



## Curriculum Development

### Sustainable Development – Phase 2

As we move toward the second cycle of the Sustainable Development Theme, we need to reflect on the content and outcomes from the previous year. Following a meeting of the Sustainable Development Team, Monday 30<sup>th</sup> November, the following conclusions were drawn:

- Phase One (2019-20) had engaged the children and got the new curriculum off to a positive start.
- The driver values are valid and relevant to the children
- There was and there remains a risk of over-dependence on coverage of a topic around plastic pollution of oceans.
- Some children found a whole term/half-term on one very specific topic too daunting or that it lost impact.
  - Question: should the main topic theme really be mostly Literacy and there are still Geography lessons going on around that?
    - Likely answer: Yes!
- There is still work to be done on progression and coverage of Geography objectives
- We still need to work on how to build on themes and come back to them at a higher level.

Considering the above, as we next approach Sustainable Development, we need to:

- Keep and remain aware of the driver values
- Build skills and knowledge from the ‘bottom-up’ planning:
  - Progression
  - New learning
  - Revisiting, extending and adding age-appropriate depth
- Maintain a topic focus, build building around this
  - For example, *Plastic Waste* may remain an excellent, worthwhile main topic around which to campaign, write, publish etc but:
    - Need to broaden the focus around that
    - Maybe break the term down into sub-topics
    - Have stand-alone skills/knowledge lessons where it cannot fit with the main topic

Some Phase Two guidance has been produced to support planning:

- A Reminder of the **Value Drivers** – applicable to all
- A **Learning pyramid** – note this may also blend in some Science, so see the Science Teams’s Knowledge Organisers too.
  - There is a pyramid for R/KS1 and one for KS2
  - The pyramids build on foundations from the base
    - Each year in a phase should review and touch on the bottom of the pyramid to ensure that necessary prior learning is secure.
      - Of course, for Reception/Y1, the base may be the main focus!
    - By the end of phase, coverage should be around the middle to top of the pyramid
- A **Concept Venn** - stacked to show gradation and development
  - Children in all year groups should become familiar with the concepts and themes in this on an age-appropriate level.
    - Subsequent years should aim to add breadth and depth
- A **Green honeycomb** - showing the minimum target level of environmental understanding we are aiming for in each phase.
- **Topic Blocks** – more details or expected skills, knowledge and vocab for each concept or theme for each phase.

## Drivers

To understand the need to maintain and improve the quality of life now without damaging the planet for future generations



