

# CLIMATE CURRICULUM FOR CLIMATE ACTION TOOLKIT

PLANNING AND RESOURCES FOR  
WHOLE SCHOOL IMPLEMENTATION



# CONTENTS

Introduction to the Toolkit pg 3

Why is climate education so important? pg 4

Content of the Toolkit pg 5

How to use the Toolkit pg 6

How to approach integrating teaching climate change in your curriculum across school/ into your teaching pg 8

Planning and lesson links based on Climate Curriculum learning outcomes

**Moor Allerton Hall Primary School, England**

Upper Key Stage 2 (ages 9-11) pg 10

Lower Key Stage 2 (ages 7 - 9) pg 18

Key Stage 1 (ages 5 - 7) pg 30

**Our Lady Queen of the Apostles Primary School, Ireland**

All classes age 5 - 11 pg 37

**Aplerbecker Grundschule, Germany**

Class 1 and 2 (ages 5-7) pg 50

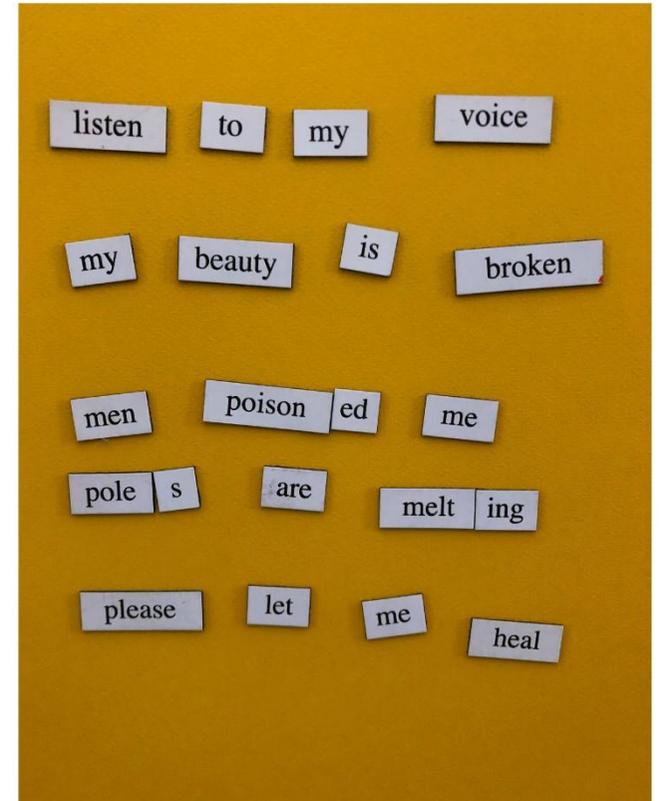
Class 3 and 4 (ages 7-9) pg 55

**Akdeniz Yukselis Primary School, Turkey**

Ages 7 - 9 pg 61

Ages 9-11 pg 70

Further resources pg 81



# INTRODUCTION

This **Toolkit** has been developed as part of the 'Climate Curriculum for Climate Action' project. This was an Erasmus project collaborated on by four primary schools in four different countries: Moor Allerton Hall Primary School, Leeds, England; Our Lady Queen of the Apostles Primary School, Dublin, Ireland; Aplerbecker Grundshule, Dortmund, Germany and Akdeniz Yukselis, Antalya, Turkey. The schools were joined in the project by two non-governmental organisations: Leeds Development Education Centre, Leeds, England and SERGED, Antalya, Turkey.

The aim of the project was to collaborate on implementing a Climate Curriculum which would enable school pupils to gain the knowledge and understanding necessary for a world facing climate crisis, and also to equip them with the attitudes and skills to maintain their own mental and emotional wellbeing in the face of the crisis and also to make a positive contribution, both now within their own sphere of influence as children within their schools, families and communities, and also in their future lives.

The schools worked together on a set of learning outcomes across the 8 key areas of: Scientific Background; Urgency of the need for action; Impacts of climate change; Responses to climate change; Consumption & climate justice; Possible futures; Mindsets & viewpoints and Feelings & behaviours. These learning outcomes are designed to build pupils' knowledge, understanding and skills as they progress through school. They are outlined and explained in more detail in the **Framework** document which accompanies this **Toolkit**. Also accompanying this **Toolkit** is a **Guide** which provides case studies and further practical advice and examples from schools drawing on their experience of implementing the Climate Curriculum for Climate Action in their own contexts.



# Why is climate education so important?

Before going on to explain the content of this Toolkit, and how to use it, it's worth pausing to consider why climate education is so vital in our schools right now.

If you're reading this Toolkit, then the chances are that you agree with the 93% of Europeans who see Climate Change as a serious problem (Eurobarometer on Climate Change 2019) and the 90% of teachers in the UK polled in 2020 who believe that climate education should be more widely taught across the curriculum in schools (teachthefuture.uk/teacher-research). And perhaps also with the 70% who said that they felt that they did not have adequate training and resources to engage pupils with the issues. But why is it so important to introduce climate education within our schools?

The first and most obvious answer is that the issue is of vital importance for children. If education is preparation for life, then an education which does not engage meaningfully with climate issues is in danger of preparing children for a world that will soon no longer exist. For children in primary school now, the majority of their lives will be dominated by the effects of the climate crisis in one way or another and, to a greater or lesser extent, many of them are already aware of its relevance to their world and their lives.

Education which adequately addresses the climate crisis is vital, not only in preparing children for their future life, but also in caring for their emotional wellbeing now. There is research evidencing the 'eco-anxiety' experienced by children and young people who feel negatively about the future.

Schools, who have a duty of care to their pupils, need to provide education which supports children experiencing distress about climate change and which promotes more positive feelings, such as hope in action. Rather than perpetuating the idea that adults aren't doing anything about it, schools can model to children that important adults in their life do understand the urgency, do respond to children's concerns, do care about the future of the planet and are able to take positive action, alongside children.

Whilst protecting young children from doom-laden predictions, there is a key role for schools in educating them about the importance and urgency of the climate crisis. Schools are in a unique position in our societies to introduce key information about the urgency of the need for action on the climate. They can support children in getting their wider families thinking about these issues, which in turn can promote both behaviour change and positive support for pro-climate policies.

Education is key to enabling students to take informed action and make choices that support a just and sustainable world; that's why education is a climate change solution and you are part of the solution!

**“Distress about climate change is associated with young people perceiving that they have no future, that humanity is doomed, and that governments are failing to respond adequately, and with feelings of betrayal and abandonment by governments and adults. Climate change and government inaction are chronic stressors that could have considerable, long-lasting, and incremental negative implications for the mental health of children and young people.”**

Hickman et al in The Lancet Vol 5 Issue 12  
December 2021

# Content of the Toolkit:

As discussed above, this **Toolkit** is designed to be used in conjunction with the **Framework** and **Guide** which were also produced as a part of this collaborative project.

The **Toolkit** reflects the experience of the schools involved in the Climate Curriculum for Climate Action project in their different national contexts and the teaching and learning methods and practices that emerged. Once the schools had discussed the learning outcomes for the climate curriculum (for full details of these learning outcomes, see the accompanying Framework) they went on to map the climate learning outcomes across their existing curriculum.

In considering how to implement the Climate Curriculum learning outcomes in school, we recognised how busy teachers are and how much they already have to fit into their different national curricula. Therefore it was really important to us that the Climate Curriculum for Climate Action would not add extra pressure to already overloaded teachers and overcrowded timetables. Instead, the aim was to integrate the climate curriculum learning outcomes within existing planning and schemes of work to fit national curricula and the schools' own local contexts. So the **Toolkit** contains planning for lessons and links to resources from each of the participating schools. This planning reflects the way these schools have delivered the Climate Curriculum learning outcomes - there are obviously many other resources available, and many different methods that you may find more suitable for your own context as every school is different. The tables below just give a practical starting point, showing plans and resources that worked for the partner schools who collaborated in this project.

## Week of walking to school (children + staff)



 Zu Fuß zur Schule!

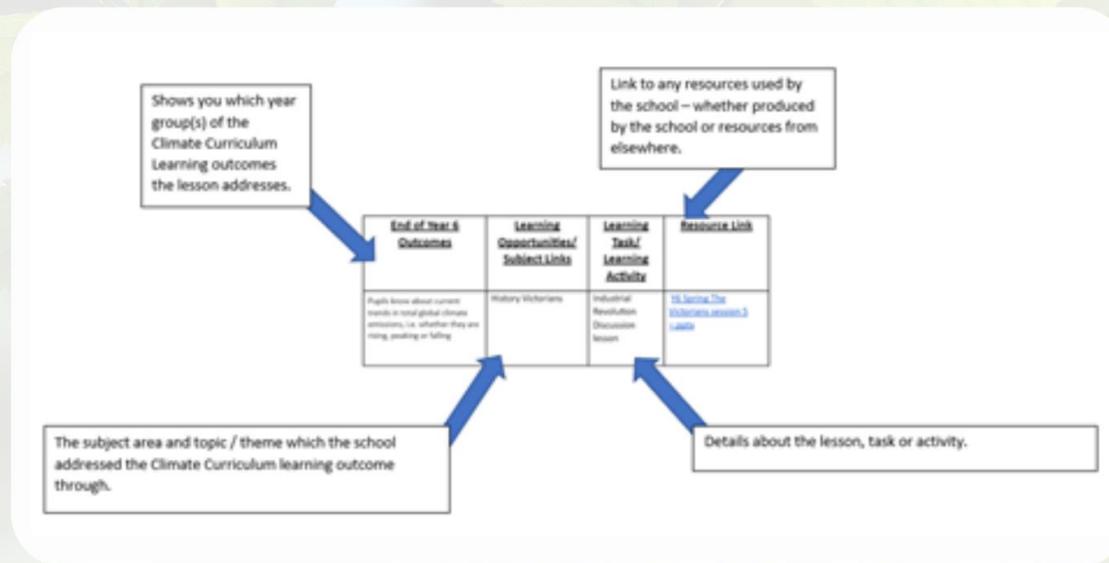
  
Prima! Du bist heute zu Fuß oder mit dem Roller/ Fahrrad zur Schule gekommen!

Mo, 24.4.	
Di, 25.4.	
Mi, 26.4.	
Do, 27.4.	
Fr, 28.4.	

# How to use this Toolkit:

In order to make sense of the planning and resources below, we recommend that you first familiarise yourself with the **Framework**, as that will give context and background to the Climate Curriculum learning outcomes. Once you are familiar with the 8 key areas covered by the climate curriculum, and how they progress throughout the school years, we offer this **Toolkit** for you to use in whatever way you find most useful.

The information about each school's planning and resources is laid out in tables, see example below:



How you use the Toolkit depends on what you want it for: each school in the project had a different approach. As a starting point, you may prefer to find a subject area, topic or theme from the second column which one of the schools has delivered climate education as part of, which is also a subject, topic or theme taught in your own school. You may prefer to start by looking through the approach that a school from your own country took as that might be more appropriate for you. You may choose to browse by age / year group or by which area of the Climate Curriculum you want to focus on. You may simply want to browse the resources to find ones that might be relevant for your context.

