

Sustainability and Climate Education overview at St Catherine's C of E School



Knowledge and understanding	Skills	Whole School Overview
<p>Climate education Educating pupils about the impact of humans on our climate and environment, including how this endangers many species of animals and leads to climate disasters.</p> <p><i>Geography</i> <i>Polar regions/The rainforest/jungle Under the sea</i> <i>What differences are there between different locations' climate and geographical features – the equator, poles and here? What are local climate issues, comparisons and initiatives? Rivers, mountains, volcanoes, etc</i></p> <p>In science, we will explore the issues and solutions around climate change and environmental damage.</p> <p><i>Science: Plants, Animals and Seasonal Changes – climate comparisons, effects of global warming on weather and animal habitats</i></p> <p><i>PSHE Nutrition and health/Mental health and keeping well Managing challenges and change</i></p>	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Learn and understand the three pillars of sustainability – economic, social and environmental Become critical thinkers – understand various points of view to debate, discuss and form opinions about local, national and global environmental issues. Through geography and science understand the impact of humans on the environment – global warming, endangered animals, climate disasters. 	<p>School Vision Aims At St Catherine's, we strive to educate our pupils to realise their aspirations and to contribute positively to society guided by our Christian values</p> <p><i>Our school vision for climate education:</i></p> <p>Directly linked to our Church School Ethos, we educate pupils to see the awe and wonder in the world around us daily. Through the education we provide our children, we hope to inspire in our pupils a life-long passion and ambition to improve our environment, to work to reverse climate change and to take care and responsibility for their own actions.</p>
<p>Sustainable Development We will teach the pupils care and responsibility through working outside in our own grounds to plant, compost, bee keep and care for our chickens as well as attend annually the Woodlands Centre to learn about climate issues.</p> <p><i>Geography Climate Change Study – What is happening in Bangladesh and what are they doing about it? Are there more natural disasters now eg. Floods and Earthquakes?</i></p> <p><i>History – Mining, Farming and The Sea – Unit themes</i></p> <p><i>PSHE: Our health Healthy food choices</i></p> <p><i>DT Cooking from Foraging/ Cooking and nutrition Harvest Soups and Smoothies</i></p>	<ul style="list-style-type: none"> Create a whole school culture of energy conservation – understand that every unit of energy consumed uses up natural resources on our planet, energy saved means resources saved for our planet! Link with maths topics to work out how much energy you currently use at school and see what happens after you've made some changes. Learn about what we waste in school – food, energy, paper, etc. Investigate sustainable alternatives – talking with school chefs, writing to school catering companies (for example to ask them to send large bottles of milk that can be decanted and sent for recycling rather than individual bottles) and raising awareness with students and families by holding assemblies and writing letters home. 	<p>Dispositions and Capabilities Our Mission is to develop Capability Mature Children - positively engaged, compassionate, competent young people conscious of the role they play in society, who are are curious about the world around them and their place in it ("act justly, love constantly, live humbly" Micah 6 v8)</p> <p>Through our school church values, and learning dispositions we will link our climate learning to the capabilities of:</p> <ul style="list-style-type: none"> Resilience and determination – taking action courageously and not giving up on climate issues. Creativity: come up with solutions and ideas for climate action and sustainability around the school, local community and beyond. Confidence and agency: Through the knowledge and understanding gained about climate issues, be able to argue, persuade and present ideas about climate change and environmental issues. Communication: Share ideas and learning in a range of forms of communication to spread the messages about climate action. Relationships and leadership: Lead on ideas for climate action, foster good relationships within pupil environment focus groups to work together to succeed.

