment*

- **BBRSC Minibeast Discovery Pack**
bbsrc.ac.uk/engagement/schools/keystage1-2/minibeast/
- **Young Peoples Trust for the Environment Resources**
<http://ypte.org.uk/lesson-plans/>
⇒ Classification
⇒ African Savanna, Seashore, Cold Areas, Hot Areas
⇒ Mary Anning
- **RHS School Gardening Resources**
schoolgardening.rhs.org.uk/resources
⇒ Plant adaptations lesson plan
⇒ Water transportation in plants lesson plan
- **OPAL Identification guides**
www.opalexplornature.org/identification
- **STEM Learning Education Pack: Classification**
www.stem.org.uk/resources/elibrary/
- **Sustainable Learning resource: Tremendous Trees**
www.sustainablelearning.com/teaching-resources
- **Eden Project resources**
www.edenproject.com/learn/schools/lesson-plans
⇒ Darkness Dwellers
⇒ The Great Fossil Hunters
- **Jurassic Coast Trust resources**
<https://jurassiccoast.org/learning/classroom-resources/>
⇒ Survival of the Fittest
⇒ Mary Anning
⇒ Fossil Detectives

MATHS

STATISTICS

- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average

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.opalexplornature.org/surveys
⇒ Biodiversity Survey
⇒ Bugs Count Survey
⇒ Polli:Nation Survey

GEOGRAPHY

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

- **WWF Resources**
www.wwf.org.uk/get-involved/schools/resources





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

Resources online

SCIENCE

LIGHT

Non-statutory:

- Explore the way light behaves, including light sources, reflection and shadows. Talk about what happens and make predictions

ELECTRICITY

- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches
- Use recognised symbols when representing a simple circuit in a diagram

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. Explore what happens when light is obstructed from reaching the solar panel by an object.

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

- **Resources from the Pod** jointhepod.org
 - ⇒ Your Local Climate information pack
 - ⇒ Energy Illustrations
 - ⇒ Energy 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

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 wind farms a brilliant thing or an unacceptable eyesore? Children can research the facts, decide on their own opinions and practise seeing things from others' point of view.

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

- **Sustainable Learning Wind Farm Debate** www.sustainablelearning.com/teaching-resources

HISTORY

- Changes in Britain from the Stone Age to the Iron Age
- The achievements of the earliest civilisations
- A non-European society that contrasts with British history

Idea:

Humans have harnessed many types of energy over the ages, and these have helped us to build civilisations and advance technologically. Research and compare the types of energy used by the civilisations you study—what did energy enable them to do? How does availability of energy help us in our lives today?

- **Resources from the Pod** jointhepod.org

- ⇒ Electricity and the World Wars
- ⇒ History of Appliances poster

GEOGRAPHY

HUMAN AND PHYSICAL GEOGRAPHY

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

- **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

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 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

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.

- **Resources from the Pod** jointhepod.org
 - ⇒ How to turn a cup into a pencil
 - ⇒ Boyan Slat (young inventor) presentation
- **STEM Learning Waste resources** www.stem.org.uk/elibrary/resource
 - ⇒ Waste Investigators
 - ⇒ Race 2 Recycle
- **Global Dimension Resources** <https://globaldimension.org.uk/resource>
 - ⇒ Make a toy car African style
 - ⇒ Plastic bottle re-use in Africa video
- **Practical Action Plastics Challenge** practicalaction.org/plastics-challenge
- **Young Peoples Trust for the Environment Resources** <http://ypte.org.uk/lesson-plans/>
 - ⇒ Food Waste
 - ⇒ Food packaging and recycling

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
- **Learning Through Landscapes Resources** www.ltl.org.uk/resources
 - ⇒ Dustbin archaeology

MATHS

RATIO AND PROPORTION

- Solve problems involving the calculation of percentages and the use of percentages for comparison

MEASUREMENT

- Use, read, write & convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit & vice versa

STATISTICS

- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average

- **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
- **Global Footprint Resources** www.globalfootprints.org/page/id/0/6/
 - ⇒ It's Been Rubbish for Years!

ENGLISH

COMPREHENSION

- Distinguish between statements of fact and opinion
- Explain and discuss understanding of what they have read

- **Global Footprint Resources** www.globalfootprints.org/page/id/0/6/
 - ⇒ Polythene: bags of trouble





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

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]

- **Dorset Community Energy resources**
dorsetcommunityenergy.org.uk/education
⇒ Borrow a kit and try making cars and boats powered by a solar circuit
- **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/big-street-survey
- **STEM Learning resources**
www.stem.org.uk/resources/elibrary/
⇒ Transporting Food Around the World
- **Young Peoples Trust for the Environment Resources**
<http://ypte.org.uk/lesson-plans/>
⇒ Food Miles

PSHE

- Being safe and healthy

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?