The planning and resource links are offered below as they were used by the schools in the project. You may find something that a project school has used in one year group useful in different year group, or you may want to adapt and use a resource in a different way to how the school used it in the project. The toolkit resources are simply offered as a record of the experience of the four schools involved.

For further information such as case studies detailing the experience of the project schools in practice, information about how the schools implemented peer learning techniques to deepen and strengthen climate learning across the whole school, and general advice arising from the schools' experience, see the project **Guide**.



# How to approach integrating teaching climate change in your curriculum across school / into your teaching

The learning outcomes in the Climate Curriculum for Climate Action were designed to be integrated across the whole school. An advantage of a whole school approach is that, by the time the pupils reach the later years, teachers do not have to 'start from scratch' because the knowledge, understanding, attitudes and skills of the pupils build progressively.

The experience of the four participating schools was that there were varied approaches to integrating the learning outcomes, all with different advantages and each suitable for different learning outcomes, topics and contexts.

Delivering Climate learning outcomes through other subjects and topics: The main approach that the schools took in the project was to deliver the Climate Curriculum learning outcomes through other subjects and topics. For example, as shown in the example above from Moor Allerton Hall Primary School, Leeds, the learning outcome about trends in greenhouse gas emissions was explored as part of a history lesson on the Industrial Revolution. In this example, the climate learning outcome was just a part of one lesson, but in other cases, one whole lesson as part of a wider scheme of work focused on a climate learning outcome.

'Schools found that the advantages of this approach were that the climate learning was not seen as an 'added extra,' but as part of the bread and butter' of the school curriculum, integrated into the existing school curriculum and part of everyday learning. This approach builds pupils' knowledge, understanding and skills progressively so that year on year as they progressed through school they were able to tackle more complex or advanced learning outcomes. Teachers began to see the fruits of this through the years of the project, realising that they didn't have to 'start from scratch' when introducing concepts to the children as ground work had already been laid in previous years. We envisage that as the climate curriculum implementation continues in school for further years, the benefits of this will improve further. In addition, the fact that the climate learning outcomes are planned into the school curriculum means that climate learning does not depend on a particular staff member but is revisited yearly as part of the standard topics and subjects, making it sustainable.

Delivering climate learning outcomes through standalone lessons or schemes of work:

In addition to delivering the climate learning outcomes through the existing curriculum, the schools also found that there were some learning outcomes which were easier to deliver through standalone lessons, a focused scheme of work or on off-timetable themed days (in the project often linked to school strike days connected with the Fridays for Future movement). For more details on how the schools delivered some of these, see the project Guide.

Schools found that the advantages of this approach were that there were some learning outcomes which were harder to fit in to existing topics and subjects and needed a more focused approach in order to do them justice. Themed days were also more flexible and schools could respond to current issues (for example learning about COP talks at the time when they were in the news). Again, see the project Guide for further information about how schools implemented this aspect of climate learning.



# Planning and lesson links based on Climate Curriculum learning outcomes

Moor Allerton Hall Primary School, Leeds, England: Upper Key Stage 2 (ages 9-11)

## 1. Scientific Background

<u>End of Year 6 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils can clearly articulate the link between burning fossil fuels and (increases in rates of) climate change using appropriate scientific vocabulary	History	Poster creation for carbon footprint and reducing pollution	<a href="#">Y6 Leeds &amp; Clapham - Lesson 6 PP.pptx</a>
	Peer Education	Carbon Sink Poster	<a href="#">Y3 6 Peer Education TheCarbonCycle.pptx</a>
	History Victorians	Industrial Revolution Discussion lesson	<a href="#">Y6 Spring The Victorians session 5 -.pptx</a>
Pupils can name key carbon sinks such as forests, peatlands, oceans, algal blooms, and healthy soil (and how they affect the climate crisis)	KS2 Assembly	Sharing Assembly	<a href="#">Y3 4 5 6 KS2 Assembly carbon sinks.pptx</a>
	Peer Education	Carbon Sink Poster	<a href="#">Y3 6 Peer Education TheCarbonCycle.pptx</a>
Pupils know what the Intergovernmental Panel on Climate Change is and can discuss some recent findings	Climate Day	Mind Map	<a href="#">Y6 Climate day.pptm</a>
Pupils can discuss recent scientific findings in relation to climate change	Climate Day	COP 26 Discussion	<a href="#">Y6 Climate day.pptm</a>

## 2. Urgency of Need for Climate Change

<u>End of Year 6 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
They are familiar with the concept of emissions reduction targets (and how realistic these targets are and to what extent they can be achieved) and can identify different targets and begin to connect these with current scientific estimates for degrees of warming	History	Poster creation for carbon footprint and reducing pollution	<a href="#">Y6 Leeds &amp; Clapham - Lesson 6 PP.pptx</a>
	Climate Day	Mind Map and Protest Banner - Chant creation	<a href="#">Y6 Climate day.pptm</a>
Pupils understand that 2030 is a scientific estimate of a year by which global emissions must have peaked in order to give humanity a reasonable chance of controlling eventual warming levels, and that it is not a deadline for an end-of-the-world scenario	Climate Day	Mind Map and Protest Banner - Chant creation	<a href="#">Y6 Climate day.pptm</a>
	Peer Education	Carbon Sinks to help the issue	<a href="#">Y3 6 Peer Education TheCarbonCycle.pptx</a>
Pupils know about current trends in total global climate emissions, i.e. whether they are rising, peaking or falling	History Victorians	Industrial Revolution Discussion lesson	<a href="#">Y6 Spring The Victorians session 5 –.pptx</a>
	Victorians Topic Reading	Topic Reading	<a href="#">Y6 Topic reading - industrial revolution effect on global warming.docx</a>
Pupils begin to understand what climate tipping points are and can connect these with the urgency to act (for both small and large scale issues - link to climate injustice)	History Victorians	Industrial Revolution Discussion lesson	<a href="#">Y6 Spring The Victorians session 5 –.pptx</a>

### 3. Impacts of Climate Action

<u>End of Year 6 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils understand how climate change is a factor in the current loss of biodiversity and can describe some future predictions in connection with this	Geography Y6 Climate Day - Running out of time	Comparing Landuse in different areas	<a href="#">Y5 land use and climate change.pptx</a> <a href="#">Y6 Climate Day Running out of time.pptx</a>
Pupils understand (can describe) the impact of climate change on ecosystems locally and across the world (loss of biodiversity), both in the present and a range of future scenarios	Assembly	Looking at a range of ecosystems	<a href="#">Y3 4 5 6 KS2 Assembly carbon sinks.pptx</a>  <a href="#">Y6 Climate Day Running out of time.pptx</a>
Pupils can identify a range of impacts of our changing climate on people in the past and present, in their local area, in the UK, and also across the world	Recycling	What affect does waste have on our climate?  How does this affect people in other parts of the world?	<a href="#">Y1 and Y4 Task 1 Sorting Cards.pdf</a> <a href="#">Y1 and Y4 Peer Education.pptx</a>
	KS2 Assembly	Paper Waste	<a href="#">Y3 4 5 6 KS2 Assembly paper waste.pptx</a>
Pupils can identify current impacts, and a range of predicted future impacts depending on levels of heating, including human migration. (changes in agricultural patterns)	Climate Afternoon - Running Out of Time	Children learn about carbon footprints and attempt to calculate their own  What will happen if these are not reduced?	<a href="#">Y5 Running out of time - climate activity.pptx</a>

## 4. Responses to Climate Change

<u>End of Year 6 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils are familiar with a range of different climate action strategies including reducing consumption, using renewable energy and protecting/ restoring carbon sinks	History	Poster creation for carbon footprint and reducing pollution	<a href="#">Y6 Leeds &amp; Clapham - Lesson 6 PP.pptx</a>
Pupils begin to discuss what makes some strategies more effective than others	History	Poster creation for carbon footprint and reducing pollution	<a href="#">Y6 Leeds &amp; Clapham - Lesson 6 PP.pptx</a>
Pupils can identify actions they can take personally and with a group of which they are part (locally or globally?)	Climate Day	Video Clip soundbites	<a href="#">Y6 Climate day.pptm</a>
	Climate Day	Protest Banner Making	<a href="#">Y6 Climate day.pptm</a>
	History	Poster creation for carbon footprint and reducing pollution	<a href="#">Y6 Leeds &amp; Clapham - Lesson 6 PP.pptx</a>
Pupils are familiar with actions that are being taken locally, nationally; and with key content of international agreements	Climate Day	Mind Map	<a href="#">Y6 Climate day.pptm</a>
Pupils can describe a range of examples of how a group have taken climate action together, both locally and across the world, and can talk about the outcomes (	Climate Day	COP 26 and Soundbites task	<a href="#">Y6 Climate day.pptm</a>
	History/Reading	Mary Walton text and questions.	<a href="#">Y6 Reading Lesson 2 PP.pptx</a> <a href="#">Y6 Mary Walton - text.docx</a>
Pupils can discuss what makes for effective climate action	History/Reading	Mary Walton text and questions.	<a href="#">Y6 Reading Lesson 2 PP.pptx</a> <a href="#">Y6 Mary Walton - text.docx</a>

## 5 Consumption and Climate Justice

<u>End of Year 6 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils understand that some individuals and countries are more responsible than others for greenhouse gas emissions to date	History/Reading	Mary Walton text and questions.	<a href="#">Y6 Reading Lesson 2 PP.pptx</a>
	History Victorians	Industrial Revolution Discussion lesson	<a href="#">Y6 Spring The Victorians session 5 –.pptx</a>
	Y5 Earth Day	Caclulating carbon footprints	<a href="#">Y5 Earth day activity afternoon.pptx</a>
Pupils can clearly make the connection between climate change and things that they and others consume / activities they and others participate in	History/Reading	Mary Walton text and questions.	<a href="#">Y6 Reading Lesson 2 PP.pptx</a>
	History Victorians	Industrial Revolution Discussion lesson	<a href="#">Y6 Spring The Victorians session 5 –.pptx</a>
	Y5 Earth Day	Maths links- Can we calculate our classes carbon footprint?	<a href="#">Y5 Earth day activity afternoon.pptx</a>
Pupils understand that different lifestyles cause much lesser or greater carbon emissions	History	Poster creation for carbon footprint and reducing pollution	<a href="#">Y6 Leeds &amp; Clapham - Lesson 6 PP.pptx</a> <a href="#">Y5 Earth day activity afternoon.pptx</a>
Pupils can name suggest a range of alternatives which might reduce greenhouse gas emissions	History	Poster creation for carbon footprint and reducing pollution	<a href="#">Y6 Leeds &amp; Clapham - Lesson 6 PP.pptx</a> <a href="#">Y5 Earth day activity afternoon.pptx</a>
Pupils can explain how some countries are more responsible than others for producing greenhouse gas emissions and compare this with where the climate crisis has the most severe impacts. They can use this information to begin to develop their own	Victorians Topic Reading	Topic Reading	<a href="#">Y6 Reading Lesson 1 PP.pptx</a>
	History Victorians	Industrial Revolution Discussion lesson	<a href="#">Y6 Spring The Victorians session 5 –.pptx</a>
	History/Reading	Mary Walton text and questions.	<a href="#">Y6 Reading Lesson 2 PP.pptx</a>

ideas about rights and responsibilities now and in the future.			
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## 6 Possible Futures

