

Low Trenchard Climate Curriculum Overview

Our school vision for climate education:

Directly linked to our Church School Ethos, we educate pupils to see the awe and wonder in the world around us daily. Through the education we provide our children, we hope to ignite 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 and inspire others to do the same, underpinned by our school values of kindness, responsibility and respect.



Actions we are taking as a school to achieve this:

- Educating pupils about the impact of humans on our climate and environment and everything in it, including how this endangers many species of animals and leads to climate disasters. 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 assemblies. Children will be taught to think critically about the issues, considering all points of view. They will be encouraged to debate, question, persuade and take action, developing courageous advocacy not only within the school community, but beyond.
- All pupils will take part in one geography climate focused theme topic a year. They will also experience other opportunities through enrichment, such as Pop22 and other National campaigns and events, to link and apply their previous learning and broaden their knowledge and understanding of the complexes of our changing world.
- 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.
- In science, we will explore the issues and solutions around climate change and environmental damage, linking this to our other theme learning.
- We will teach the pupils care and responsibility through working outside in our school and local environment to develop a sense of place and connection with our regional plants and animals.
- Providing pupils with the opportunities to be active participants in our rewilding project and sustaining the positive impact that this is having.
- As a wider school community (staff, families, governors and stakeholders) we endeavour to embed sustainable thinkers to be at the forefront of our climate movement. Not only aiming to reduce waste – paper, food, plastics and energy, but explore options for funding more sustainable sources for energy. We want our learners to grow as change makers with a passion to make informed decisions and choices for sustainable lifestyle choices.
- We will continually strive to grow in knowledge and serve with joy, reflecting on our responsibilities, actions and impacts on our world from our doorstep to the other side of the ocean.

Year Group	Each Year Group has a Geography-led Climate Curriculum Unit <i>In each year, at least one English teaching text will be linked to an environmental issue. In other subjects, there are clear opportunities to address climate and environmental issues.</i>	Enrichment	Collective Worship	Annual Calendar Events
R	<i>Polar Regions/The rainforest/Jungle Under the Sea Plants and flowers/Animals and minibeasts/Food Recycling/looking after the world Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of their community. Recognise some environments that are different to the one in which they live Explore the natural world around them.</i>	Farm and Country Experiences Great British Spring Clean	Harvest: environmental issues and climate action focus. Picture News	January RSPB Bird Watch February Fair Trade Fortnight
KS1 Year A	<i>Geography: Coast and Country: What is it like where I live? Knowledge/Geographical skills and fieldwork Beach Clean – What are Coastal Environmental Issues? Similarities and differences with local environment farmland/Dartmoor.</i>			

	<p><i>Science: Plants, Animals, including humans, Living things and the habitats</i> <i>RE: How should we care for the world and for others, and why does it matter?</i> <i>PSHE: Our health Healthy food choices</i> <i>Art: Collage created from Beach Clean Materials, upcycling everyday materials</i> <i>DT: Seasonal Foraging Café linked to science and PSHE</i></p>	<p>30 Days Wild/no mow/Rewilding project</p>	<p>Creation</p>	<p>March International Day of Forests.</p>
<p>KS1 Year B</p>	<p><i>Geography: Can you name and locate the world's seven continents and five oceans? Weather – what seasonal and daily weather patterns do we see locally and nationally?</i> <i>History: the lives of significant individuals in the past who have contributed to national and international achievements. Charles Darwin, Jane Goodall, Sir David Attenborough, Conservation and Farming.</i> <i>Science: Animals, including humans, Plants, Seasonal change</i> <i>Art: Forest School/Seasons and Weather/DT Seasonal Café/Weather Station</i> <i>RE: Creation / PSHE: Rights, Respects and Responsibilities/Healthy choices</i></p>	<p>Walk to School Week /Bike Week</p>	<p>Awe and Wonder</p>	<p>April Earth Day.</p>
<p>Y3/Y4 Year A</p>	<p><i>Climate Change Study – What is happening in Bangladesh and what are they doing about it? Are there more natural disasters now eg. Floods and Earthquakes?/ Settlement</i> <i>Science: Animals</i></p>	<p>Visit/links with OVAID Orangutan Veterinary Aid</p>	<p>Spirituality</p>	<p>May International Day for Biological Diversity/No Mow May.</p>
<p>Y3/Y4 Year B</p>	<p><i>Geography The Amazon Rainforest - A Study of South America – What is a rainforest? What is the impact of humans?</i> <i>Science Living things and their habitats (Rainforest links), Animals incl. Endangered species</i> <i>RE - The Creation Story/ PSHE – Environment</i> <i>MFL: Diversity within French Speakers</i></p>	<p>Clean Air Day</p>	<p>Climate Action Days</p>	<p>June World Environment Day/Oceans Day</p>
<p>Y5/Y6 Year A</p>	<p><i>Geography: Mountain, Volcanoes and Earthquakes. Compare and contrast key physical and human geographical aspects.</i> <i>Science: Evolution/Animals</i> <i>DT Cooking a vegetarian dish</i></p>	<p>Climate Warriors Newsletters</p>	<p>Christian Aid – Climate Action and Sustainability Collective Worship Resources.</p>	<p>July Butterfly Conservation Big Butterfly Count</p>
<p>Y5/Y6 Year B</p>	<p><i>Geography Climate Change Study - Geography: Geographical skills and fieldwork to build their knowledge of the United Kingdom and the wider world.</i> <i>History: Cornish Mining.</i> <i>Science: Living things and their habitats/Animals</i> <i>PSHE: Nutrition and healthy eating</i> <i>DT: Pizza</i></p>	<p>Beach trip – including beach clean.</p>	<p>FairTrade</p>	<p>September Zero Emissions Day/Car Free Day/Great British Beach Clean</p>
		<p>Eden Project Trip – environment focus</p>	<p>Water Aid</p>	<p>October Forest School Day</p>
		<p>Zoo trip: endangered species workshop</p>	<p>Let's Go Zero Campaign</p>	<p>November Outdoor Classroom Day</p>
		<p>Bike-ability</p>	<p>Switch-off campaign</p>	
		<p>Outdoor learning, Forest School</p>		
		<p>Earth Action Day Christian Aid – Whole School Write</p>		
		<p>School Rewilding Project</p>		
		<p>Green Careers and climate inventors</p>		

				December International Mountains Day
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