

YEAR 3



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 1 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

PLANTS

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Pupils might work scientifically by:

- *comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser;*
- *discovering how seeds are formed by observing the different stages of plant life cycles over a period of time;*
- *looking for patterns in the structure of fruits that relate to how the seeds are dispersed.*
- *They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers*

ANIMALS INCLUDING HUMANS

- Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from their food
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Pupils might work scientifically by:

- *Identifying and grouping animals with and without skeletons and observing and comparing their movement*
- *They might compare and contrast the diets of different animals (including pets) and decide ways of grouping them according to what they eat.*
- *They might research different food groups and how they keep us healthy and design meals based on what they find out.*

Idea:

Ponds are ideal habitats for studying animal diversity. In a healthy school pond you should find minibeasts with no skeleton (e.g. worms, leeches and water fleas) some with an exoskeleton (e.g. insects) and some larger animals with endoskeletons (e.g. birds, amphibians and reptiles).

- **RHS School Gardening Resources**
schoolgardening.rhs.org.uk/resources
 - ⇒ Going on a Seed Safari lesson plan
 - ⇒ Water Transportation in Plants lesson plan
 - ⇒ Seed Dispersal lesson plan
- **Leaf ID sheets:**
woodlandtrust.org.uk/naturedetectives
- **Resources from the Pod** jointhepod.org
 - ⇒ Biodiversity information pack
 - ⇒ Pollination lesson plan
 - ⇒ What's Under Your Feet? pack
 - ⇒ Outside Learning Information pack:
 - ⇒ A to Bee Game
 - ⇒ Bug Hunt lesson plan
- **Young Peoples Trust for the Environment Resources**
<http://ypte.org.uk/lesson-plans/>
 - ⇒ Bees
 - ⇒ Animals lessons Year 3
 - ⇒ Plants lessons Year 3
- **STEM Learning Bee Detectives**
www.stem.org.uk/resources/elibrary/
- **Minibeast & wildlife ID sheets:**
wildlifewatch.org.uk/spotting-sheets
- **Chester Zoo biodiversity resources**
chesterzoo.org/education/learning-resources
- **Moors Valley Country Park Kids Activities:**
moors-valley.co.uk/kids-only/fun-activities/
- **Wildlife Watch activity sheets:**
www.wildlifewatch.org.uk
- **OPAL Pond Invertebrates guide**
www.opalexplornature.org/identification

MATHS

STATISTICS

- interpret and present data using bar charts, pictograms and tables

- **Resources from the Pod** jointhepod.org
 - ⇒ Bird Survey
 - ⇒ What's Under Your Feet? Survey
 - ⇒ Bug Hotel lesson plan
- **OPAL citizen science surveys**
www.opalexplornature.org/surveys
 - ⇒ Biodiversity Survey
 - ⇒ Bugs Count Survey
 - ⇒ Polli:Nation Survey





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 can be used to make renewable energy, so studying these elements of the weather can lay the foundations for learning about renewable energy in future years.

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

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.

Idea:

Borrow a Dorset Community Energy Solar Education kit; learn how solar panels make renewable electricity using light energy from the sun and make your own solar-powered circuits. Experiment with shading solar panels and measuring the change in their energy output.

- **Dorset Community Energy Solar Education Pack** www.dorsetcommunityenergy.org.uk/education/
- **Resources from the Pod** jointhepod.org
 - ⇒ Your Local Climate information pack
 - ⇒ Energy Illustrations
 - ⇒ Electricity Lesson Plan
 - ⇒ Degrees of Change lesson plan
 - ⇒ Energy Information Pack
 - ⇒ Climate Science Information Pack
 - ⇒ Carbon Cycle lesson plan
 - ⇒ Solar Thermal Quick Activity

DESIGN & TECHNOLOGY

TECHNICAL KNOWLEDGE

- Understand and use electrical systems in their products [for example series circuits incorporating switches, bulbs, buzzers and motors]
- Understand and use mechanical systems in their products [for example gears, pulleys, cams, levers and linkages]

- **Dorset Community Energy Solar Education Kit** www.dorsetcommunityenergy.org.uk/education/
- **Learning Through Landscapes Resources** www.ltl.org.uk/resources
 - ⇒ Make a mini water wheel
 - ⇒ Feel the force—water as an energy source

HISTORY

- Study an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066

- **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.

Idea:

If you have a link with a school overseas why not compare and contrast your energy use? What do your schools use energy for? How much energy do you use? Why might there be differences?

- **Practical Action resources** practicalaction.org
 - ⇒ Smoky Homes
 - ⇒ Energy and the Global Goals
- **Solar Aid Sunny Schools resources** jointhepod.org
 - ⇒ 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

SCIENCE

WORKING SCIENTIFICALLY

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- using straightforward scientific evidence to answer questions or to support their findings.

Idea:
Litter survey. Predict which will be the most common materials. Do a litter survey or litter pick to collect data and present it in a graph or chart.

