



Environment and Sustainability Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Continuous Provision- Design and Technology – repurposing materials and reusing to make models based on our own interests. Outdoor Learning – biodiversity, exploring the environment of animals and plants and understanding how we help to protect them and can support this within our grounds. (building bug hotels, bird feeders, creating a wormery)					
					Understanding the World – ‘Somebody swallowed Stanley’ Caring for the marine environment – impact of pollution in the ocean.	Understanding the World Michael Recycle’ people who help us/ superheroes. Waste recycling and how, why and what we can do in school to recycle. Litter, school grounds.
Year 1	General Encouraging all children to be ‘Smart Movers’ by rewarding those who walk, scoot, cycle or take public transport to school. KS1 children are encouraged to compost their fruit waste at break times. Recycling of paper, pens, glue-sticks. Encouraging use of reusable water bottles. Eco Representatives feedback discussions from Eco Council. Caring for the Outdoor Learning area and class planter. Conserving energy in the classroom – turning off lights and power sources.					
	Outdoor Learning – Minibeasts Observing living creatures that live in our outdoor learning area, thinking about how we can look after them and provide a desirable environment for them. Caring for nature Biodiversity School grounds	DT – Eat more fruits and vegetables Discussions around where fruits and vegetables are grown and the impact of importing from other countries. Discussions around not wasting food/composting any left-over fruit and veg after practical lessons. Global citizenship, recycling/ waste/ litter	RE – Christian Creation Story understanding how Christians believe we should look after our world. Caring for nature, growing and sustainability, recycling, waste management.	Geography- Wonderful weather. Learning about changes in the weather, learning about extreme weather, changes in the polar regions and how this is affecting wildlife and living conditions. global citizenship, climate, caring for nature.	Science – Plants Discussions around the importance of trees and looking after the natural world around us. Planting seeds and observing them grow. Trip to local allotment, discussions around growing own food.	DT – Stable Structures Making stable structures from recycled materials. Reusing and repurposing different materials



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	<p>Outdoor Learning – Autumn (Science) Observing changes taking place in our outdoor learning area.</p> <p>Biodiversity School grounds</p>	<p>Outdoor Learning – Winter (Science) Discussions around animals hibernate, migrating and adapting during winter, making bird feeders to provide birds with food during winter months.</p> <p>Biodiversity</p>	<p>Art Portraits- creating self – portraits in the style of Pablo Picasso using recycled materials for their collage materials.</p> <p>Recycling, re-using materials, repurposing.</p>		<p>Sustainability, biodiversity, healthy living, global citizenship, water.</p> <p>Art – Nature Sculptures Using natural materials to make land art.</p>	
<p>Year 2</p>	<p>General Smart Movers Encourage to recycle their fruit ECO council representatives Scrap paper for wet play and note taking Recycle glue sticks/whiteboard pens Recycle paper</p>					
		<p>RE-Christianity (Jesus as a gift from God): Why did God give Jesus to the world? Read the story ‘George saves the world by lunchtime’ (Eden Project Books). Why did George need to save the world? What problems does the world face? Climate change, caring for nature, local</p>	<p>DT-Puppets Make and sew puppets out of reused materials.</p> <p>Recycling, re-using materials, repurposing.</p> <p>Geography-China Identify similarities and differences between Beijing and London. Discuss pollution-smog</p>		<p>Geography-Local Area We look at our local area and carry out a field study. We complete a traffic survey.</p> <p>Travel and traffic, transport, energy.</p>	<p>DT –Making vehicles made from cams and recycled materials</p> <p>Recycling – boxes, plastic bottles and bottle lids</p> <p>English- There’s a rang’tan in my bedroom by James Sellick Debate advantages and disadvantages of palm oil Create persuasive posters to save the rainforest</p>



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		<p>issues, global citizenship.</p>	<p>Pollution, energy, healthy living, transport.</p>			<p>Deforestation, global citizenship, biodiversity, transport.</p>
<p>Year 3</p>	<p>Ensure all glue sticks, pens and scrap paper are either reused as part of planning or recycled Members assigned from both classes to the ECO council and feedback regularly from the meetings Old flipchart paper/newspapers used to line tables for art Recycled materials sourced from other members of staff for art projects and Art Café. Scrap paper used for note taking and group work when gathering ideas. Walk to school promoted in class.</p>					
<p>Science – Light looking at seasonal changes.</p> <p>Energy, biodiversity.</p> <p>Art – Painting using cartridge paper made from recycled paper cups.</p> <p>Recycling, re-using materials, repurposing.</p> <p>History –Stone Age – The changes brought about by farming and the impact of increased food production on the success of civilisations prompting discussions</p>	<p>DT – seasonal stockings, practising sewing skills crafting gifts including the use of recycled scraps of material.</p> <p>Recycling, re-using materials, repurposing.</p> <p>RE – Was Jesus a hero to Christians? Looking at heroic acts. Recapping ‘George Saves the world by Lunchtime.’ (recycling focus) Recycling, re-using materials, repurposing, global citizenship.</p>	<p>RE – Understanding the Sikh community view the natural world as common property and that it must be shared and cared for equally by all as all life is of equal value.</p> <p>Biodiversity, global citizenship, waste.</p> <p>Art – Drawing, Painting and collage. Using cartridge paper made from recycled paper cups and old magazines and printed materials for collage.</p> <p>Recycling, re-using materials, repurposing.</p>	<p>Science – What a plant needs to grow and maintain healthy growth. The importance of plants to life on Earth.</p> <p>Biodiversity.</p>	<p>Geography - Understanding natural disasters and their effect on the local and global environment.</p> <p>Biodiversity, global citizenship, marine, water, energy.</p> <p>Art – Sculpture using recycled paper and packaging, using materials that will biodegrade.</p> <p>Recycling, re-using materials, repurposing</p>	<p>DT – British inventors – Looking at the impact of advances in technology and materials such as: waterproofing, reinforced concrete and the World Wide Web.</p> <p>global citizenship, impact and sustainability.</p>	