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		<ul style="list-style-type: none"> • <i>Planning and problem solving: Work together, to plan ideas to solve school environmental problems such as recycling and waste.</i> • <i>Managing feelings: Learn how to cope with set-backs and self-regulate feelings when frustrated for example by lack of progress.</i>
<p>Global Citizenship Pupils will learn about how poorer countries are disproportionately affected by climate change. National and Global Climate news will be shared through lessons, Collective Worship and Picture News assemblies. <i>Geography Climate Change Study – What is happening in Bangladesh and what are they doing about it? Are there more natural disasters now eg. Floods and Earthquakes</i> <i>Science: Food Recycling/looking after the world</i> <i>RE: How should we care for the world and for others, and why does it matter? Link to sustainability. How and why do people try to make the world a better place? / The Creation Story / Implication on what we need to do to reverse climate change</i></p>	<ul style="list-style-type: none"> • <i>Understand that some places are special to members of their community.</i> • <i>Lead environmental projects and including them in decisions about how the school is run</i> • <i>Take action on environmental issues</i> • <i>Make physical changes around school grounds</i> • <i>relate school values to championing sustainable behaviours</i> • <i>Influence local businesses and governments to deliver on climate promises.</i> 	<p>Enrichments We will provide many enrichment activities to inspire pupil to courageous advocacy for example by taking part in global and national campaigns and through meeting climate ambassadors. Climate Warriors Newsletters Beach trip – including beach clean. Eden Project Trip – environment focus Zoo trip: endangered species workshop Bike-ability Wild Tribe and Forest School Visits from Climate Ambassadors Science Days – school energy use / World Futures Project Christian Aid – Whole School Write Trust Woodlands Centre Climate Days</p>
<p>Biodiversity Conservation Pupils will learn about how important biodiversity is through their science themes. They will learn about how this is threatened by climate change and human actions in animal habitats. <i>Geography The Amazon Rainforest - A Study of South America – What is a rainforest? What is the impact of humans? Deforestation, animal habitats, climate change</i> <i>Science Living things and their habitats (Rainforest links) Impact of humans on animal habitats – extinction and endangered animals</i> <i>Plants and flowers/Animals and minibeasts</i></p>	<ul style="list-style-type: none"> • <i>Recognise some environments that are different to the one in which they live Explore the natural world around them.</i> • <i>Learn how to plant so that our school will provide nectar in all the seasons.</i> • <i>Learn how to restore biodiversity in our school grounds and why this is important</i> 	<p>Community Farm and Country Experience Bee Keeping Club Chicken Club – relating to nature 30 Days Wild/no mow Walk to School Week /Bike Week Sustrans Activities SAMHE Clean Air Project Raise and Recycle collections</p>
<p>Annual Calendar Events August: Harvest plants like tomatoes, lettuce and spinach. September: Great Big Green Week, Recycle Week + Good time to plant flowers like marigolds, lavender and thyme for pollinators. October: Forest School Day, Seed Gathering Season, Build bug hotels and bee hotels for wildlife over the autumn and winter. Put out bird boxes. November: Outdoor Classroom Day, Wear It Wild (all year round) + Good time to plant trees while they're dormant as their roots are less likely to be damaged. Create nature table of fallen leaves, conkers, acorns etc. December: Make and put out bird feeders to feed birds over</p>	<p>Whole School Actions</p> <ul style="list-style-type: none"> • Improve energy use around the school – use natural ventilation and light where possible. • Reduce waste – lessen how much paper we use, how much we laminate, how much plastic we use, how much water we use. • Improve insulation to reduce heating energy use. • Over time improve efficiency of lighting, heating and water systems. • Leave grass to grow long, random weeds to pop up, and leaves to collect. 	<p>Collective Worship Through our collective worship and RE teaching, we will explore many aspects of awe, wonder and spirituality with the children and consider how God wants us to take care of our world and the animals in it. Harvest: environmental issues and climate action focus. Picture News Creation Awe and Wonder Spirituality Climate Action Days</p>

