

YEAR 4



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.

THANK YOU

SPECIAL THANKS GO TO KATE BRAKE OF ST MARY'S CE VA FIRST SCHOOL CHARMINSTER FOR HER VALUABLE HELP IN CREATING THIS RESOURCE



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 2 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

LIVING THINGS AND THEIR HABITATS

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

Non-statutory:

- use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat
- identify how the habitat changes throughout the year
- explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants
- begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.
- Group plants into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.
- explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

Pupils might work scientifically by:

- Using and making simple guides or keys to explore and identify local plants and animals
- Making a guide to local living things
- Raising and answering questions based on their observations of animals and what they have found out about other animals they have researched

ANIMALS INCLUDING HUMANS

- Construct and interpret a variety of food chains, identifying producers, predators and prey

Pupils might work scientifically by:

- Comparing the teeth of carnivores and herbivores

Idea:
Ponds are ideal habitats for studying food webs and chains. In a healthy school pond you will have producers (plants and algae), predators (dragonfly larvae, greater water boatmen) and prey (small insect larvae, pond worms etc).

- **Resources on the Countryside Classroom** countrysideclassroom.org.uk
 - ⇒ Minibeast discovery pack
 - ⇒ All about water birds
 - ⇒ Science Skills Sharing handbook
- **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
 - ⇒ Spring, Summer, Autumn & Winter lessons
- **Grow to School Pollution Catcher** www.growtoschool.co.uk/content/uploads/2017/04/Pollution-catcher.pdf
- **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
- **Wildlife Watch activity sheets:** www.wildlifewatch.org.uk
- **OPAL Pond Invertebrates guide** www.opalexplornature.org/identification
- **Young Peoples Trust for the Environment Resources** <http://ypte.org.uk/lesson-plans/>
 - ⇒ Living things and their habitats Year 4 lesson plan

MATHS

STATISTICS

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Idea:
Use data from any wildlife surveys you do to practice information handling.

- **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 drive weather patterns and can be used to make renewable energy, so studying these elements of weather can lay the foundations for learning about renewable energy.

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

ELECTRICITY

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors.

Non-statutory:

- *construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices*

- *draw the circuit as a pictorial representation*

Work scientifically by:

- *observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.*

STATES OF MATTER

- Compare and group materials together, according to whether they are solids, liquids or gases
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

DESIGN & TECHNOLOGY

TECHNICAL KNOWLEDGE

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

HISTORY

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

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.

- **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
- ⇒ Smart Challenge Lesson Plan
- ⇒ Climate Science Information Pack
- ⇒ Carbon Cycle lesson plan
- ⇒ Solar Thermal Quick Activity

BBC Bitesize videos

www.bbc.co.uk/education/topics

- ⇒ How is electricity made?
- ⇒ Circuits, batteries and power sources

- **Global Dimension resources**

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

- ⇒ Renewable Energy

Idea:

Borrow a Solar Education kit from Dorset Community Energy and use the components to make simple series circuits powered by solar panels. Explore what happens when the panels are shaded or exposed to full light.

- **Dorset Community Energy Solar Education Kit** www.dorsetcommunityenergy.org.uk/education/

- **Resources from the Pod** jointhepod.org

- ⇒ Electric Vehicles Lesson

- **Resources from the Pod** jointhepod.org

- ⇒ Electricity and the World Wars

- ⇒ History of Appliances poster

- **Practical Action resources** practicalaction.org

- ⇒ Smoky Homes
- ⇒ Energy and the Global Goals

- **Solar Aid resources** <https://solar-aid.org/sunny-schools/>

- ⇒ Light the Way lesson plan

- **Learning Through Landscapes resources**

www.ltl.org.uk/resources

- ⇒ Water as an energy source





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

LIVING THINGS AND THEIR HABITATS

- Recognise that environments can change and that this can sometimes pose dangers to living things.

Pupils should be taught to:

- explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation

Idea:
Carrying out a litter survey can cover many curriculum areas; for example sketching maps of litter hot spots, working out the frequency of materials found, measuring distances and writing persuasively in letters and posters.

- Eco-Schools resources** www.eco-schools.org.uk/topics/litter/
 - Let's Talk Rubbish lesson plan
 - Do Posters Work? Activity
- Resources from the Pod** jointhepod.org
 - Bottle Stoppers lesson
 - Life Cycle of a Plastic Bottle poster
 - Lose Your Bottle Lesson
 - Waste Scientists Take it home sheet
 - BSA Polluting Waste activity
 - E-Waste lesson plan
 - Waste & Recycling Case Studies
- Young Peoples Trust for the Environment Resources** <http://ypte.org.uk/lesson-plans/>
 - Living things and their habitats Year 4 lesson plan

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 individuals or groups
- generate, develop, model and communicate ideas through discussion, annotated sketches, etc

MAKE

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional & 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

Idea:
Can the children invent a product that can be used again and again? What materials will it require?