<u>End of Year 6 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils can outline different possible future scenarios - typically in 2100 - depending on levels of heating	Victorians Topic Reading	Topic Reading	<a href="#">Y6 Reading Lesson 1 PP.pptx</a>
Pupils have an understanding of current scientific consensus on what these future scenarios may look like, including best-case scenarios	Year 5 Maths - Data analysis	Look at trends of energy consumption.  What would future forecasts be?	<a href="#">Y5 statistics and climate change.pptx</a>
Pupils begin to understand the lack of certainty in future predictions	Year 5 Maths - Data analysis	Look at trends of energy consumption.  What would future forecasts be?  Can these be changed?	<a href="#">Y5 statistics and climate change.pptx</a>
Pupils know that our scientific understanding is developing and being revised	Science	Study of famous scientists in science week. Discussion about how some findings were revolutionary at the time but have since been revised	

## 7 Mindsets and Viewpoints

<u>End of Year 6 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils reflect on and <u>compare</u> different views of the relationship of humans with the Earth (This might include a variety of different perspectives from around the world including some spiritual / faith perspectives)	History Victorians	Industrial Revolution Discussion lesson	<a href="#">Y6 Spring The Victorians session 5 –.pptx</a>  <a href="#">Y5 Running out of time - climate activity.pptx</a>
Pupils can identify viewpoints which have influenced their own mindset		Class Discussions -	<a href="#">Y5 Running out of time - climate activity.pptx</a>
Pupils can think critically about and begin to challenge the accepted mindset in society	PSHCE	Debate Activity- Persuasive Arguments  Should we buy the latest fashions?  Why should we all have electric cars?	

## 8 Feeling and Behaviours

<u>End of Year 6 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
People begin to compare the effectiveness of different strategies to help cope with feelings around climate change	PSHCE	Discuss how Climate change makes us feel.  How do we best deal with these feelings?  Children to use journals and a bank of mindfulness activities to combat worry	<a href="#">Y4 CC PSHCE Physical Health and Wellbeing.pptx</a>
	PSHCE	Feelings Questionnaire	<a href="#">Y3 4 5 PSHCE KS2 What do you feel about Climate Change Class Questionnaire.docx</a>
Pupils begin to understand that awareness of the problem does not always lead to action and begin to explore some of the reasons why.	Ongoing work	Students have discussions throughout the year about climate learning.  Discussions after pre and post assessments	<a href="#">Y4 CC PSHCE Physical Health and Wellbeing.pptx</a>

## Moor Allerton Hall Primary School, Leeds, England: Lower Key Stage 2 (ages 7 - 9)

### 1. Scientific Background

<u>End of Year 4 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils understand that burning (finite fossil fuel resources such as) coal, oil and gas has an impact on the climate and have a basic understanding of the scientific processes involved	Science	To learn the three fossil fuels, how they are formed and how they are used by humans. To explore the impacts of fossil fuels and currently alternatives available.	<a href="#">Y4 CC Science Fossil Fuels.pptx</a>
Pupils can define the terms 'atmosphere', 'Climate Change' and 'greenhouse gas emissions'	Science	Watch the clip. Talk with your partner and write ideas down, answering the questions – What does climate change mean to you?	<a href="https://www.youtube.com/watch?v=Sv7OHfpIRfU">https://www.youtube.com/watch?v=Sv7OHfpIRfU</a>
	Science	Whole Class Strike Action Day	<a href="#">Y3 4 Curriculum Strike Day for Climate Emergency PPT.pptx</a>
		<b>Task:</b> create a leaflet to explain: <ol style="list-style-type: none"> <li>1. Where the polar ice caps are</li> <li>2. How climate change is changing the ice</li> <li>3. How melting ice will affect coastal towns round the world</li> <li>4. How ice melting affects animals</li> <li>5. What we can do to help</li> </ol>	How climate change affects us all <a href="https://www.wwf.org.uk/sites/default/files/2019-12/WWF_KS2_Lesson1_Presentation.pdf">https://www.wwf.org.uk/sites/default/files/2019-12/WWF_KS2_Lesson1_Presentation.pdf</a> check out the animals affected by climate change <a href="https://www.wwf.org.uk/learn/effects-of/climate-change-">https://www.wwf.org.uk/learn/effects-of/climate-change-</a> The difference between climate and weather link- <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk</a>
Pupils can identify natural processes that remove carbon dioxide from the atmosphere.	Assembly	Carbon Sink Assembly	<a href="#">Y3 4 5 6 KS2 Assembly carbon sinks.pptx</a>

Pupils know that some natural processes like trees growing, healthy soils and oceans take greenhouse gases out of the atmosphere	Assembly	Carbon Sinks Assembly	<a href="#">Y3 4 5 6 KS2 Assembly carbon sinks.pptx</a>
	Topic	Trees and Rivers	<a href="#">Y3 Rivers Session 3 Climate Change.pptx</a>

## **2. Urgency of Need for Climate Change**

<b><u>End of Year 4 Outcomes</u></b>	<b><u>Learning Opportunities/ Subject Links</u></b>	<b><u>Learning Task/ Learning Activity</u></b>	<b><u>Resource Link</u></b>
Pupils understand the term climate emergency & climate crisis.	Climate Curriculum Day	Discussion and Videos	<a href="#">Y3 4 Curriculum Strike Day for Climate Emergency PPT.pptx</a> <a href="#">Y 3 4 MAHPS COP 27 Climate Day Climate Running Out Of Time.pptx</a>
Pupils can give examples of institutions that have declared a 'climate emergency' at different scales and are aware of synonyms such as 'climate crisis'	PSHCE	PSHCE topic – Identity, society, and equality: Democracy	<a href="#">Y 3 4 MAHPS COP 27 Climate Day Climate Running Out Of Time.pptx</a>
	Science Week	Task 3 Design a pollution reducing invention.	<a href="#">Y4 Science Week PPT 3 sessions - Session 1 Air Pollution Session 3 CleanUp.pptx</a>
Pupils know about some of the impacts that higher temperatures are having on people already.(and give examples of the effect in different habitats eg turtles, coral reefs)	Science topic – Human impact (What is the human impact on the earth?)  Link to Volcanoes and Earthquakes topic.	Take your sheet of the volcano. Draw and label the hazards of an eruption.	Volcanoes and Earthquakes- Geography – extreme earth Task is on slides.  <a href="#">Y4 CC Lesson 3 Geography Extreme Earth.pptx</a>
	Science lessons- human impact- Topic- Human impact on the Earth and climate change	Lesson objective- To know and understand causes and consequences of flooding.  Task- card sorting. Organise the cards  1. What caused the floods? 2. What are the effects of the floods?	<a href="#">Y3 lesson 8 Flooding.pptx</a>

		3. What is being done to stop floods happening again? Challenge Can you put that cards in time order?	
		DT - Create a structure which would survive a flood	<a href="#">Y3 Construction Session 3 - Beat the Flood.pptx</a>

### 3. Impacts of Climate Action

<u>End of Year 4 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils can identify a range of impacts of past and / or present climate change on plants and animal species, including (biodiversity loss-use of term in year four) extinctions, and on environments locally and across the world	Climate Action Strike Day Science Geography - Extreme Weather	Research activity- Look at the impact and causes of :  <ol style="list-style-type: none"> <li>1. Extreme global weathers</li> <li>2. Global sea level changes</li> <li>3. Food shortages</li> <li>4. Animal extinction</li> </ol>	<a href="#">Y3 4 Curriculum Strike Day for Climate Emergency PPT.pptx</a>
	Science	Plastic Pollution with insulators	<a href="#">Y4 Electricity Lesson 4 Plastic Pollution.pptx</a>
Pupils can identify a range of observed impacts of our changing climate on people locally and across the world the world	Geography- Rivers	<b>Task:</b> create an information leaflet to explain:  <ul style="list-style-type: none"> <li>● What is flooding?</li> <li>● Where has flooding happened in Britain recently?</li> <li>● How do we try to protect towns from flooding?</li> <li>● How does climate change link to flooding?</li> </ul>	<a href="#">Y3 lesson 8 Flooding.pptx</a>

	Climate Strike Day- topic link extreme earth.	<p>Key focus questions-</p> <ol style="list-style-type: none"> <li>1. What is the difference between weather and climate?</li> <li>2. Why is ice so important to the world?</li> <li>3. Which animals and plants have been affected by climate change?</li> <li>4. What does extinction mean?</li> <li>5. How does global warming cause extinction of different species?</li> <li>6. How does this make us feel?</li> <li>7. What can we do about our worries?</li> </ol>	<p>Planning sheet- first climate day planning sheet Year 4.</p> <p>why do we need ice:</p> <p><u><a href="#">Why Do We Need Ice?</a></u></p> <p>How climate change affects us all</p> <p><u><a href="https://www.wwf.org.uk/sites/default/files/2019-12/WWF_KS2_Lesson1_Presentation.pdf">https://www.wwf.org.uk/sites/default/files/2019-12/WWF_KS2_Lesson1_Presentation.pdf</a></u></p> <p>check out the animals affected by climate change</p> <p><u><a href="https://www.wwf.org.uk/learn/effects-of/climate-change-">https://www.wwf.org.uk/learn/effects-of/climate-change-</a></u></p>
	Recycling	Y1 Y4 Peer Education about The 3Rs - discussion	<u><a href="#">Y1 and Y4 Peer Education.pptx</a></u>
	Assembly	Paper Waste and Carbon Sinks	<u><a href="#">Y3 4 5 6 KS2 Assembly paper waste.pptx</a></u> <u><a href="#">Y3 4 5 6 KS2 Paper Waste Assembly script.docx</a></u> <u><a href="#">Y3 4 5 6 KS2 Assembly carbon sinks.pptx</a></u>
	Maths	<p>Line Graphs</p> <p>Increases in temperatures line graphs</p>	<u><a href="#">Y4 Maths Temperature Line Graphs - Climate Change Link.docx</a></u>
	History	Romans - Impact on Environment	<u><a href="#">Y4 Session 11 Impact of Rome-The Roman Environment.ppt</a></u> <u><a href="#">Y4 Session 11 Secondary sources and debate.docx</a></u>
	Geography and Earth day	Food Miles	<u><a href="#">Y3 Y4 Earth Day Food Miles Package ANSWERS.docx</a></u> <u><a href="#">Y3 Y4 Earth Day Food Miles Package Examples.docx</a></u>

			<a href="#">Y3 Y4 Earth Day Earth Colouring Sheet.pdf</a> <a href="#">Y3 Y4 Earth Day 2023.pptx</a>
	History	50 Years of the School and Fashion	<a href="#">Y3 Y4 1970s Fashion and Climate Change.pptx</a>