- **Eco-Schools resources** www.eco-schools.org.uk/topics/litter/
 - ⇒ Working scientifically—Do Posters Work?
 - ⇒ Let's Talk Rubbish lesson plan
- **Resources from the Pod** jointhepod.org
 - ⇒ Student Food & Packaging Diary
 - ⇒ BSA Body Waste Quick Activity
 - ⇒ Food Waste Quick Activity
 - ⇒ History of Food Waste Timeline

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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces

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 properties and aesthetic qualities

EVALUATE

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

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]

- **Resources from the Pod** jointhepod.org
 - ⇒ Recycling Paper Quick Activity
 - ⇒ How to turn a cup into a pencil
 - ⇒ Plastic Bottle Waste Quick Activity
 - ⇒ Junk modelling activity
 - ⇒ eWaste lesson
 - ⇒ Boyan Slat presentation
- **Sustainable Learning resources** sustainablelearning.com
 - ⇒ Saving Steps
 - ⇒ Recycling Revelations virtual field trip
 - ⇒ Upcycled Fashion
- **Ellen MacArthur Foundation resources** www.made2bmadeagain.org

MATHS

STATISTICS

- Interpret and present data using bar charts, pictograms and tables
- Solve one-step and two-step questions using information presented in bar charts and pictograms and tables

- **Global Footprints resources** www.globalfootprints.org/page/id/0/6/
 - ⇒ Waste Numeracy: waste audit

ART

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- **Sustainable Learning resources** sustainablelearning.com
 - ⇒ Junk modelling



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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD

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 properties and 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

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Idea:
Design some decorations and gadgets to decorate your bike or scooter. What characteristics to the gadgets need to have? E.g. bright, lightweight, waterproof.

SCIENCE

LIGHT

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces

Notes and guidance (non-statutory)

- *Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.*

ANIMALS, INCLUDING HUMANS

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

MATHS

STATISTICS

- Interpret and present data using bar charts, pictograms and tables
- Solve one-step and two-step questions using information presented in bar charts and pictograms and tables

PSHE

- **Being safe and healthy**

- **Make a wind-powered car**
www.housingaforest.com/wind-powered-cars/
- **Resources from the Pod** jointhepod.org
 - ⇒ Electric Vehicles Lesson
 - ⇒ Recycled Cars presentation
 - ⇒ Transport information pack
 - ⇒ Transport Lesson
- **Dorset Community Energy Solar Education Pack**
www.dorsetcommunityenergy.org.uk/education/
- **Sustainable Learning resources**
sustainablelearning.com
 - ⇒ Poo Power Bus virtual field trip
- **Visibility & Road Safety resources**
www.kentroadsafety.info/b-viz-2012/primary/
- **STEM Learning resources**
www.stem.org.uk/resources/elibrary/
 - ⇒ Transporting Food Around the World
- **Global Footprints resources**
www.globalfootprints.org/page/id/0/6/
 - ⇒ Transport Numeracy: Getting to School
- **Sustrans classroom activities**
www.sustrans.org.uk/our-services/who-we-work/teachers/classroom-activity-sheets
 - ⇒ Staying Safe
 - ⇒ Being Healthy
 - ⇒ Exploring
 - ⇒ Future Journeys
- **Sustainable Learning resources**
sustainablelearning.com
 - ⇒ Suss it Out



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.

A changing climate and growing population could mean more of us having to share less and less water. Children can respond to the challenge by learning how to conserve water in school and at home.

Water curriculum links

Resources online

SCIENCE

ANIMALS INCLUDING HUMANS

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

PLANTS

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants

- **Hydration for children fact sheet**
www.naturalhydrationcouncil.org.uk/hydration-facts/fact-sheets/
- **Anglian Water Sploshometer (wee chart!)**
anglianwater.co.uk/_assets/media/Weechart.pdf
- **RHS School Gardening Resources**
schoolgardening.rhs.org.uk/resources
 - ⇒ Water Transport in Plants
 - ⇒ Make a Watering Device

GEOGRAPHY

HUMAN AND PHYSICAL GEOGRAPHY

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle.
- 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.

Idea:
Study the impact of marine litter on oceans. For example the 'Great Pacific Garbage Patch'. How does the rubbish get to these distant parts of the oceans?

- **Wessex Water Education Resources**
wessexwater.co.uk/Teaching-resources/
⇒ Water Cycle
- **WaterAid Education Resources**
www.wateraid.org/uk/get-involved/teaching/ks2-resources
 - ⇒ Water Cycle
 - ⇒ Coming Back to You
 - ⇒ Down the divide
- **Marine litter lesson plans on TES** www.tes.com/teaching-resource/marine-environmental-conservation-6177753
- **Learning Through Landscapes resources**
www.ltl.org.uk/resources
 - ⇒ Construct a River
 - ⇒ Water Erosion

ENGLISH

READING

- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non-fiction

- **Global Footprints resources**
www.globalfootprints.org/page/id/0/6/
⇒ Water Literacy: Rachel's life is in a hole