To understand the importance of personal choices



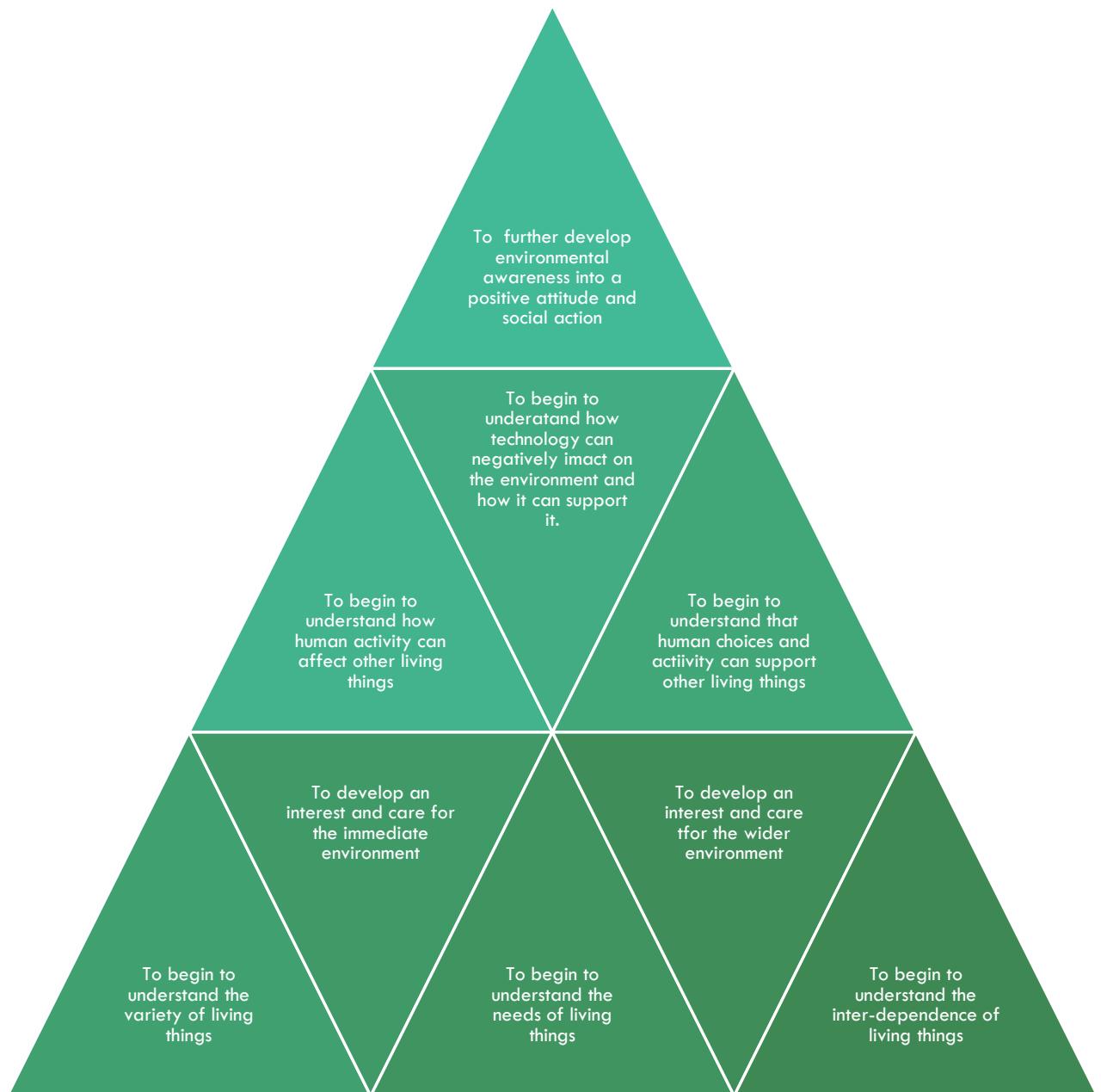
To be aware that individuals and groups can contribute to positive change



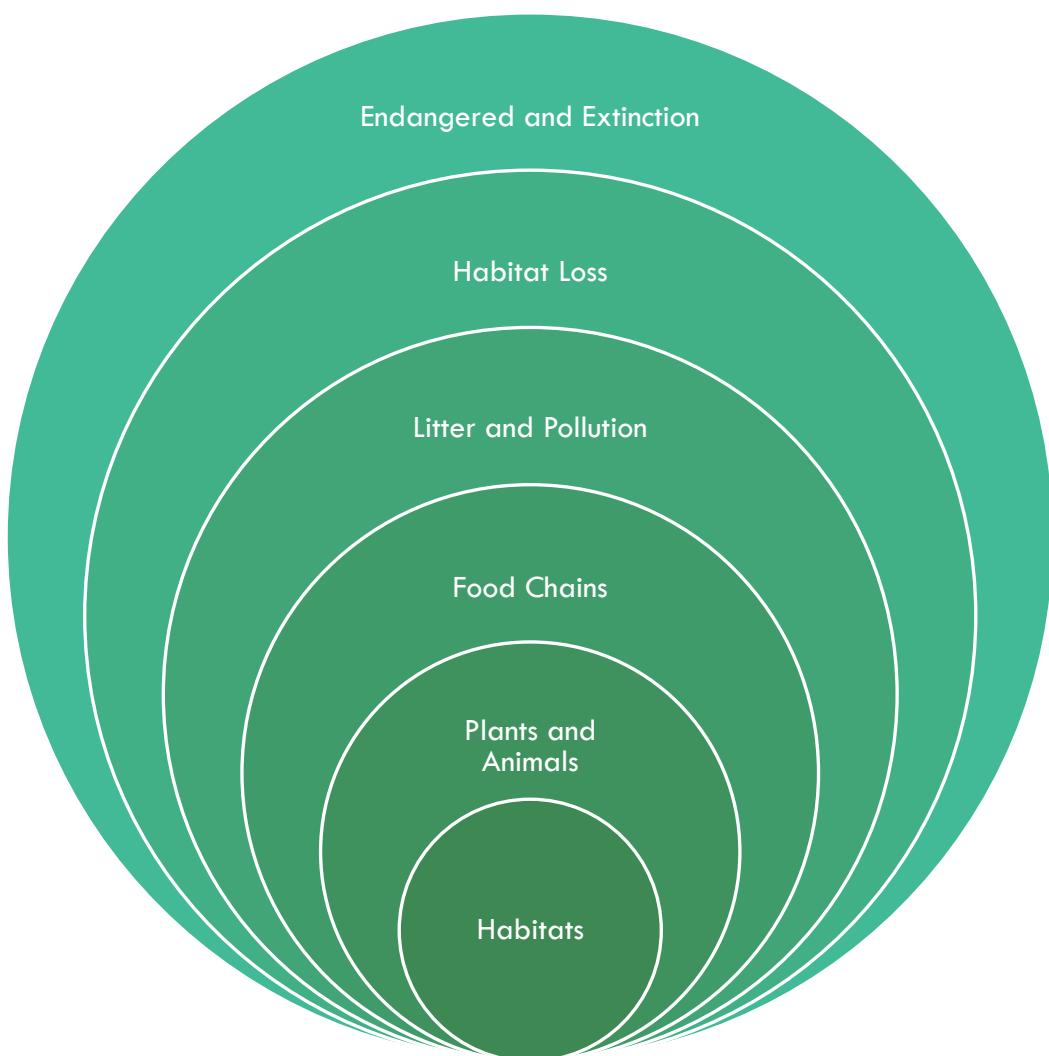
Geographical and Scientific Skills and Knowledge