#### **4. Responses to Climate Change**

<b><u>End of Year 4 Outcomes</u></b>	<b><u>Learning Opportunities/ Subject Links</u></b>	<b><u>Learning Task/ Learning Activity</u></b>	<b><u>Resource Link</u></b>
Pupils understand how using less energy can reduce emissions	Science- Electricity	Discussion about turning off light switches.	<a href="#">Y4 Electricity Lesson 5 Turning off lights.pptx</a>
	Y4 Science	Greenhouse Gases slides	<a href="#">Y4 CC Science Greenhouse Gases.pptx</a>
	Y4	Fossil Fuels	<a href="#">Y4 CC Science Fossil Fuels.pptx</a>
Pupils understand what renewable energy is and can explain why it is important in reducing greenhouse gas emissions	Geography	Iceland Case Study with Renewable Energy	<a href="#">Y4 Lesson 4 Iceland Notesheets.docx</a> <a href="#">Y4 Lesson 4 Geography Extreme Earth.pptx</a>
	Science	Electricity and Renewable Energy	<a href="#">Y4 Electricity Lesson 3 Renewable Energy.pptx</a>
	Geography	Volcanic Benefits For and Against Cards	<a href="#">Y4 lesson 6 Geography Extreme Earth.pptx</a> <a href="#">Y4 Lesson 6 Volcanoes For and Against Cards.pdf</a>
Pupils understand the importance of trees for the climate and can explain	Maths - Area	Activity-	<a href="#">Y4 Climate lesson with comparing area.docx</a> <a href="#">Y4 Climate lesson with comparing area.pptx</a>

why protecting (scientific background?) / replanting forests is important for the climate		Child to pretend they are scientists, sent around the world to study the rates of deforestation.  They will need to compare data to work out where deforestation is the most severe.	
	Deforestation	Reading Comprehension linked to the Amazon Rainforest	<a href="#">Y3 Week 3 The Amazon.pptx</a> <a href="#">Y3 Reading The Amazon.pptx</a>
	Assembly	Carbon Sinks	<a href="#">Y3 4 5 6 KS2 Assembly carbon sinks.pptx</a>
Pupils can identify actions that they can take personally to reduce emissions / promote carbon sinks	PSHCE	Work through pp slides- discussion using images.  Task- What actions can we take? Think of some actions or ideas that you may be able to do to aid or help the current climate change crisis. Think about different levels or scale of your help.	<a href="#">Y4 CC PSHCE Physical Health and Wellbeing.pptx</a>
	Science topic – Where does all the food go?  Focus- Environment unit on managing waste.	Activity- to create a group presentation.  With your group – create a script and use drawings/diagrams to present information about one of the following GREENHOUSE GAS sections (see PP slides).	<a href="#">Y4 CC Science Fossil Fuels.pptx</a>
	Assembly	Carbon Sinks	<a href="#">Y3 4 5 6 KS2 Assembly carbon sinks.pptx</a>
Pupils can identify actions that can be taken at the level of their school and locality	Climate Strike Day	Task- Children to create a leaf promise. This will include actions they can do to help the climate. Stick each leaf promise to create a tree.	<a href="#">Y3 4 Curriculum Strike Day for Climate Emergency PPT.pptx</a>
	Science	Alternative Energy- Electricity topic	<a href="#">Y4 Electricity Lesson 2 Alternative Energy.pptx</a>

Pupils understand that leaders of governments make agreements with each other about climate action and can identify some of the content of these agreements	Climate Strike Day  COP 26 and COP 27		<a href="#">Y3 4 Curriculum Strike Day for Climate Emergency PPT.pptx</a>  <a href="#">Y3 4 MAHPS COP 27 Climate Day Climate Running Out Of Time.pptx</a>  <a href="#">Y5 Running out of time - climate activity.pptx</a>  <a href="#">Y6 Climate Day Running out of time.pptx</a>
Pupils can name different examples of how a group are taking climate action together and can talk about the outcomes.	Geography	Rivers - Flooding	<a href="#">Y3 lesson 8 Flooding.pptx</a>  <a href="#">Y3 Lesson 9 Cards Flooding River Aire.pdf</a>  <a href="https://drive.google.com/file/d/1_NVwkMKGpyAnli6XamFJ3zRfqXe6xdMO/view?usp=drive_link">https://drive.google.com/file/d/1_NVwkMKGpyAnli6XamFJ3zRfqXe6xdMO/view?usp=drive_link</a>
	Climate Days	COP 26 and COP 27	<a href="#">Y3 4 Curriculum Strike Day for Climate Emergency PPT.pptx</a>  <a href="#">Y3 4 MAHPS COP 27 Climate Day Climate Running Out Of Time.pptx</a>

## 5 Consumption and Climate

<u>End of Year 4 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils can name some of the things that they and others do that are responsible for climate change at a personal, community, country and global level	History- Ancient times- Egyptian and Stone Age	PP slide- Humans relationship with earth now compared to Stone Age times.  Task- Have a look at some of the everyday choices humans living in today's century have to make that will affect our climate. Look at each scenario and choose an action.	<a href="#">Y3 Humans relationship with earth now compared to Stone Age times..pptx</a>

	Tourism/History	Comparison between present and past communities	<a href="#">Y3 Tourism- link to Stone Age topic.pptx</a>
	History	Stone Age Community Discussion Role task	<a href="#">Y3 Week 7 Lesson 4 Reading.pptx</a>
	Maths - Area Geography Deforestation	Activity- Children to pretend they are scientists, sent around the world to study the rates of deforestation.  They will need to compare data to work out where deforestation is the most severe.	<a href="#">Y4 Climate lesson with comparing area.docx</a>  <a href="#">Y4 Climate lesson with comparing area.pptx</a>
Pupils understand that the choices they make may affect other living things including people in other parts of the world.	History	Stone Age Effects	<a href="#">Y3 Humans relationship with earth now compared to Stone Age times..pptx</a>
	History	Roman Effects	<a href="#">Y4 Session 11 Impact of Rome-The Roman Environment.ppt</a>  <a href="#">Y4 Session 11 Secondary sources and debate.docx</a>
	Geography	Iceland Case Study	<a href="#">Y4 Lesson 4 Iceland Notesheets.docx</a>  <a href="#">Y4 Lesson 4 Geography Extreme Earth.pptx</a>
	Climate Discussion Cards	Discussion	<a href="#">Y4 Climate Discussion-Cards-Ages-7-9.pdf</a>
	Science Week	Ocean Plastic Pollution	<a href="#">Y4 Science Week PPT 3 sessions - Session 1 Air Pollution Session 3 CleanUp.pptx</a>
Pupils begin to explore alternatives to these activities which are less harmful (e.g the circular economy, alternatives to fast fashion etc)	Science	Electricity Alternatives	<a href="#">Y4 Electricity Lesson 2 Alternative Energy.pptx</a>
	Science	Electricity Renewables	<a href="#">Y4 Electricity Lesson 3 Renewable Energy.pptx</a>
	Topic	Renewable - Iceland Case Study	<a href="#">Y4 Lesson 4 Geography Extreme Earth.pptx</a>
	Climate Day	Power Saving Promises	<a href="#">Y3 4 Curriculum Strike Day for Climate Emergency PPT.pptx</a>

			<a href="#">Y3 4 MAHPS COP 27 Climate Day Climate Running Out Of Time.pptx</a>
	Science	GG and Carbon Footprint	<a href="#">Y4 CC Science Greenhouse Gases.pptx</a>
	PSHCE	Thoughts and Feelings	<a href="#">Y4 CC PSHCE Physical Health and Wellbeing.pptx</a>
	Peer Education	The 3Rs	<a href="#">Y1 and Y4 Peer Education.pptx</a> <a href="#">Y1 and Y4 Task 1 Sorting Cards.pdf</a>
	Earth Day	Food Miles	<a href="#">Y3 Y4 Earth Day 2023.pptx</a>
Pupils can evaluate and begin to rank human activities according to carbon emissions produced They begin to understand that different lifestyles have a greater or lesser impact	Earth Day	Food Miles	<a href="#">Y3 Y4 Earth Day 2023.pptx</a>
	Discussion Cards	Climate Discussion	<a href="#">Y4 Climate Discussion-Cards-Ages-7-9.pdf</a>
Pupils can explain simply what a carbon footprint of an individual, a product, or an activity is	Science	GG and Carbon Footprint	<a href="#">Y4 CC Science Greenhouse Gases.pptx</a>
	Earth Day	Food Miles	<a href="#">Y3 Y4 Earth Day 2023.pptx</a>

## 6 Possible Futures

<u>End of Year 4 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils can imagine/predict/explore different futures within their own likely lifetimes based on different levels of heating, including optimistic scenarios	Science	Discussion around the question “Where do you get Energy?” - Fossil Fuels	<a href="#">Y4 CC Science Fossil Fuels.pptx</a>
	Science Week	Invention to clean up Ocean plastic pollution	<a href="#">Y4 Science Week PPT 3 sessions - Session 1 Air Pollution Session 3 CleanUp.pptx</a>
	Maths	Line Graphs - possible futures based on previous data	<a href="#">Y4 Maths Temperature Line Graphs - Climate Change Link.docx</a>
	Topic	Y3 Robotics	<a href="#">Y3 Rise of the Robots Project book.pdf</a> <a href="https://drive.google.com/file/d/1JspFjA1gkY4SWBnRLyV6IGW2W9iOfAV2/view?usp=drive_link">https://drive.google.com/file/d/1JspFjA1gkY4SWBnRLyV6IGW2W9iOfAV2/view?usp=drive_link</a> <a href="#">Y3 Rise of the Robots Session 1 Green Ideas.pptx</a> <a href="#">Y3 Rise of the Robots Session 2 Design Ideas.pptx</a> <a href="#">Y3 Rise of the Robots Session 6 Schematic Draw.pptx</a> <a href="#">Y3 Rise of the Robots Session 7 Instructions.pptx</a> <a href="#">Y3 Rise of the Robots Session 8 Robot Building.pptx</a> <a href="#">Y3 Rise of the Robots Session 9 Animation.pptx</a> <a href="#">Y3 Rise of the Robots Session 10 Design Simulation.pptx</a> <a href="#">Y3 Rise of the Robots Session 11 Design Code.pptx</a> <a href="#">Y3 Rise of the Robots Session 12 Evaluation.pptx</a>

Pupils know that action or lack of it now will have an effect on these different futures.	Science Week	Invention to clean up Ocean plastic pollution	<a href="#">Y4 Science Week PPT 3 sessions - Session 1 Air Pollution Session 3 CleanUp.pptx</a>
	Maths	Comparing Areas - lack of change will not stop this	<a href="#">Y4 Climate lesson with comparing area.docx</a> <a href="#">Y4 Climate lesson with comparing area.pptx</a>
	Science	Fossil Fuels	<a href="#">Y4 CC Science Fossil Fuels.pptx</a>

## 7 Mindsets and Viewpoints

<u>End of Year 4 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Children listen to diverse voices on the climate crisis including people of colour and people of the global south	PSHCE	Thoughts and Feelings	<a href="#">Y4 CC PSHCE Physical Health and Wellbeing.pptx</a>
	History	How have the viewpoints of people changed? - Stone Age	<a href="#">Y3 Humans relationship with earth now compared to Stone Age times..pptx</a>
	Climate Afternoon	Discussion over the affect over many groups.	<a href="#">Y4 Climate Afternoon Responses to Climate Change 24.5.22.pptx</a>

## 8 Feeling and Behaviours

<u>End of Year 4 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils can talk about their feelings about the earth and the natural world, our changing climate and its impacts. They know that others have a range of different feelings, including fear and hope	Questionnaire	Class Questionnaire	<a href="#">Y3 4 5 PSHCE KS2 What do you feel about Climate Change Class Questionnaire.docx</a>
	PSHCE	Thoughts and Feelings	<a href="#">Y4 CC PSHCE Physical Health and Wellbeing.pptx</a>
	Journals	Class Journals led by class teacher	
Pupils are familiar with a range of strategies people use to cope with fear about climate change including by taking collective action	PSHCE	Thoughts and Feelings	<a href="#">Y4 CC PSHCE Physical Health and Wellbeing.pptx</a>
	Mindfulness	Earth Day Colouring	<a href="#">Y3 Y4 Earth Day Mindfulness Colouring.pdf</a>
	Journals	Complete Journals around topics as well as class discussion.	