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	<p>about parallels with modern life. global citizenship, healthy living, transport, waste.</p>					
<p>Year 4</p>	<p>Ensure all glue sticks and scrap paper are either reused as part of planning or recycled Where possible, events such as sport have used public transport or car sharing to reach the destination Members assigned from both classes to the ECO council and feedback regularly from the meetings</p>					
<p>Science – States of matter</p> <p>Thinking about the changes the world is experiencing through climate change, how this will impact aspects like the water cycle (less rain)</p> <p>Water, energy, climate change, marine, water, waste, biodiversity.</p>	<p>DT – making light boxes</p> <p>Use of materials such as cardboard and paper rather than plastic to ensure sustainability Recycling, re-using materials, repurposing</p> <p>Geography - Local area around Bromley and how aspects of human geography are impacting on the physical geography e.g. greater need for home construction = less green space</p> <p>Human population Human and physical geography –</p>	<p>RE – understanding the Jewish community shows commitment and cares about issues such as Kosher foods sustainability and lack of suffering, food, waste</p> <p>History –Ancient Egyptians - their reliance on natural products within construction and their daily lives e.g. the River Nile for the flooding of the plains and materials within construction of the pyramids sustainability</p>	<p>Geography - looking at Egypt and how it has changed over time – particularly the importance of the River Nile to the people and how this has changed/not changed over time River pollution Waste Aswan Dam construction and impacts Marine/fishing importance</p> <p>DT – making greenhouses – looking at how to grow food sustainably</p>	<p>Science – Living things and their habitats</p> <p>How humans are affecting aspects like food chains, biodiversity and what happens to a living creature if their environment dramatically changes.</p> <p>Biodiversity,</p>	<p>DT – seasonal food</p> <p>Over the term, taking a different part of the diet and how we produce food sustainably. Additionally, how we can then prepare seasonal ingredients healthy living, food</p> <p>Geography – Brazil – human and physical the role the Amazon rainforest plays within our world (the lungs of the world) and how human activity is disrupting it</p> <p>River pollution Waste Deforestation</p>	



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		biodiversity, global citizenship.	Lots of links within their work comes back to the River Nile	<p>Additionally, the making of them was done using wood (sustainable building material)</p> <p>Food, waste, healthy living, biodiversity.</p> <p>Personal development – How can we make a difference, with ourselves and our friends around us on our immediate world and in general</p> <p>global citizenship.</p>		
Year 5	<p>ECO council in charge of emptying paper recycling bins All school trips have been on public transport Old flipchart paper/newspapers used to line tables for art Scrap paper used for rough drafts and note taking Pens and glue sticks are recycled</p>					
	<p>DT – sewing and making Viking purses</p> <p>Used textile scraps and thread from school supplies – reusing materials</p> <p>RE - What is the best way for Hindus to show their commitment</p>		<p>DT – moving toys – made from cans and recycled materials</p> <p>Recycling – boxes, plastic bottles and bottle lids</p>			<p>DT – building bridges using recycled materials</p> <p>Recycling – boxes, flip chart paper, card and newspaper</p> <p>Geography - find out about the causes of river pollution and the effect it has on the environment</p>



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	<p>to God? Pilgrimage to the River Ganges</p> <p>River pollution Global citizenship Marine</p>					<p>River pollution Waste Global citizenship Marine</p>
<p>Year 6</p>	<p>ECO council representatives All school trips have been on public transport Old flipchart paper/newspapers used to line tables for art Scrap paper used for rough drafts and note taking Pens and glue sticks are recycled Bike-ability – understanding the importance of different modes of travel JTA ambassadors</p>					
<p>Art – Protest Art</p> <p>Investigating and producing art that has a political message and thinking about how we can incorporate climate change as a theme</p> <p>global citizenship, marine, water, transport, energy, biodiversity.</p>	<p>Geography – Biomes, Habitats, Ecosystems</p> <p>Exploring the biomes, habitats and ecosystems of the world and investigating the threats that they face, as a result of climate change and human activity. Presenting this as an information leaflet/poster</p> <p>Creating interactive biomes to understand the interdependence of different parts of the biome – revisit the water cycle and why this is important in a biome – look at climate change and drought.</p>	<p>History - Evacuation and the Blitz</p> <p>Thinking about how the war led to changes in land use and the impact of farming – looking at sustainability and self-sufficiency in food growing.</p> <p>Recycling, re-using materials, repurposing, sustainability, food, waste, healthy living.</p>	<p>Geography – North America</p> <p>Exploring the human and physical geography of North America. Investigating specific countries, as a case study, and any climate issues that they may have.</p> <p>global citizenship, marine, water, transport, energy, biodiversity.</p>	<p>Science – Animals Including Humans</p> <p>Diet – the food that we consume and the environmental impact that it can have.</p> <p>sustainability, food, waste, healthy living.</p>	<p>Geography - Politics, Energy and Climate change</p> <p>Finding out about the impact of fossil fuels and investigating green alternatives.</p> <p>Energy, transport, waste.</p> <p>DT – Bird house builders</p> <p>Understanding the local bird life and the challenges they face. Constructing bird feeders made of sustainable/recycled materials.</p> <p>Recycling, re-using materials, repurposing</p>	



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		Water, energy, biodiversity, marine, transport, water, waste.				
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