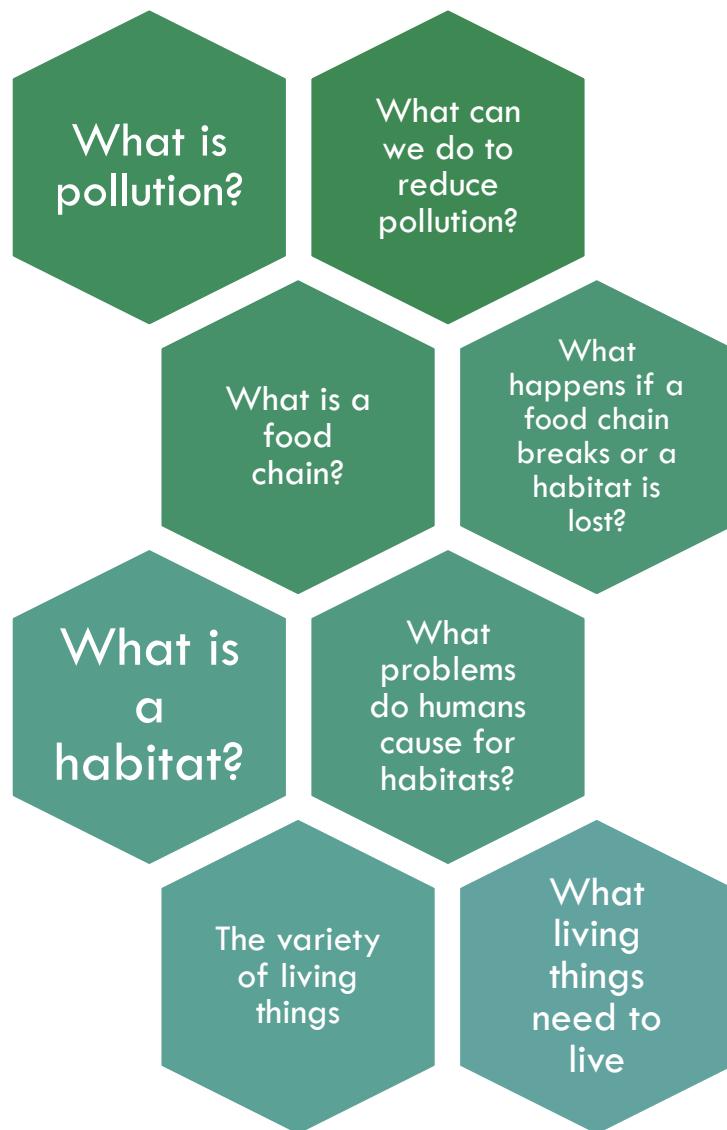
## **Early Years/Key Stage One Pyramid**