## Moor Allerton Hall Primary School, Leeds, England: Key Stage 1 (ages 5 - 7)

### 1. Scientific Background

<u>End of Year 2 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils understand that some human activity causes pollution in the air which is affecting the world's climate / making the world hotter quickly	Topic and DT in Year 1	Looking at transport and effect on climate (Context was linking to wheels and axels in DT)	<a href="https://docs.google.com/presentation/d/1Jh-mFGV0_Ey_V-yNrznI78rRcz1oM7DG/edit#slide=id.p1">https://docs.google.com/presentation/d/1Jh-mFGV0_Ey_V-yNrznI78rRcz1oM7DG/edit#slide=id.p1</a>
	Year 2 South America topic	Children to discuss deforestation and the impact this is having on our climate. <b>Activity:</b> Design your own – Save the Amazon Rainforest Poster.	<a href="https://docs.google.com/presentation/d/14bVVAbMT50IfQuJGoqS50GLpEb7i0Bk/edit#slide=id.p1">https://docs.google.com/presentation/d/14bVVAbMT50IfQuJGoqS50GLpEb7i0Bk/edit#slide=id.p1</a>
	Whole School Climate Day		<a href="https://docs.google.com/presentation/d/1Mplr7Qlh9Qc0zIKcLG0hgTrnV0vYQZ81/edit#slide=id.p1">https://docs.google.com/presentation/d/1Mplr7Qlh9Qc0zIKcLG0hgTrnV0vYQZ81/edit#slide=id.p1</a>  <a href="https://docs.google.com/presentation/d/12Y0IMYdtPNnlsDWgN3o6qPetuntaS9sB/edit#slide=id.p1">https://docs.google.com/presentation/d/12Y0IMYdtPNnlsDWgN3o6qPetuntaS9sB/edit#slide=id.p1</a>
Pupils understand the distinction between 'weather' and 'climate'	Year 1 - Science Our changing seasons Year 1 Geography Weather topic	Daily weather diary to be kept for a week. Children have an outdoor	<a href="https://docs.google.com/presentation/d/1siLJvL-EIWj9bRCu1QGdYFM8P4u_WGpe/edit#slide=id.p1">https://docs.google.com/presentation/d/1siLJvL-EIWj9bRCu1QGdYFM8P4u_WGpe/edit#slide=id.p1</a>
	Year 2 Weather and Climate	Children look at the effects of extreme weather	<a href="https://docs.google.com/presentation/d/1MtTzh5-zghdf_AfgjKdVAcOSsIZS95Nc/edit#slide=id.p3">https://docs.google.com/presentation/d/1MtTzh5-zghdf_AfgjKdVAcOSsIZS95Nc/edit#slide=id.p3</a>
	Whole School Strike Day	Whole School Planning	<a href="https://docs.google.com/document/d/1kAv9qYMQr8B9PYb2vhYebhByQTm48c--/edit#heading=h.gjdgxs">https://docs.google.com/document/d/1kAv9qYMQr8B9PYb2vhYebhByQTm48c--/edit#heading=h.gjdgxs</a>
Pupils know that the climate is always changing but is changing faster today than it has before (and this is due to actions of humans)	Year 2 - Climate Day	Children to have discussion-based lesson regarding the reasons for why our climate is changing faster today.  Activity- Climate change vocabulary activity recapping knowledge and vocab surrounding this LO.	<a href="https://docs.google.com/presentation/d/1Mplr7Qlh9Qc0zIKcLG0hgTrnV0vYQZ81/edit#slide=id.p1">https://docs.google.com/presentation/d/1Mplr7Qlh9Qc0zIKcLG0hgTrnV0vYQZ81/edit#slide=id.p1</a>

	Year 2 Weather and Climate	Children look at the effects of extreme weather	<a href="https://docs.google.com/presentation/d/1MtTzh5-zghdf_AfgjKdVAcOSsIZS95Nc/edit#slide=id.p3">https://docs.google.com/presentation/d/1MtTzh5-zghdf_AfgjKdVAcOSsIZS95Nc/edit#slide=id.p3</a>
Pupils know that trees help to cool the world down (by helping to remove dangerous greenhouse gases).	Science topic - Plants Our Changing Seasons	Learning about the importance of trees- what they are used for and the effect of deforestation	<a href="https://drive.google.com/drive/folders/1eXbyH0OKqd1jpz_DPQn4Su97fta-j1f5?usp=drive_link">https://drive.google.com/drive/folders/1eXbyH0OKqd1jpz_DPQn4Su97fta-j1f5?usp=drive_link</a>
Pupils know that trees absorb carbon dioxide	Science - Plants Topic	Children consider why trees are cut down and how we can help	<a href="https://docs.google.com/presentation/d/1yajNSUwCQPqKrfk3kYROdiiYm1YCVItC/edit#slide=id.p1">https://docs.google.com/presentation/d/1yajNSUwCQPqKrfk3kYROdiiYm1YCVItC/edit#slide=id.p1</a>
	Year 2 South America Topic	Children to discuss deforestation and the impact this is having on our climate. <b>Activity:</b> Design your own – Save the Amazon Rainforest Poster.	<a href="https://docs.google.com/presentation/d/14bVVAAbMT50lIfQuJGogS50GLpEb7i0Bk/edit#slide=id.p1">https://docs.google.com/presentation/d/14bVVAAbMT50lIfQuJGogS50GLpEb7i0Bk/edit#slide=id.p1</a>

## 2. Urgency of Need for Climate Action

<u>End of Year 2 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils know that some impacts of our changing climate are happening now and others will happen in the future	Year 2 - Climate Day	Challenge Cards for discussion	<a href="https://docs.google.com/presentation/d/1V9Dflvr-frsC78ztSxCpXnv4iWlLcWS5/edit#slide=id.p1">https://docs.google.com/presentation/d/1V9Dflvr-frsC78ztSxCpXnv4iWlLcWS5/edit#slide=id.p1</a>  <a href="https://drive.google.com/drive/folders/18cST9DAERV9wK08QzcCohqpxdv_JEjgK">https://drive.google.com/drive/folders/18cST9DAERV9wK08QzcCohqpxdv_JEjgK</a>
	Year 2 – English Classroom	Reading Comprehension on Greta Thunberg	<a href="https://drive.google.com/drive/folders/18cST9DAERV9wK08QzcCohqpxdv_JEjgK">https://drive.google.com/drive/folders/18cST9DAERV9wK08QzcCohqpxdv_JEjgK</a>
	Y1 - Story	The Runaway Iceberg story. How is climate change affecting animals now and in the future	<a href="https://drive.google.com/drive/folders/18cST9DAERV9wK08QzcCohqpxdv_JEjgK">https://drive.google.com/drive/folders/18cST9DAERV9wK08QzcCohqpxdv_JEjgK</a>
	Y1 Science	Trees and Deforestation	<a href="https://docs.google.com/presentation/d/1xuZa_qYyLaZgulznW-fbOY57oBPbeUIU/edit#slide=id.p1">https://docs.google.com/presentation/d/1xuZa_qYyLaZgulznW-fbOY57oBPbeUIU/edit#slide=id.p1</a>

### 3. Impacts of Climate Action

<u>End of Year 2 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils understand the impacts of our changing climate on some animals, plants and environments both in our locality and elsewhere	Geography	Y2 Arctic Topic Revisit their understanding of how the warming up of the earth is happening using the video penguins and polar bears. Activity- discussion based on video.	<a href="https://vimeo.com/140200000">https://vimeo.com/140200000</a>
	Science - Looking at Animals	Y1 PSHCE Caring for the world. Impact of climate change - What can we do to help?	<a href="https://docs.google.com/presentation/d/1LfwDzoYISAge_hGT5PPDfbUUvDvcdRi/edit#slide=id.p1">https://docs.google.com/presentation/d/1LfwDzoYISAge_hGT5PPDfbUUvDvcdRi/edit#slide=id.p1</a>
	Science Looking at Animals	Turtle Lesson – Turtle facts and art activities	<a href="https://drive.google.com/drive/folders/1TP0JUJlckYZ4yifH2Gt3ocZIKQnZ17?usp=drive_link">https://drive.google.com/drive/folders/1TP0JUJlckYZ4yifH2Gt3ocZIKQnZ17?usp=drive_link</a> <a href="https://docs.google.com/presentation/d/1LfwDzoYISAge_hGT5PPDfbUUvDvcdRi/edit#slide=id.p1">https://docs.google.com/presentation/d/1LfwDzoYISAge_hGT5PPDfbUUvDvcdRi/edit#slide=id.p1</a>
	Year 2 – Strike Day	Lesson 2 – Orangutans	<a href="https://drive.google.com/drive/folders/1PdR1jMnO-bpl-5nyruOLFVf0qO_m9o8c?usp=drive_link">https://drive.google.com/drive/folders/1PdR1jMnO-bpl-5nyruOLFVf0qO_m9o8c?usp=drive_link</a>
	Year 1 Story	The Runaway Iceberg – Discussion of story	<a href="https://docs.google.com/presentation/d/1yEJyHW_O-fm0p1Mwih2xswilsLID2GPw/edit#slide=id.p1">https://docs.google.com/presentation/d/1yEJyHW_O-fm0p1Mwih2xswilsLID2GPw/edit#slide=id.p1</a>
	Year 1 –Climate Vocab, Impact and Response	Lesson as part of Climate Day- Impact of climate change on orangutans	<a href="https://docs.google.com/presentation/d/1YgSae7EIIURtJuio0o2hMJuUWYThUX4Y/edit#slide=id.p1">https://docs.google.com/presentation/d/1YgSae7EIIURtJuio0o2hMJuUWYThUX4Y/edit#slide=id.p1</a>
Pupils know some of the impacts of our changing climate on people, both in our <b>locality and elsewhere</b>	Year 1 – Science Plants	Trees and Deforestation	<a href="https://docs.google.com/presentation/d/1irWcuAfxP8mCmdVysGEFZcp1gKyEbWqz/edit#slide=id.p3">https://docs.google.com/presentation/d/1irWcuAfxP8mCmdVysGEFZcp1gKyEbWqz/edit#slide=id.p3</a>