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<p>winter months. January: RSPB Big Schools Birdwatch, Continue to feed birds over winter months. WWF Big Winter Wander February: RSPB Big Schools Birdwatch, World Nest Box Week Fairtrade Fortnight + Great time to sow herbs like rosemary, thyme, sage and chives. Good time to put up bat boxes before bats come out of hibernation. March: Earth Hour, Great Big Schools Clean, Sustrans Big Walk and Wheel + Sow/plant vegetables like carrots, courgettes and potatoes. Keep an eye out for spring flowers in bloom. April: Soil Association Worm Hunt + Good time to sow wildflower seeds. Bird nesting season. Big Battery Hunt (all year round) May: Big Plastic Count, No Mow May, Outdoor Classroom Day, The Great Bug Hunt, Walk to School Week + Plant summer crops such as lettuce, tomatoes and strawberries. Good time to identify tree leaves. June: Wildlife Trust 30 Days Wild, The Great Bug Hunt, Grounds for Nature School BioBlitz + Harvest strawberries, peas, carrots, beetroot and courgettes. July: Butterfly Conservation Big Butterfly Count, Plastic Free July. Look out for migrant birds such as swifts and swallows. Bats most active at this time of year.</p>	<ul style="list-style-type: none"> • Try to provide a range of habitats to cover a variety of species – think high and low, from bushes, trees and long grasses to ponds, logs, etc • Install special habitats such as insect hotels, • Set up a walk-, scoot- or cycle-to-school zone around your school to encourage physical activity, ease congestion, increase road safety and improve air quality around the school grounds. • For school trips choose walking if in the local area, or public transport like buses and trains where possible. 	<p>Christian Aid – Climate Action and Sustainability Collective Worship Resources. Pupil Ethos Group – Environment – promoting actions to support sustainability and improve our environment</p>
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Year Group	<p style="text-align: center;">Each Year Group has a Geography-led Climate Curriculum Unit <i>In each year, at least one English teaching text will be linked to an environmental issue.</i> In other subjects, there are clear opportunities to address climate and environmental issues. <i>Geography, Science, RE, History, Other</i></p>
R	<p><i>Polar regions/The rainforest/jungle Under the sea</i> <i>Plants and flowers/Animals and minibeasts/Food Recycling/looking after the world</i> Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of their community. Recognise some environments that are different to the one in which they live Explore the natural world around them. Other: Composting fruit and veg waste</p>
1	<p><i>Geography: Contrast – What differences are there between different locations' climate and geographical features – the equator, poles and here? What are local climate issues, comparisons and initiatives</i> <i>Science: Plants, Animals and Seasonal Changes – climate comparisons, effects of global warming on weather and animal habitats</i> RE: How should we care for the world and for others, and why does it matter? Link to sustainability PSHE: Our health Healthy food choices DT Cooking from Foraging</p>
2	<p><i>Geography: Contrast – What are similarities and differences in human and physical geography between an African country (Ghana) and where we live?</i> <i>Science: Animals, living things and their habitats</i> DT Cooking and nutrition Harvest Soups and Smoothies</p>
3	<p><i>Geography: The River Nile and the River Tamar– Can you describe and understand the key aspects of human and physical geography of Rivers</i></p>

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	<p><i>History: The Sea</i> <i>Science: Plants and Animals</i></p>
4	<p><i>Geography The Amazon Rainforest - A Study of South America – What is a rainforest? What is the impact of humans? Deforestation, animal habitats, climate change</i> <i>History: Mining</i> <i>Science Living things and their habitats (Rainforest links) Impact of humans on animal habitats – extinction and endangered animals</i> <i>RE - how and why do people try to make the world a better place? / The Creation Story / Implication on what we need to do to reverse climate change</i> <i>PSHE – Environment</i></p>
5	<p><i>Geography Climate Change Study – What is happening in Bangladesh and what are they doing about it? Are there more natural disasters now eg.Floods and Earthquakes?</i> <i>History: Farming</i> <i>Science: Animals</i> <i>PSHE Nutrition and health/Mental health and keeping well Managing challenges and change</i></p>
6	<p><i>Geography Climate Change Study - Fossil Fuels and Natural Resources – The Middle East -How has human use of natural resources led to climate change? What are the alternatives?</i> <i>Science: Evolution/Living things and their habitats/Animals</i></p>