**Early Years/Key Stage One Concept Venn**



**Early Years/Key Stage One Green Honeycomb**



## **Early Years/Key Stage One Topic Blocks**

### **Food Chains:**

Predator, prey, inter-dependence

### **Campaigning:**

Know the story of some significant environmental campaigners or groups

### **Pollution:**

Plastics, oil, chemicals, carbon dioxide

### **Habitats:**

City, forest, rainforest, plain, ocean, polar etc  
Importance and role of plants

### **Habitats 2:**

Pollution, deforestation, hedgerows, building, plastics, habitat loss, global warming

### **Variety of Living Things:**

Animal, Plant, Fish, Insect, Mammal, Bird, Reptile etc  
comparison and requirements:

### **Geography:**

Identify UK and continents

Identify countries of UK

Locate major cities of UK

Identify the oceans

Can describe NSEW

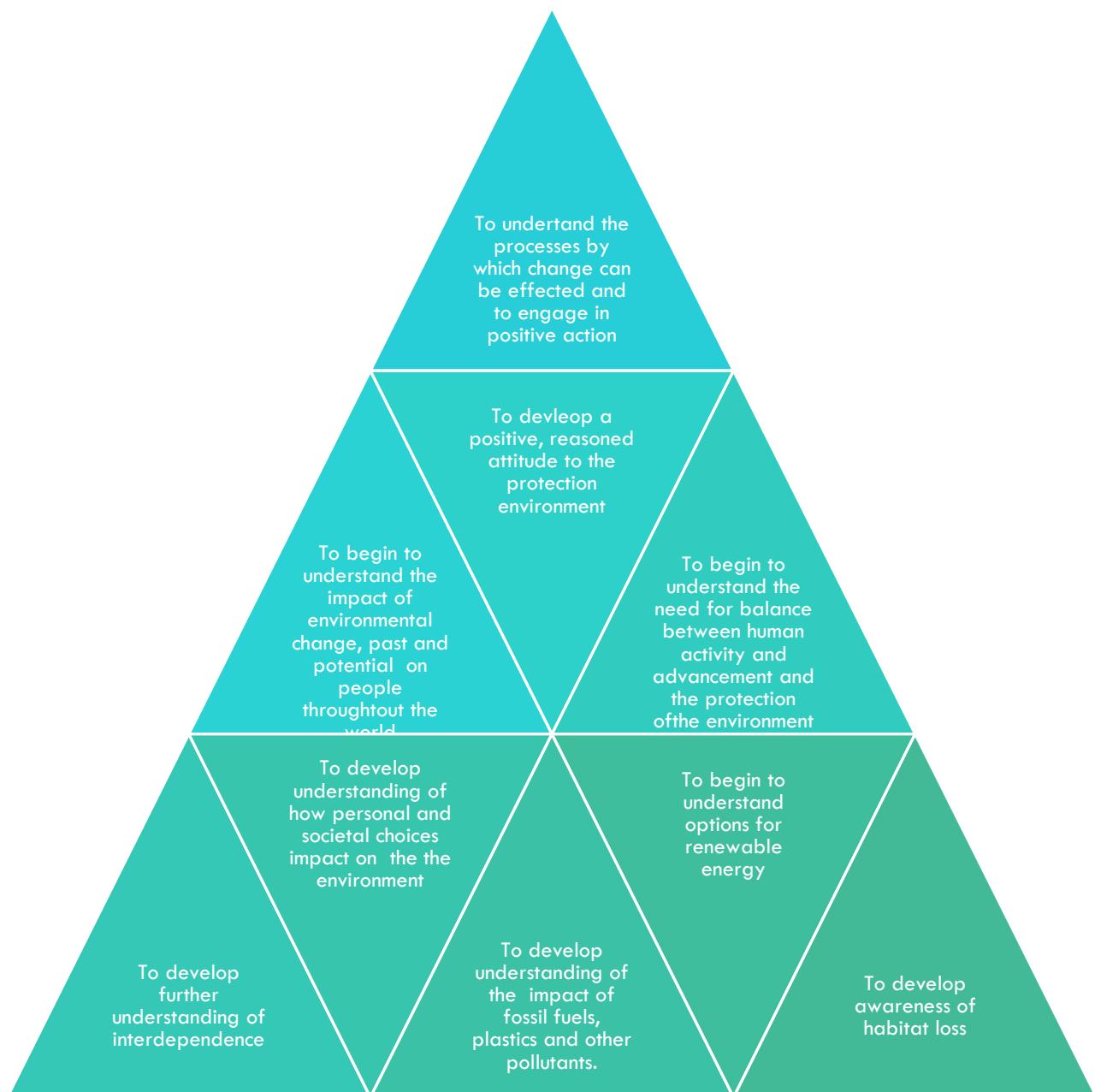
Use 2 figure references

Draw a simple map

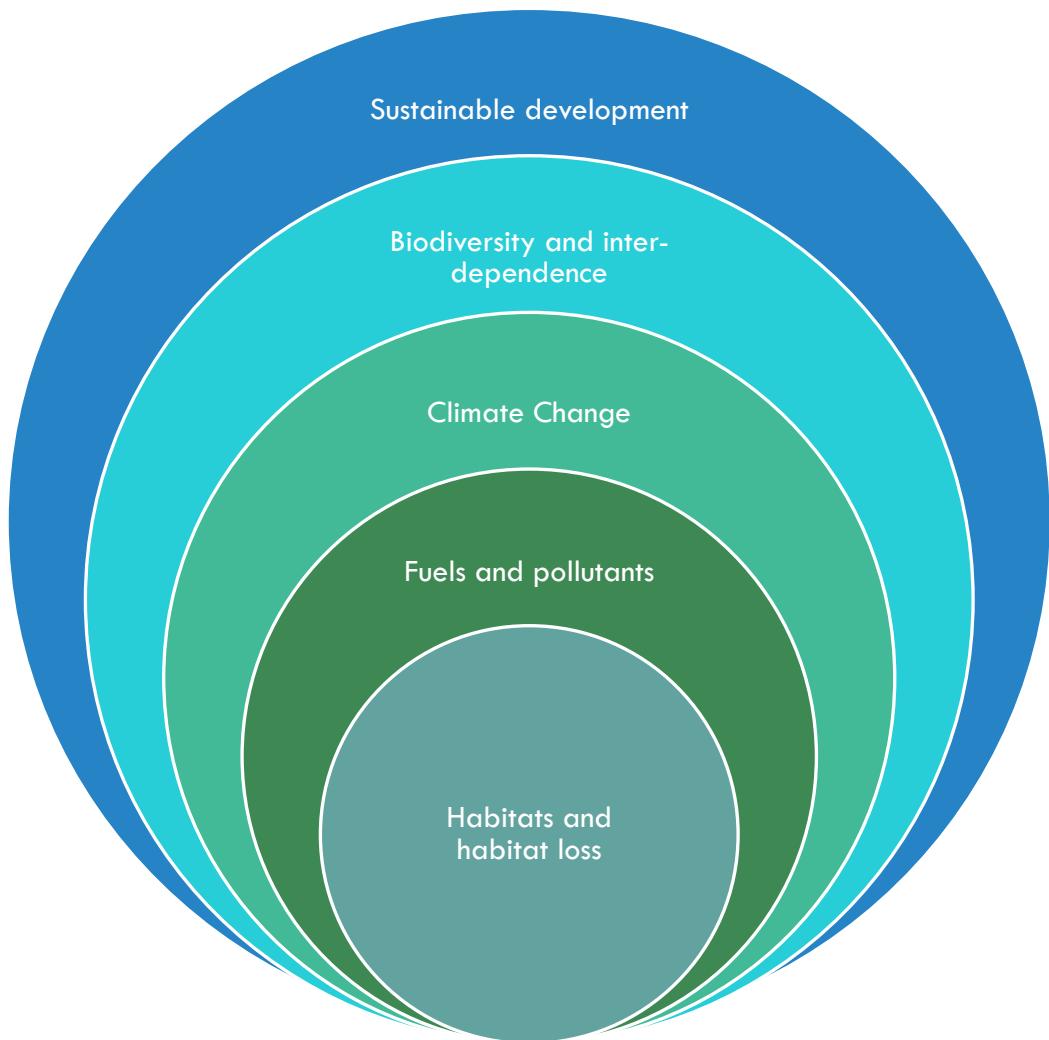