	Year 2 Geography	Impact of climate change on people-farming	<a href="https://docs.google.com/presentation/d/113VH3itiRUmCJvNR9ek7X3bAFO2ZKd-T/edit#slide=id.p6">https://docs.google.com/presentation/d/113VH3itiRUmCJvNR9ek7X3bAFO2ZKd-T/edit#slide=id.p6</a>
	Whole School Climate Day	Activities and Planning	<a href="https://docs.google.com/document/d/1w4E9hgFgKQ635PBdBXLbpsijA8fTiDar/edit#heading=h.gidgxs">https://docs.google.com/document/d/1w4E9hgFgKQ635PBdBXLbpsijA8fTiDar/edit#heading=h.gidgxs</a>  <a href="https://docs.google.com/document/d/1UnjQar-QCsSK07gzfespU6f6qijLpBJc/edit">https://docs.google.com/document/d/1UnjQar-QCsSK07gzfespU6f6qijLpBJc/edit</a>

#### **4. Responses to Climate Change**

<b><u>End of Year 2 Outcomes</u></b>	<b><u>Learning Opportunities/ Subject Links</u></b>	<b><u>Learning Task/ Learning Activity</u></b>	<b><u>Resource Link</u></b>
Pupils can name some actions which would have a positive impact on the climate and some ways in which we can stop having a negative impact	Year 2	What is a windfarm? Geography locating windfarms in the UK	<a href="https://docs.google.com/document/d/1BRS-ofXZP_CVHzEjwUJUqdPkLXIDt1Nl/edit#heading=h.gidgxs">https://docs.google.com/document/d/1BRS-ofXZP_CVHzEjwUJUqdPkLXIDt1Nl/edit#heading=h.gidgxs</a>
	Year 2 - History	Leeds then and now. Making Comparisons	<a href="https://docs.google.com/presentation/d/1-d9GVHr2e1BhpN8nwfviqVI2-197a-/edit#slide=id.p1">https://docs.google.com/presentation/d/1-d9GVHr2e1BhpN8nwfviqVI2-197a-/edit#slide=id.p1</a>
	Year 1 Science	Recycling. Why do it? What is the impact	<a href="https://docs.google.com/presentation/d/1intZYtlwtLyHnaZgnEZLV2dD75NjnpeT/edit#slide=id.p1">https://docs.google.com/presentation/d/1intZYtlwtLyHnaZgnEZLV2dD75NjnpeT/edit#slide=id.p1</a>
Pupils can choose some actions they / their class / their school / their family could take to have a positive impact on the climate	Year 1	English letter writing. Write to parents and list things they can do at home  How can I help? Children list ideas of things they can do	<a href="https://docs.google.com/document/d/1CG-Kt9CO-4OVys4G2tDQ9gnPC04JYuA/edit">https://docs.google.com/document/d/1CG-Kt9CO-4OVys4G2tDQ9gnPC04JYuA/edit</a>  <a href="https://drive.google.com/drive/folders/1jCw7ArZ3pbhSOgHJN4z85w8SmMSfMLOH">https://drive.google.com/drive/folders/1jCw7ArZ3pbhSOgHJN4z85w8SmMSfMLOH</a>  <a href="https://drive.google.com/drive/folders/1jCw7ArZ3pbhSOgHJN4z85w8SmMSfMLOH">https://drive.google.com/drive/folders/1jCw7ArZ3pbhSOgHJN4z85w8SmMSfMLOH</a>
	Year 1	Recycling Lessons – What can we recycle? Why is this kind to the planet	<a href="https://docs.google.com/presentation/d/1intZYtlwtLyHnaZgnEZLV2dD75NjnpeT/edit#slide=id.p1">https://docs.google.com/presentation/d/1intZYtlwtLyHnaZgnEZLV2dD75NjnpeT/edit#slide=id.p1</a>

		Peer Education Lesson with Y4 – Card sort and make a poster	<a href="https://docs.google.com/presentation/d/1KG8SpJR-jK910Pp6ID0kPcRRiMgjexe0/edit#slide=id.p1">https://docs.google.com/presentation/d/1KG8SpJR-jK910Pp6ID0kPcRRiMgjexe0/edit#slide=id.p1</a>  <a href="https://drive.google.com/drive/folders/1jCw7ArZ3pbhSOgHJN4z85w8SmMSfMLOH">https://drive.google.com/drive/folders/1jCw7ArZ3pbhSOgHJN4z85w8SmMSfMLOH</a>
Pupils can describe at least one simple / familiar example of how a group of people are taking positive climate action together	Year 1 PSHCE , Science	Link to plant topic and Community Planting	<a href="https://docs.google.com/presentation/d/18sdw2Elj1ZQVRh-8hEy9RdtHC55vqqIp/edit#slide=id.p1">https://docs.google.com/presentation/d/18sdw2Elj1ZQVRh-8hEy9RdtHC55vqqIp/edit#slide=id.p1</a>

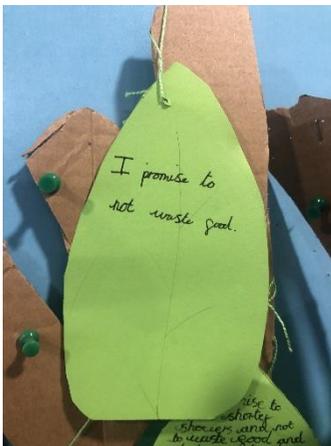
## **5 Consumption and Climate Justice**

<b><u>End of Year 2 Outcomes</u></b>	<b><u>Learning Opportunities/ Subject Links</u></b>	<b><u>Learning Task/ Learning Activity</u></b>	<b><u>Resource Link</u></b>
Pupils understand that human activities impact the natural environment	Y2 RE	Discussion and sharing activity	<a href="https://docs.google.com/presentation/d/1xLW-iz2eeNRYX62KD0y73DqLjmHrvxsE/edit#slide=id.p1">https://docs.google.com/presentation/d/1xLW-iz2eeNRYX62KD0y73DqLjmHrvxsE/edit#slide=id.p1</a>  <a href="https://docs.google.com/presentation/d/1QMxVVJHcZXTLb4kytck33UnaPf9YMniU/edit#slide=id.p1">https://docs.google.com/presentation/d/1QMxVVJHcZXTLb4kytck33UnaPf9YMniU/edit#slide=id.p1</a>
	Y1Plants	Trees and Deforestation	<a href="https://docs.google.com/presentation/d/1S2fe-G3wVVCu91fw3Z7GmAFS8f-DzdNg/edit#slide=id.p1">https://docs.google.com/presentation/d/1S2fe-G3wVVCu91fw3Z7GmAFS8f-DzdNg/edit#slide=id.p1</a>
	Y1 Recycling	What is the impact of waste on our planet? How can we sort waste? Litter picking and rubbish sort  Year 1 and 4- Peer Swap. Year 4 Teach Y1s as 'the experts' Litter sort and design a poster	<a href="https://docs.google.com/presentation/d/12JGpJLmQ-CI7DI_u5NISQvX9g5RltSMD/edit#slide=id.p1">https://docs.google.com/presentation/d/12JGpJLmQ-CI7DI_u5NISQvX9g5RltSMD/edit#slide=id.p1</a>  <a href="https://docs.google.com/presentation/d/1fGgJJuELE9v_mCvEQDeg3LY5hlcBQT-H/edit#slide=id.p1">https://docs.google.com/presentation/d/1fGgJJuELE9v_mCvEQDeg3LY5hlcBQT-H/edit#slide=id.p1</a>  <a href="https://drive.google.com/drive/folders/1BeD_VryDFCiJv7yZr_WGQ15Wnyb3_AnB">https://drive.google.com/drive/folders/1BeD_VryDFCiJv7yZr_WGQ15Wnyb3_AnB</a>

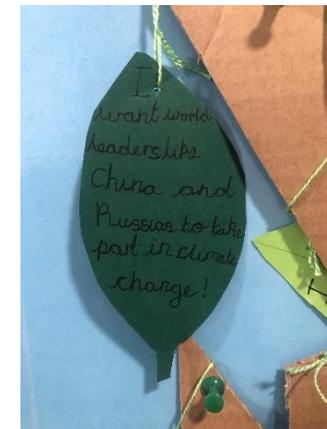
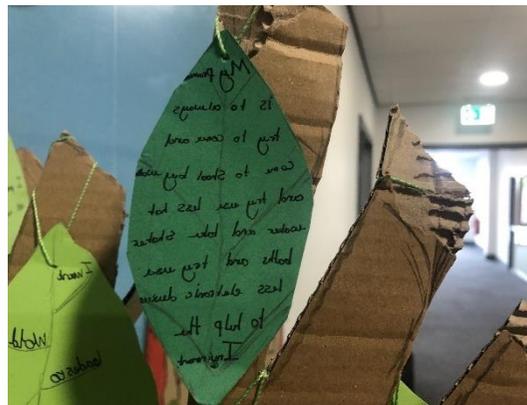
<p>Pupils begin to group human activities they are familiar with (e.g. how they travel to school, how they use energy, what they buy) according to whether they have a big impact on the environment / climate.</p>	<p>Computing Maths - pictograms</p>	<p>Children talk about how they travel to school. Take a class survey and tally the results. Chn to input the data on an ipad as a pictogram Link to climate in the plenary-</p> <p>Data Collection Sheet. What did we find out about our class?</p>	<p><a href="https://docs.google.com/presentation/d/1kX0TUNTb-4-Up1DD9UQoZMaU9_0ksEzL/edit#slide=id.p1">https://docs.google.com/presentation/d/1kX0TUNTb-4-Up1DD9UQoZMaU9_0ksEzL/edit#slide=id.p1</a></p> <p><a href="https://docs.google.com/presentation/d/1KEIBxPrSsFngkBVFFuxVzKhDfGK0PTA0/edit#slide=id.p5">https://docs.google.com/presentation/d/1KEIBxPrSsFngkBVFFuxVzKhDfGK0PTA0/edit#slide=id.p5</a></p> <p><a href="https://drive.google.com/drive/folders/1BeD_VryDFCiJv7yZr_WGQ15Wnyb3_AnB">https://drive.google.com/drive/folders/1BeD_VryDFCiJv7yZr_WGQ15Wnyb3_AnB</a></p>
<p>Pupils understand that the choices they make may affect other living things including people in other parts of the world.</p>			

## 6 Possible Futures

<u>End of Year 2 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
<p>Pupils begin to understand that the future will be different depending on what we do or do not do now.</p>	<p>Whole School Climate Day</p>	<p>Discussion on action we can take for a greener future. Children to write a promise to share at home</p>	<p><a href="https://drive.google.com/drive/folders/1G7gdBa2cbVhE-3wGQUmBF_MlBPGput4L?usp=drive_link">https://drive.google.com/drive/folders/1G7gdBa2cbVhE-3wGQUmBF_MlBPGput4L?usp=drive_link</a></p> <p><a href="https://docs.google.com/document/d/1k1ob8aLWaTD0OFALKx4qaQXpOd3X8xme/edit#heading=h.gjdgxs">https://docs.google.com/document/d/1k1ob8aLWaTD0OFALKx4qaQXpOd3X8xme/edit#heading=h.gjdgxs</a></p>



Leaf pledges from pupils at Moor Allerton Hall, these were displayed on a giant cardboard tree.