PSHE

- Being safe and healthy

- **Toilet Twinning schools resources**
www.toilettwinning.org/group/schools/
 - ⇒ Story with audience actions
 - ⇒ Toilet twinning song
 - ⇒ Toilet Quiz
 - ⇒ Education for Girls





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

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

PLANTS

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants

- **Resources from the Pod** jointhepod.org
 - ⇒ Biodiversity Assembly
 - ⇒ Biodiversity information pack
 - ⇒ Applebee Book
 - ⇒ Compost Lesson plan
 - ⇒ Outside Learning Information pack
 - ⇒ The Pollination Game – Quick Activity
- **Woodland Trust plant & minibeast ID sheets:** woodlandtrust.org.uk/naturedetectives
- **Countryside Classroom resources:** countrysideclassroom.org.uk
 - ⇒ Growing Schools Year Planner
 - ⇒ Yorkshire Arboretum summer activities
- **RHS School Gardening Resources** schoolgardening.rhs.org.uk/resources
 - ⇒ Seed Safari
 - ⇒ Make a leaf compost bin
 - ⇒ What part of the plant do we eat?
 - ⇒ Where in the World?

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
 - ⇒ Sign and Symbols
 - ⇒ I Spy a Habitat
 - ⇒ A Good Place for a Pond

ART

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

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

MUSIC

- Improvise and compose music for a range of purposes using inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory

- **Learning Through Landscapes resources** www.ltl.org.uk/resources
 - ⇒ Musical landscapes
- **Outdoor Classroom Day resources** <https://outdoorclassroomday.org.uk/resources/lesson-ideas/>
 - ⇒ Create an overture outdoors





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

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Non Statutory:

- *Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*

- **Twinkl Healthy Eating Resources** www.twinkl.co.uk/
 - ⇒ Healthy eating plate activity
 - ⇒ Design a healthy eating meal activity
 - ⇒ Healthy Eating Week resource pack
- **Tesco Eat Happy resources:** eathappyproject.com
 - ⇒ Healthy Eating topic
- **Change4Life Resources** campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview
 - ⇒ The Healthier Snacking Show
 - ⇒ Be Food Smart KS2 Toolkit

Idea:

If children have been growing vegetables at home or in school, harvest time will provide lots of opportunities for taking measurements. Who has grown the longest bean or the fattest courgette?

MATHS

MEASUREMENT

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes

- **Twinkl Healthy Eating Resources** www.twinkl.co.uk/
 - ⇒ Exercise Diary Template

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, graphs and digital technologies

- **Learning Through Landscapes resources** www.ltl.org.uk/resources
 - ⇒ Healthy?
 - ⇒ A to Z of Place
 - ⇒ Electronic Treasure Hunting

PE

- Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

- **Jigsaw resources**
- **Change4Life Resources: Let’s Play** www.nhs.uk/Change4Life/supporter-resources/downloads/EY_LetsPlay_A4_Poster_acc.pdf
- **Tesco Eat Happy resources:** eathappyproject.com
 - ⇒ Food for Fuel topic

Idea:

Grow, prepare and eat a simple salad – radishes, lettuce, spinach and carrots and peas can be grown easily in the summer term.

DESIGN & TECHNOLOGY

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

- **RHS School Gardening resources:** schoolgardening.rhs.org.uk/resources
 - ⇒ Growing Schools Year Planner
 - ⇒ Crop sheets for common crops



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

LOCAL KNOWLEDGE:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

PLACE KNOWLEDGE:

- Understand geographical similarities and differences through studying a small area of the UK and a contrasting non-European country

HUMAN AND PHYSICAL GEOGRAPHY:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- **GEOGRAPHICAL SKILLS AND FIELDWORK:**
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

OXFAM activities

www.oxfam.org.uk/education/resources

- ⇒ Your World My World
- ⇒ Global Citizenship activities for Under 5s
- ⇒ All in a Day

Global Dimension resources

<https://globaldimension.org.uk/resources/>

- ⇒ Celebrating Antarctica
- ⇒ Lessons From Africa

Send a Cow Resources

www.sendacow.org.uk/lessonsfromafrica/resources/

- ⇒ Ugandan Landscapes images
- ⇒ Ugandan Schools images
- ⇒ African Food Gallery

MUSIC

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play untuned instruments musically

Idea:

Learn a song from another country and teach it to another class.

Global Dimension resources

<https://globaldimension.org.uk/resources/>

- ⇒ Sounds of Peace toolkit

OXFAM activities

www.oxfam.org.uk/education/resources

- ⇒ Global Music Lessons

PHYSICAL EDUCATION

- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

Send a Cow Resources

www.sendacow.org.uk/lessonsfromafrica/resources/

- ⇒ Ugandan Children's Games
- ⇒ Make a Plastic Bag Football

DESIGN AND TECHNOLOGY

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

RHS School Gardening Resources

schoolgardening.rhs.org.uk/resources

- ⇒ Where in the World?

Tesco Eat Happy Project resources

eathappyproject.com

- ⇒ Sustainability topic

LANGUAGES

All Key Stage 2 objectives