Start to recognise OS map symbols

Comparison of contrasting locations - human and physical

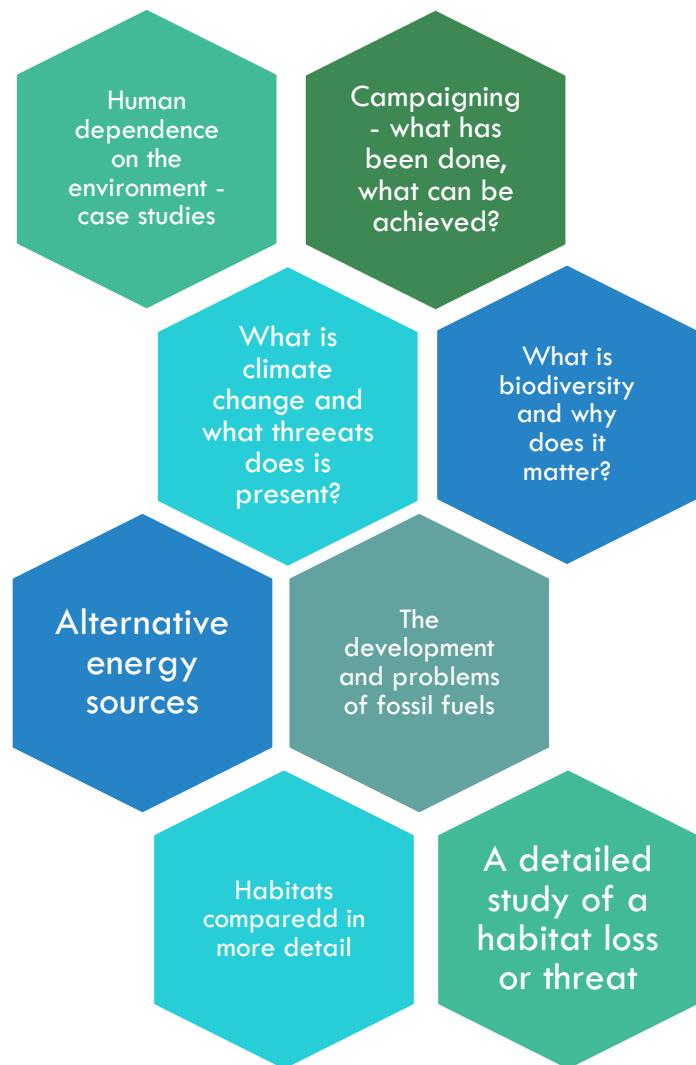
## **Key Stage Two Pyramid**



### **Key Stage Two Concept Venn**



## **Key Stage Two Green Honeycomb**



## Key Stage Two Topic Blocks

### Climate Change:

Be aware of timescale post industrial revolution

Understand the believed causes and recognise dissent from this

Understand the consequences of climate change for the environment and human development

### Campaigning:

Develop a historical perspective  
recognise successes and failures

Know narratives of some significant campaigners - individual and groups

### Biodiversity:

Understand and explain the term

Understand the inter-dependence of species, pulling together prior learning of food chains, habitats etc

Understand a particular element (eg bees) in greater depth

### Energy:

Describe source of fossil fuels

Understand environmental impact of fossil fuels

Recognise and evaluate some alternative to fossil fuels

Consider how environmental impact can be reduced at a micro and macro level

Identify continents and name some countries in each  
Have a realistic, contemporary understanding of the features of each continent

Identify major seas and mountain ranges

Know the location and nature of UK National Parks

Build from 4 to 6 digit map references

Read and draw maps using OS symbols

Interpret contour lines

Know 8 points of compass

Describe economic and social activity in a variety of contrasting locations

Explain human settlement and migration

Research and fieldwork

Presentation of findings

### Habitats:

Full range, including UK types such as woodland, ponds etc. Able to contrast parts of UK

Explain some pressures and threats to habitats

Explain impact of habitat loss on wildlife and humans

A study in depth of human impact on a habitat and/or species