- **Sustrans classroom activities**
www.sustrans.org.uk/our-services/who-we-work/teachers/classroom-activity-sheets
⇒ Staying Safe
⇒ Being Healthy
⇒ Exploring
⇒ Future Journeys
- **BBC Bitesize Healthy Living clips**
www.bbc.co.uk/education/subjects/zqtnvcw
⇒ Cycle safety
⇒ Bicycle maintenance





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

LIVING THINGS AND THEIR HABITATS

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

Non-statutory & working scientifically:

- Through direct observations where possible, classify animals into commonly found invertebrates and vertebrates
- Use classification systems and keys to identify some animals and plants in the immediate environment
- Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system

ANIMALS INCLUDING HUMANS

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans

Idea:
Get a FREE Wessex Water outreach visit! All visits can include hands-on science investigations.
www.wessexwater.co.uk/

- Young Peoples Trust for the Environment Resources**
<http://ypte.org.uk/lesson-plans/>
⇒ Seashore: plants and animals of the rocky shore
- Wessex Water education visits**
www.wessexwater.co.uk/education
- Practical Action resources**
practicalaction.org/schools
⇒ Ditch the Dirt
⇒ Water for the World
- OPAL citizen science surveys**
www.opalexplornature.org/surveys
⇒ Water Survey

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
- Learning Through Landscapes Resources**
www.ltl.org.uk/resources
⇒ Constructing a river

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

ENGLISH

COMPREHENSION

- Distinguish between statements of fact and opinion
- Explain and discuss understanding of what they have read

- Global Footprint Resources**
www.globalfootprints.org/page/id/0/6/
⇒ Water Literacy: Who deserves water?
⇒ Water Numeracy: Suffer the children





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 how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

Non-statutory & working scientifically:

- *Through direct observations where possible, classify animals into commonly found invertebrates and vertebrates*
- *Use classification systems and keys to identify some animals and plants in the immediate environment*
- *Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system*

- **OPAL Pond Invertebrates guide**
www.opalexplornature.org/identification
- **Woodland Trust plant & minibeast ID sheets:**
woodlandtrust.org.uk/naturedetectives
- **Countryside Classroom resources:** countrysideclassroom.org.uk
 - ⇒ Growing Schools Year Planner
 - ⇒ Yorkshire Arboretum summer activities
 - ⇒ Science Skills Sharing outdoor activities handbook
- **Resources from the Pod** jointhepod.org
 - ⇒ Biodiversity information pack
 - ⇒ Pollination lesson plan
 - ⇒ What's Under Your Feet? pack
 - ⇒ Outside Learning Information pack:
 - ⇒ Bug Hunt lesson plan
 - ⇒ Spring, Summer, Autumn & Winter lessons

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—landscape poetry, photo orienteering, mapping treasure hunt
- **Learning Through Landscapes Resources**
www.ltl.org.uk/resources
 - ⇒ A day in the life
 - ⇒ Celebrity guided tour
 - ⇒ Constructing a river
 - ⇒ Electronic treasure hunting

ART

- Create sketch books to record observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials

Idea:
Try making art in the style of Andy Goldsworthy, who makes 3D art from natural materials.

- **RHS School Gardening Resources**
schoolgardening.rhs.org.uk/resources
 - ⇒ Ephemeral Art
- **Learning Through Landscapes Resources**
www.ltl.org.uk/resources
 - ⇒ Primary Expressive Arts

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
- **Learning Through Landscapes Resources**
www.ltl.org.uk/resources
 - ⇒ Musical landscapes





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

ANIMALS, INCLUDING HUMANS

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans

Non Statutory and working scientifically

- *Pupils should be learn how to keep their bodies healthy and how their bodies might be damaged—including how some drugs and other substances can be harmful to the human body*
- *Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health*

- **BBC Bitesize Human Body clips**
www.bbc.co.uk/education/topics/zcyycdm
⇒ Circulatory system
⇒ Medicines and drugs
⇒ Balanced diet
- **BBC Bitesize Harmful substances clips**
www.bbc.co.uk/education/subjects/zqtnvcw
⇒ Underage drinking and risky behaviour
- **Learning Through Landscapes Resources**
www.ltl.org.uk/resources
⇒ Healthy?

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
- **Learning Through Landscapes Resources**
www.ltl.org.uk/resources
⇒ Tree workout!

DESIGN & TECHNOLOGY

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook 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
⇒ Let's talk farming
⇒ 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 they 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 time 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

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/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

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