## 7 Mindsets and Viewpoints

<u>End of Year 2 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils are exposed to different viewpoints on the Earth, e.g. that of indigenous peoples.			
Pupils explore stories from all different cultures about humans and our relationship with our earth		Year 1 - Listen to story at story time. Discussion	Zonia's Rain Forest by Juana Martinez Nei Link to story on youtube <a href="#">Zonia's Rain Forest by Juana Martinez Nei</a>

## 8 Feeling and Behaviours

<u>End of Year 2 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils can talk about their own feelings about the earth, the natural world and the climate.	English	Children are given opportunities for discussion throughout the year. Pre and post assessments can be incorporated here	
	Year 1 Story	Discussion How does it make you feel?	<a href="https://docs.google.com/presentation/d/150MfEvV3pLEVmfJAD7_5NmZ2RVlhsvvp/edit#slide=id.p1">https://docs.google.com/presentation/d/150MfEvV3pLEVmfJAD7_5NmZ2RVlhsvvp/edit#slide=id.p1</a>
	Year 2 -	Discussion of Penguins and Polar Bears	<a href="https://vimeo.com/140200000">https://vimeo.com/140200000</a>

## Our Lady Queen of the Apostles Primary School, Dublin, Ireland (all classes age 5 – 11)

### 1: Scientific Background

Lesson	Learning outcome	Taught to	Resources/links etc
<p>1. Research air pollutants e.g. cars/factories etc. Reflect on their own actions. Key Questions</p> <p>2. EXPLORE WITH ME 1st Class-'The Water Cycle'</p> <p>3. EXPLORE WITH ME 1st Class-'Air Pollution'</p>	Pupils understand that some human activity causes pollution in the air which is affecting the world's climate / making the world hotter	1st Class	EXPLORE WITH ME 1- p58  EXPLORE WITH ME 1-p71
<p>Key questions</p> <p>4. Using the calender in the classroom/describing the weather in Irish each day Poetry</p> <p>5. EXPLORE WITH ME 2nd Class-'Weather in Ireland and other places'</p>	Pupils understand the distinction between 'weather' and 'climate'	2nd Class	<u>Weather Acrostic</u>  EXPLORE WITH ME pg82
<p>6. Discussions of natural disasters Videos of news</p>	Pupils know that the climate is always changing but is changing faster today than it has before	1st & 2nd Class	Media clippings as disasters arise
<p>7. Explorations of local woodlands</p> <p>8. The role of trees in the carbon cycle.</p> <p>9. Experiment to see which tree leaf produces the most oxygen. Place different leaves in water and see which leaf produces the most bubbles</p>	Pupils know that trees help to cool the world down.	1st Class	<a href="http://www.justforests.org/just-forests-education-resources-Ireland's%20forests.docx">http://www.justforests.org/just-forests-education-resources-Ireland's forests.docx</a>

Lesson	Learning Outcome	Classes taught and number of students	Resources/link/textbook
<p>10. What is climate change?</p> <p>11. Who's doing something about the climate crisis?</p>	<p>Pupils can articulate the main causes and effects of climate change</p> <p>Pupils can evaluate what groups are doing locally to mitigate climate change</p>	<p>Fourth Class June 2022 and June 2023</p> <p>Whole school: 540 pupils</p>	<p>Explore with me: Pgs 195 -197</p> <p><a href="#">062_fossilfuelsairpollutiongreenhouse_redesign.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=SDRxfuEvqGg">https://www.youtube.com/watch?v=SDRxfuEvqGg</a></p>
<p>12. Why do we have to reduce our emissions?</p>	<p>Pupils can understand the importance of international targets for reduction of greenhouse gas emissions</p>	<p>Fourth Class: 62 pupils</p>	<p>Maths investigations on rate of Arctic ice melting</p> <p><a href="#">Maths of the Arctic.docx</a></p> <p><a href="https://www.youtube.com/watch?v=uynhvHZUOOo">https://www.youtube.com/watch?v=uynhvHZUOOo</a></p>
<p>13. Tipping Points</p> <p>14. The Industrial Revolution</p> <p>15. Carbon sinks 1</p>	<p>Pupils can identify where these tipping points are and the outcomes</p> <p>Pupils can relate some of the effects of the Industrial Revolution on global warming</p> <p>Pupils can understand the importance of peatlands, oceans, forests as carbon sinks and the importance of maintaining these</p>	<p>6<sup>th</sup> class (64 pupils)</p> <p>6th Class (64 pupils)</p> <p>3rd Class ( 60 pupils) Autumn 2022</p> <p>4th Class</p>	<p><a href="https://kids.frontiersin.org/articles/10.3389/frym.2021.703610">https://kids.frontiersin.org/articles/10.3389/frym.2021.703610</a></p> <p><a href="#">KIRIBATI AND CLIMATE CHANGE.docx</a></p> <p>Powerpoint</p> <p><a href="#">The industrial Revolution.pptx</a></p> <p>Explore with me : Pages 18-22</p> <p><a href="#">Peatlands: Our most efficient carbon sinks are disappearing at an alarming rate</a></p>

			Explore with me : Deforestation pgs 112-115 <a href="https://www.youtube.com/watch?v=zHEqMscOzfw">https://www.youtube.com/watch?v=zHEqMscOzfw</a>
16. The Industrial Revolution Part 2 (History)	Can link global warming to burning fossil fuels	Sixth Class : 62	Powerpoint <a href="#">The industrial Revolution.pptx</a>
17 & 18 Carbon sinks 2	Understands and can explain the importance of forests,oceans, mangroves, peatlands	Fourth Class: 31  Fifth Class: 60	EXPLORE WITH ME; Forestry in Ireland p110-112  Powerpoints "Mangroves" <a href="#">Mangroves (1).pptx</a>  <a href="#">Woodland.docx</a>
19. Pollution in the ocean	How climate change and pollution are affecting the ocean	Fourth Class: 62	EXPLORE WITH ME: Pollution of the ocean p121-123
20. The Science of global warming	Understand and can articulate and discuss findings of IPCC	Sixth Class : 30	<a href="#">Science experiments to explain greenhouse gas.docx</a>
21. Science Experiment and Investigations	Can understand what greenhouse gas emissions are doing to the environment	Fourth Class: 31	Experiments and investigations

## 2: Urgency of need for climate action

Lesson	Learning outcome	Taught to	When	Resources/links etc
22. Discussions of natural disasters 23. Topical events in other parts of the world (national geographic website)	Pupils know that some impacts of our changing climate are happening now and others will happen in the future	1st Class & 2nd Class	Ongoing	<a href="#">Project Honduras</a>

Lesson	Learning Outcome	Class taught and number of students	Resources/link/textbook
24. Who's doing something about the climate crisis?	Pupils can evaluate what groups are doing locally to mitigate climate change	Whole school: 540 pupils	<a href="https://www.youtube.com/watch?v=SDR_HowtobeanactiveGlobalCitizen.pdf">https://www.youtube.com/watch?v=SDR_HowtobeanactiveGlobalCitizen.pdf</a> <a href="#">xfuEvgGg The time is now.docx</a> <a href="#">Tree week GLOBE webinar.pptx</a>
25. Why do we have to reduce our emissions?	Pupils can understand the importance of international targets for reduction of g.g.e	4 <sup>th</sup> class 5 <sup>th</sup> class 6 <sup>th</sup> class	EXPLORE WITH ME:pgs 64-67 and 99  <a href="https://www.youtube.com/watch?v=uynhvHZUOOo">https://www.youtube.com/watch?v=uynhvHZUOOo</a>

## 3: Impacts of climate change

Lesson	Learning outcome	Taught to	When	Resources/links etc
26. Study of bees in Ireland. Discussions over their role in pollination. Explore why their numbers are dwindling. 27.	Pupils understand the impacts of our changing climate on some animals, plants and environments both in our locality and elsewhere	1st Class	April 2022	<a href="https://pollinators.ie/record-pollinators/">https://pollinators.ie/record-pollinators/</a>

No mow May. 28. Complete a Flower Insect Timed Count -FITC in the school.				
29. EXPLORE WITH ME 2nd Class-'Reduce, reuse, recycle' 30. EXPLORE WITH ME 2nd Class-'Water conservation'	Pupils know some of the impacts of our changing climate on people, both in our locality and elsewhere	2nd Class	March/April 2023	EXPLORE WITH ME-pg 53 EXPLORE WITH ME-pg 80

Lesson	Learning outcome	Taught to	When	Resources/links etc
31 & 32 Biodiversity loss in Ireland	Children understand why biodiversity is a serious concern	Fourth (31)  Sixth (60)	Spring term	Ppt on dandelions <a href="#">Dandelion.pptx</a> No Mow May <a href="#">No mow may.docx</a>
33 & 34 Biodiversity loss in Ireland	Children understand why biodiversity is a serious concern	Fourth (31) Sixth (60)	Spring term	The landscape of Ireland EXPLORE WITH ME: p108-111 <a href="#">Peatland factsheet.pdf</a>
35 & 36 Climate crisis impacts locally and globally  37. What`s in our green spaces?	Children can evaluate the destruction of ecosystems, loss of biodiversity  Children can explore the ways in which animal and plant behaviour is influenced by environmental conditions	Fourth (31)  Fifth (60)  Third class	Autumn term 2022 Autumn term 2022 Autumn term 2022  Autumn 2022	Plastic pollution  <a href="#">Action for global justice.pptx</a> <a href="#">Challenges farmers face.pdf</a>  <a href="https://www.worldwildlife.org/pages/living-planet-report-2022">https://www.worldwildlife.org/pages/living-planet-report-2022</a> Atmosphere & Climate EXPLORE WITH ME: p64-68  Explore with me : pgs 22-25
38. Who is being affected ?	Children understand the impact at local, national and global level	Sixth Class (60)	Spring term	Nomads throughout time: EXPLORE WITH ME:Pgs 112-115 <a href="#">Climate-Justice-through-drama-Trocaire-2023.pdf</a> <a href="#">primary-resource-2018 Trocaire.pdf</a>

39. Climate refugees	Children can identify the countries most at risk and what might be the outcomes for them	Sixth class (60)	Autumn term	Nomads throughout time EXPLORE WITH ME: pgs 112-115  The Bedouin  Irish Travellers <a href="#">Facts on climate refugees.docx</a>
40. Emerging patterns in migration	Children understand the impact at local, national and global level	Fourth Class (31)	Summer term	An investigation of Sudan and Somalia <a href="#">Reading-Comprehension-Activities-1 Somalia.pdf</a>
41. Animal Extinction	Pupils can identify possible extinctions	Fourth Class (31)	Autumn term	Geibheann <a href="#">Géibheann agus ceisteanna CC4 CA ceachtanna.docx</a>
42. Research on Activists	Pupils can identify a range of impacts of past and / or present	Fourth Class (31)	Summer term	A look at the work of Jane Goodall  Podcast "Ecolution" <a href="https://www.rte.ie/radio/podcasts/22267495-ep-73-dr-jane-goodall/">https://www.rte.ie/radio/podcasts/22267495-ep-73-dr-jane-goodall/</a>
43. Palestine- past and present	Pupils can identify impact of conflict on people	Fourth class (31)	Summer term	<a href="https://www.trocaire.org/journey/tree-of-justice/#primary_palestin">https://www.trocaire.org/journey/tree-of-justice/#primary_palestin</a>
44. Ecosystems	Pupils can identify changes in ecosystem	Fourth Class (31)	Summer term	<a href="https://climatekids.nasa.gov/10-things-ecosystems/">https://climatekids.nasa.gov/10-things-ecosystems/</a> <a href="https://www.rte.ie/radio/podcasts/22265614-ep-72-rivers-deep-and-shallow-too/">https://www.rte.ie/radio/podcasts/22265614-ep-72-rivers-deep-and-shallow-too/</a>