- Resources from the Pod** jointhepod.org
 - Recycling Paper Quick Activity
 - How to turn a cup into a pencil
 - Plastic Bottle Waste Quick Activity
 - Boyan Slat (young inventor) presentation
- Sustainable Learning resources** sustainablelearning.com
 - Saving Steps
 - Recycling Revelations virtual field trip
 - Upcycled Fashion
- Practical Action Plastics Challenge** practicalaction.org/plastics-challenge
- STEM Learning resources** www.stem.org.uk/elibrary
 - Waste Investigators
 - Race2Recycle

MATHS

STATISTICS

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

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





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 ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, and computer-aided design

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 & 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

- 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]

SCIENCE

ELECTRICITY

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

GEOGRAPHY

- Use the points of the compass, four and six-figure grid references, symbols and keys (including use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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

PSHE

- Being safe and healthy

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.

Idea:
Use fieldwork and Google Earth to examine the routes children take to school. What features might stop children from walking, scooting or cycling to school? Can children identify safe routes within a kilometre radius of the school?

- **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
- **Sustainable Learning resources**
sustainablelearning.com
 - ⇒ Poo Power Bus virtual field trip
- **Dorset Community Energy Solar Education Pack**
www.dorsetcommunityenergy.org.uk/education/

- **Resources from the Pod** jointhepod.org
 - ⇒ Electric Vehicles Lesson
 - ⇒ Low Carbon Travel lesson
- **STEM Learning resources**
www.stem.org.uk/resources/elibrary/
 - ⇒ Transporting Food Around the World

- **Sustrans resources**
www.sustrans.org.uk/our-services/who-we-work/teachers/big-street-survey
 - ⇒ Big Street Survey

- **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. By studying water, where it comes from, how it cycles through the environment and why we are so dependent on it, pupils will develop their systems-thinking skills. They will also come to appreciate how much water it takes to, for example, make a cotton shirt (estimated to be 2,700 litres!). Most importantly, they will come to understand how water connects us intimately with millions of species and with the landscapes we love.

Water curriculum links

Resources online

SCIENCE

LIVING THINGS AND THEIR HABITATS

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

STATES OF MATTER

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Notes and guidance:

- *explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container)*
- *observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.*
- *research the temperature at which materials change state, for example, when oxygen condenses into a liquid*
- *observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.*

- **OPAL Pond Invertebrates guide** www.opalexplornature.org/identification
- **Resources from the Pod** jointhepod.org
 - ⇒ Flushed With Success
 - ⇒ Water Information Pack
- **Metlink resources for teachers** www.metlink.org/primary/key-stage-2
 - ⇒ Clouds
 - ⇒ Precipitation
 - ⇒ Atmosphere
 - ⇒ Climate Change
- **Metlink experiments** www.metlink.org/experimentsdemonstrations
 - ⇒ Clouds in a fizzy drink
 - ⇒ Clouds in a bottle
 - ⇒ The Greenhouse Effect

GEOGRAPHY

- physical geography, including climate zones, biomes, vegetation belts, rivers and the water cycle
- human geography, including types of settlement and land use, and the distribution of natural resources including food and water

Idea:
 Citizen science: help scientists to learn about pollution in lakes and ponds by doing the OPAL Water Survey! Find a local pond or lake, download the survey pack from www.opalexplornature.org/watersurvey and submit your results online.

- **Water Aid resources** www.wateraid.org/uk/get-involved/teaching/ks2-resources
 - ⇒ The water cycle
 - ⇒ Down the divide
 - ⇒ Pumping it up
- **Action Aid resources** www.actionaid.org.uk/school-resources/
 - ⇒ Living in a world of water
 - ⇒ Drought 360
 - ⇒ Climate Change Adaptation Stories
- **Global Dimension resources** <https://globaldimension.org.uk/resources/>
 - ⇒ Rising Sea Levels

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 individuals or groups
- generate, develop, model and communicate ideas through discussion, annotated sketches, etc

MAKE

- select from & use a wider range of materials & components, including construction materials, textiles & ingredients, according to their functional & aesthetic qualities

- **Centre for Alternative Technology resource** <http://learning.cat.org.uk/en/resources>
 - ⇒ Build a solar water heater
- **Learning Through Landscapes resources** www.ltl.org.uk/resources
 - ⇒ Making a mini water wheel





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

- recognise that living things can be grouped in a variety of ways
 - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
 - recognise that environments can change and that this can sometimes pose dangers to living things
- Non-statutory:
- use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat
 - identify how the habitat changes throughout the year
 - explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants
 - begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.
 - Group plants into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.
 - explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.
- Pupils might work scientifically by:
- Using and making simple guides or keys to explore and identify local plants and animals
 - Making a guide to local living things
 - Raising and answering questions based on their observations of animals and what they have found out about other animals they have researched

- **OPAL Pond Invertebrates guide**
www.opalexplornature.org/identification
- **Woodland Trust plant & minibeast ID sheets:**
woodlandtrust.org.uk/naturedetectives
- **Countryside Classroom resources:** countrysideclassroom.org.uk
 - ⇒ Growing Schools Year Planner
 - ⇒ Yorkshire Arboretum summer activities
 - ⇒ Science Skills Sharing outdoor activities handbook
- **Resources from the Pod** jointhepod.org
 - ⇒ Biodiversity information pack
 - ⇒ Pollination lesson plan
 - ⇒ What's Under Your Feet? pack
 - ⇒ Outside Learning Information pack:
 - ⇒ Bug Hunt lesson plan
 - ⇒ Spring, Summer, Autumn & Winter lessons

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.

