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Our curriculum offers the children contexts in which they can explore and appreciate the importance of sustainability and climate change issues.

<b>Year Group</b>	<b>Project</b>	<b>Subject</b>	<b>Taught</b>	<b>Core Knowledge</b>
EYFS	 Me and My Community	Personal Social and Emotional Development	Cycle A Term 1 Half term 1	We should care for the environment. For example, rubbish needs to be put in the bin. Litter has a harmful effect on the areas where we live, work and play.
EYFS	 Exploring Autumn	Understanding the World	Cycle B Term 1 Half term 1	Litter has a harmful effect on the areas where we live, work and play.
EYFS	 Animal Safari	Understanding the World	Cycle B Term 3 Half term 5	Litter can be harmful to plants and animals.
EYFS	 Big Wide World	Understanding the World	Cycle A Term 3 Half term 6	We should care for the environment. For example, rubbish needs to be put in the bin. Litter has a harmful effect on the areas where we live, work and play.
EYFS	 On the Beach	Understanding the World	Cycle B Term 3 Half term 6	Leaving litter on beaches can harm marine life. Leaving litter can harm plants and animals.

EYFS	 <p>Sunshine and Sunflowers</p>	Understanding the World	Cycle A Term 3 Half term 5	Gardeners use compost to help plants grow.
Y1	 <p>Our wonderful world <i>(Part of Childhood project)</i></p>	Geography	Cycle A Unit 1	People can protect the environment by preserving woodlands and hedgerows, recycling and getting rid of waste carefully.
Y1	 <p>School Days</p>	History	Cycle A Unit 3	Litter and pollution have a harmful effect on the areas where we live, work and play.
Y2	 <p>Uses of everyday materials <i>(Part of Coastline project)</i></p>	Science	Cycle B Unit 2	Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.
Y2	 <p>Let's Explore the World <i>(Part of Movers and Shakers project)</i></p>	Geography	Cycle B Unit 1	Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.

Y2	 <p>Animal Survival (Part of <i>Magnificent Monarchs project</i>)</p>	Science	Cycle B Unit 3	<p>Humans can damage or destroy habitats. Their actions can harm and even kill living things.</p> <p>Humans can help habitats. They can create new habitats, make habitats safer or provide food and shelter for living things.</p>
Y3	 <p>One Planet Our World (Part of <i>Through the Ages project</i>)</p>	Geography	Cycle A Unit 1	<p>People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products</p>
Y4	 <p>Misty Mountain, Winding River</p>	Geography	Cycle A Unit 2	<p>Humans can affect habitats in negative or positive ways.</p>
Y4	 <p>Food and the Digestive System (Part of the <i>Invasion project</i>)</p>	Science	Cycle B Unit 1	<p>Habitats change over time, either due to natural or human influences.</p> <p>All living things depend on the biotic and abiotic features of their ecosystems to survive; therefore, any change to one part will affect all the other parts.</p>
Y4		Geography	Cycle B Unit 1	<p>Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy.</p>

	<p>Interconnected World <i>(Part of the Invasion project)</i></p>			<p>Humans use natural resources to make energy. Natural resources such as coal and oil cannot be replaced and are non-renewable.</p>
Y4	 <p>Electrical Circuits and Conductors <i>(Part of the Ancient Civilisation project)</i></p>	Science	Cycle B Unit 3	<p>Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy. Humans use natural resources to make energy. Natural resources such as coal and oil cannot be replaced and are non-renewable.</p>
Y5	 <p>Investigating Our World <i>(Part of Dynamic Dynasties project)</i></p>	Geography	Cycle A Unit 1	<p>Sustainable manufacturing processes include reducing carbon footprint, using renewable energy and investigating new technologies.</p>
Y5	 <p>Sow, Grow and Farm</p>	Geography	Cycle A Unit 2	<p>Buying seasonal food is beneficial for many reasons. These include the food having higher nutritional value, reducing transportation and supporting local growers. Intensive farming in the past has resulted in the loss of habitats. The journey that food travels from producer to consumer is measured in food miles.</p>
Y5	 <p>Eat the Seasons</p>	Design and Technology	Cycle A Unit 2	<p>Seasonality is the time of year when the harvest or flavour of a type of food is at its best.</p>

	<i>(Part of Sow, grow and Farm project)</i>			
Y6	 <p>Environmental Artists <i>(Part of Frozen Kingdoms project)</i></p>	Art and Design	Cycle B Unit 2	<p>Environmental artists use recycled materials to create their art. The use of recycled materials can give a message about the importance of recycling but can also portray important messages about damage to the environment or how human behaviour is impacting the world. Recycled materials such as plastic, glass, card, wire and net can be used to create visual effects in new artworks.</p>
Y6	 <p>Make Do and Mend <i>(Part of Britain at War project)</i></p>	Design and Technology	Cycle B Unit 3	<p>Make Do and Mend was a campaign run by the Ministry of Information during the Second World War to encourage people to recycle and repurpose their old clothes rather than buy new. Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money.</p>
Y6	 <p>Our Changing World <i>(Part of Maafa project)</i></p>	Geography	Cycle B Unit 1	<p>Climate change affects the water, temperature, greenhouse gases and weather of a biome. The four main causes of climate change are: burning fossil fuels, deforestation, overpopulation and rearing livestock. Climate change can intensify natural weather events such as storms, heatwaves, floods, sandstorms and droughts to make them more extreme and more destructive. The poorest countries are the most vulnerable to the effects of extreme weather due to little industry, farming and money and are particularly affected by the impact of climate change. Developing countries often have widespread poverty and ineffective governments. They cannot prepare as well for extreme weather events and lack the money to recover quickly afterwards.</p>

				<p>The Global Climate Risk Index uses data from countries around the world to analyse which countries are most affected by extreme weather events.</p> <p>Natural resource management (NRM) aims to create sustainable ways of using land now and in the future.</p>
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