

Climate Change Teaching and Learning



Rationale

Climate change is likely to be the biggest issue facing our children as they grow up. It presents a real threat to their future wellbeing.

Their current understanding does not seem very deep or well informed. Many confuse climate change with other environmental issues such as plastic waste. They do not have an understanding of the causes and therefore no (or limited) understanding of the possible solutions.

As part of the Sustainable Development topic theme, all year groups will include a focus on Climate Change. This is in response to the 2021 COP 26 Conference and the global aims and objectives arising from that. For 2021-22, this 'unit' will be incorporated into the Spring Term.

Planning – a day will be given (INSET DAY Feb 2022) to plan this unit. If staff wish to plan this in advance of that, then that day will become a free day for them to work on other objectives. The unit may be delivered at any point during the Spring Term. The recommended length of the unit is a week. Where appropriate, English, Maths and Science work for that week should support the unit.

Driver Values – From the Sustainable Development Overview

Whole School Driver Values	<ul style="list-style-type: none">• 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 they can contribute to positive change
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Knowledge overview – at an age appropriate level, children will:



Geography Skills and Environmental Understanding– as per the Sustainable Development Overview

<p>Early Years</p>	<p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter..
<p>Key Stage One</p>	<p>Name the continents and oceans. Understand geographical similarities & differences (UK v non-European country) Identify seasonal & daily weather patterns & hot & cold areas of the world Physical Vocab: beach, cliff, coast, forest, hill, mountain etc Human Vocab: Town, city, factory, farm etc Use maps & atlases & globes to identify UK, constituent countries, continents & oceans Use simple compass directions (NSEW) Use & devise a key</p> <p>How to take care of the immediate environment • To begin to take an interest in the wider environment • To know that their actions can have a positive or negative impact on the immediate environment • To begin to understand that humans can have a negative effect on living things.</p>
<p>Key Stage Two (Lower)</p>	<p>Use simple observation & fieldwork Y3/4 • To be able to discuss and evaluate the possibility and mechanisms of change • To understand that human activity can have positive and negative impact on the environment and living things • To understand the basic causes and effects of climate change • To begin to understand and explore alternative energy Locate counties of the world and major cities Name and locate key counties and cities of the UK Understand how land use has changed over time</p>
<p>Key Stage Two (Upper)</p>	<p>Compare a region of the UK with a region of Europe and the Americas Describe & understand climate zones, biomes, rivers, mountains volcanoes, earthquakes & the water cycle Describe & understand patterns of settlement, land use, economic activity, distribution of resources Use maps, atlases & globes Use 8 points of the compass Use 4 & 6 figure grid references and OS maps Use fieldwork to observe, measure & record with a range of technologies</p> <p>To understand the dependency of humans on their environment • To understand the wider impact of human activity & climate change • To understand interdependence and biodiversity</p>

Progression

EY

- Know that using fuels releases gases
- Know that these gases get trapped and act like a blanket
- Know that the 'blanket' is making the world get hotter (climate change)
- Know that the heat changes the weather
- Know that the changes can cause flooding and drought
- Know that using less fuel is a positive action

KS1

- Know that fossil fuels release greenhouse gases which cause climate change
- Know some renewable energy sources and that these do not release greenhouse gases
- Know that fossil fuel powered transport has a negative impact
- Know that melting ice caps impact on nature and lead to rising sea levels
- Know that rising temperatures impact on nature and cause drought
- Know that we can make personal positive transport choices
- Know that public transport policy can help people make positive choices

Lower
KS2

- Know that people and processes have a carbon footprint
- Know that travel and consumption have an impact on an individual's carbon footprint
- Know that people's livelihoods rely on consumption and travel
- Begin to understand the dissonance between consumption, wealth and the environment
- Begin to compare the advantages and disadvantages of some renewable energy sources
- Begin to evaluate the impact of reduce, re-use, recycle

Upper
KS2

- Consider the role of developed nations historically and going forward. Should they support developing countries? Should developing countries be stopped from developing?
- Compare and contrast the impact of climate change on different habitats and settlements
- Begin to assimilate knowledge into a coherent viewpoint and personal action plan.
- Begin to consider the role of governments and businesses
- Use maps and digital resources to research and present