- **Learning Through Landscapes resources**
www.ltl.org.uk/resources
 - ⇒ Sign and Symbols
 - ⇒ I Spy a Habitat
 - ⇒ A Good Place for a Pond
- **RSPB Homes For Nature school grounds mapping activity**
www.tes.com/member/RSPB
- **Resources on Countryside Classroom** countrysideclassroom.org.uk
 - ⇒ Geography Skills Sharing resources—landscape poetry, photo orienteering, mapping treasure hunt

Idea:
Try making art in the style of Andy Goldsworthy, who makes 3D art from natural materials.

ART

- Create sketch books to record observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials

- **RHS School Gardening Resources**
schoolgardening.rhs.org.uk/resources
 - ⇒ Ephemeral Art

MUSIC

- Play and perform in solo and ensemble contexts
- Improvise and compose music for a range of purposes
- Listen with attention to detail and recall sounds with increasing aural memory

- **Outdoor Classroom Day Resources**
Outdoorclassroomday.org.uk/resources
 - ⇒ Create an overture outdoors
 - ⇒ Natural Expressions
- **Learning Through Landscapes resources**
www.ltl.org.uk/resources
 - ⇒ Sign and Symbols





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

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey

Non Statutory:

- *Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.*
- *Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.*

Idea:

Use recycled materials to make a 3D model of the digestive system!

- **Healthy Teeth Devon Oral Health Resources**
www.healthyteethdevon.nhs.uk/oral-health-information/school-teachers/
- **BBC Bitesize class clips**
www.bbc.co.uk/education/topics/zcyycdm
 - ⇒ Science: food chains
 - ⇒ Science: Digestive system
 - ⇒ Healthy: Designing a new toothpaste

PE

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

- **Jigsaw resources**
- **Global Dimension resources**
globaldimension.org.uk/resources
 - ⇒ African children’s games
 - ⇒ Hold a recycled sports day
 - ⇒ Make a recycled plastic bag football
- **National Trust: 50 things to do before you’re 11 3/4**
www.nationaltrust.org.uk/50-things-to-do

DESIGN & TECHNOLOGY

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Idea:

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

- **RHS School Gardening resources:**
schoolgardening.rhs.org.uk/resources
 - ⇒ Growing Schools Year Planner
 - ⇒ Crop sheets for common crops
- **Resources from the Pod** jointhepod.org
 - ⇒ Student food diary
 - ⇒ Water Information Pack
- **Change4Life Resources**
campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview
 - ⇒ The Healthier Snacking Show
 - ⇒ Be Food Smart KS2 Toolkit
 - ⇒ Food Detectives
- **Resources on Countryside Classroom**
countrysideclassroom.org.uk
 - ⇒ Let’s talk farming
 - ⇒ Grow your own picnic
 - ⇒ Why farming matters





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

LOCATIONAL KNOWLEDGE

- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

HUMAN AND PHYSICAL GEOGRAPHY

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

GEOGRAPHICAL SKILLS AND FIELDWORK

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- **OXFAM activities**
www.oxfam.org.uk/education/resources
 - ⇒ Comparing young lives
 - ⇒ Food for thought
 - ⇒ Mapping our world
- **Global Dimension resources**
<https://globaldimension.org.uk/resources/>
 - ⇒ Lessons From Africa
 - ⇒ Tree Power
 - ⇒ Growing Bananas
 - ⇒ Chocolate Trade Game
 - ⇒ Crazy Climate resource pack
- **Send a Cow Resources**
www.sendacow.org.uk/lessonsfromafrica/resources/
 - ⇒ Ugandan Landscapes images
 - ⇒ Ugandan Schools images
 - ⇒ African Food Gallery
- **Resources from the Pod** jointhepod.org
 - ⇒ What is Climate? film
 - ⇒ Your local climate lesson
 - ⇒ Climate science information pack
- **Global Footprints Resources**
www.globalfootprints.org/page/id/0/6/
 - ⇒ Paper bag trade game

MUSIC

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments
- Improvise and compose music for a range of purposes
- Listen with attention to detail and recall sounds with increasing aural memory

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
 - ⇒ Raising our voices
 - ⇒ Sing up

DESIGN AND TECHNOLOGY

DESIGN

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups
- generate, develop, model and communicate ideas through discussion, annotated sketches, etc

MAKE

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional & aesthetic qualities

- **Practical Action Resources**
schoolgardening.rhs.org.uk/resources
 - ⇒ Monsoon proof roof
 - ⇒ Beat the Flood
 - ⇒ Floating Garden Challenge