## 4: Responses to climate change

Lesson	Learning outcome	Taught to	When	Resources/links etc
45. Design a poster encouraging ways to cut down on carbon footprint. Brainstorm ways to reuse different items.	Pupils can name some actions which would have a positive impact on the climate and some ways in which we can stop having a negative impact	1st Class	December 2021	
46. Maths-barcharts of how they come to school.	Pupils can choose some actions they / their class / their school / their family could take to have a positive impact on the climate	1st Class 2nd Class	March 2023	<a href="#">Epak.ie</a> <a href="https://pickerpalsworld.org/">https://pickerpalsworld.org/</a>

47. Discussions around the impact of their choices-encouragement of WOW-'Walk on Wednesday' 48. IT- research on what can be recycled or composted Pickeral programme			Pickeral ongoing throughout the year	<a href="#">Water-Wishes-Resource-FINAL-1.pptx</a>
49. Casestudy - Save the Bees project. Examine why bee populations are declining and how we can help them. KWL charts, Can/Have/Are charts	Pupils can describe at least one simple / familiar example of how a group of people are taking positive climate action together	1st Class	May & June 2022	<a href="https://pollinators.ie/Irish-Bee-Conservation-Project-Save-the-Bees">https://pollinators.ie/Irish Bee Conservation Project Save the Bees</a>

## 5: Consumption and climate justice

Lesson	Learning outcome	Taught to	When	Resources/links etc
50. Discussion of how they can look after the planet-reducing, reusing and recycling as much and as often as they can.	Pupils know that many of the choices they and others make have an impact on the environment / climate	1st Class	December 2021	<a href="https://www.twinkl.ie/resource/us-a-207-recycling-sort-activity-sheet">https://www.twinkl.ie/resource/us-a-207-recycling-sort-activity-sheet</a> <a href="https://www.twinkl.ie/resource/t-t-16397-five-ways-i-can-help-the-earth-writing-frame">https://www.twinkl.ie/resource/t-t-16397-five-ways-i-can-help-the-earth-writing-frame</a>
51. Casestudy: choose an activity e.g. lunch waste weigh the amount waste at the end of the day over a week, create a chart. Discussions around the consequences of having so much waste. Identify better environmental choices. Create a follow up chart to see if anyone changed their action.	Pupils begin to be able to rank human activities they are familiar with e.g. how they travel to school, according to how much of an impact they have on the environment / climate.	2nd Class	June 2023	Class created charts

Lesson	Learning outcome	Taught to	When	Resources/links etc
52. Fast fashion: winners and losers	Children understand some of the effects of fast fashion on the environment	4th class	Spring	Fast Fashion Powerpoint <a href="#">Fast fashion.pptx</a>

				<a href="#">Meara beaga.docx</a> quiz on fast fashion <a href="https://docs.google.com/forms/d/13L44IFz1vPcOBaYgIpQmQyzCmU-tbMTYA07ppUmuSnQ/edit">https://docs.google.com/forms/d/13L44IFz1vPcOBaYgIpQmQyzCmU-tbMTYA07ppUmuSnQ/edit</a>
53. Meat eating; the pros and cons	Children understand the effects that agriculture esp. Beef farming has	4th class  5th class  6th class	Spring	Meat powerpoint  <a href="#">Meat benefits and disadvantages.pptx</a>
54 & 55 Alternatives to fast fashion	Children evaluate more sustainable fashion Explore what “greenwashing” is. Who is doing it?	4th class  6th class	Summer	Research  Upcycle clothes Repurpose clothes  Design and make something using old clothes
56, 57 & 58. Fair and unfair trade	Children realise that those least responsible for climate crisis are experiencing the most hardship	3rd class  4th class	Spring	Fairtrade Cocoa EXPLORE WITH ME: p50-54  Is mise Kojo <a href="#">Is mise Kojo.pdf</a>  Clondalkin fairtrade ppt <a href="https://schools.fairtrade.org.uk/teaching-resources/patricks-virtual-visit">https://schools.fairtrade.org.uk/teaching-resources/patricks-virtual-visit</a>  <a href="#">Clondalkin Fairtrade Town.pptx</a>  <a href="https://drive.google.com/file/d/1VKBKC822nGnaOf2KzamAGANO4p4-bLw1/view?usp=drive_link">https://drive.google.com/file/d/1VKBKC822nGnaOf2KzamAGANO4p4-bLw1/view?usp=drive_link</a>  <a href="https://www.trocaire.org/journey/tree-of-justice/#primary_guatemala">https://www.trocaire.org/journey/tree-of-justice/#primary_guatemala</a>  <a href="#">Guatemala-Reading-Comprehension-Activities-1.pdf</a>

59. Measuring the impact	Evaluating the impact we have on our environment	3rd class 4th class 5th class 6th class	Autumn	<a href="https://greenschoolsireland.org/greenschools-quizzes/Human-Rights-Defenders-board-game-2023.pdf">https://greenschoolsireland.org/greenschools-quizzes/Human-Rights-Defenders-board-game-2023.pdf</a> <a href="https://greenschoolsireland.org/greenschools-quizzes/Human-Rights-Defenders-Instructions-and-cards.pdf">Human-Rights-Defenders-Instructions-and-cards.pdf</a> <a href="#">water for life Senior.docx</a> <a href="#">Water usage maths.docx</a>
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## 6: Possible Futures

Lesson	Learning outcome	Taught to	When	Resources/links etc
60. Litter Picking Discussions of carbon footprint and brainstorm ways in which to mind the earth. Daily discussions over habits e.g. using the correct bin to dispose of our rubbish, turning off lights etc.	Pupils begin to understand that the future will be different depending on what we do now.	2nd Class	Ongoing throughout the year	<a href="#">Pickerpals</a> -sharing of a litterpicker in the classroom. Diary kept within the class of litterpicking adventures <a href="https://pickerpalsworld.org/">https://pickerpalsworld.org/</a> .

Lesson	Learning outcome	Taught to	When	Resources/links etc
61. Different futures	Children can imagine different futures if we do not act and discuss and write about these futures	4th class	Summer	Statistics from U.N, WHO etc  <a href="#">Art-and-Justice-PowerPoint-1.pptx</a> Creative writing <a href="#">Our Land by Emithal Mahmoud.docx</a> <a href="#">Poetry for global justice.docx</a> <a href="#">Poetry for the Earth.docx</a> <a href="#">Qs on our Earth by emithal mahmoud.docx</a>
62. Sustainable futures	Children can imagine more sustainable lifestyles	4th class	Summer	Design and make a sustainable garden GLOBE : How cool is your school <a href="#">Teachers Guide grow plants from paper</a> <a href="#">Secondary Section 4 Nature Based Solutions.pptx.pdf</a>

63. Earth`s future	Children understand that inaction will have serious consequences	4th class	Summer	Using statistics to predict likely outcomes Creative writing : Imagine a world <a href="#">What do we need for a poem fighting words.docx</a> <a href="#">Prince EA Dear Future Generations, Sorry</a> <a href="https://drive.google.com/drive/u/0/folders/19y7DkFmGpPWNz_giamXFH8glyBgulbzy">https://drive.google.com/drive/u/0/folders/19y7DkFmGpPWNz_giamXFH8glyBgulbzy</a>
64. Sustainable schools-sustainable communities	Children can understand the importance of the circular economy	6th class	Spring and summer	Imagine a chair Ellen Mc Arthur Foundation <a href="#">Imagine a Chair   An Animated Explanation of Circular Economy</a>
65. Sustainable Clondalkin?	Children can evaluate what is being done by local council re circular economy, waste reduction etc	4th 5th 6th class	Spring  Summer	Writing letters to council with suggestions <a href="#">Teachers Guide to writing persuasivley for climate action</a> GLOBE Ireland <a href="https://www.globe.gov/web/ireland/home/rivers-in-spring-campaign">https://www.globe.gov/web/ireland/home/rivers-in-spring-campaign</a>  Celebrating biodiversity:EXPLORE WITH ME: pages 148-151 Science: Experiments on water reduction Science: Planning a bee friendly garden

## 7: Mindsets and Viewpoints

Lesson	Learning outcome	Taught to	When	Resources/links etc
66. EXPLORE WITH ME 2nd Class-'Life in a floating village' 67. EXPLORE WITH ME 1-Diego and the banana plant'	Pupils are exposed to different viewpoints on the Earth, e.g. that of indigenous peoples.	1st Class 2nd Class	April 2022 May 2023	EXPLORE WITH ME 2-p77 EXPLORE WITH ME 1-p80

Lesson	Learning outcome	Taught to	When	Resources/links etc
68 & 69. The Maori and the Sioux	Children understand the perspective of the Maori and other indigenous tribes compared with people in the Global North	3rd Class  4th class		Third class: The Maori <a href="#">Who Are The Māori People Of New Zealand?</a>

				Fourth class: The Sioux Powerpoint presentation "The Sioux"
70. The Incas	Understand the inca relationship with the Earth	6th class		The Incas EXPLORE WITH ME: pages 200-205 The five pillars of islam : Grow in Love pages 138 -141 Women of Faith: Grow in Love 122-125
71. People of the rainforests	Compare and contrast the views of indigenous tribes in Global South with consumers in Global North	4th Class	Autumn	<a href="#">Tribes of Rainforest Resource.pdf</a>
72. Faith perspectives	Compare and contrast some faith perspectives on stewardship of the Earth	6th class	Spring	The five pillars of islam : Grow in Love pages 138 -141 Women of Faith: Grow in Love 122-125 <a href="#">Introduction-to-Palestine-PowerPoint-1 (6).pptx</a>
73. My influences	Evaluating who/what has influenced my perspective on the world	6th class	Summer	The World today: Conflict or co-operation EXPLORE WITH ME: pages 186-189 including the work of Irish Aid, GOAL, Trocaire and Concern.  <a href="#">Teachers Guide walk in anothers shoes</a> <a href="https://www.irishaid.ie/teaching-and-learning/our-world-irish-aid-awards/our-world-awards-resources/name-1632-en.html">https://www.irishaid.ie/teaching-and-learning/our-world-irish-aid-awards/our-world-awards-resources/name-1632-en.html</a>



Pupil from Our Lady Queen of the Apostles reading Earth poetry, Dublin, Ireland

## 8: Feelings and Behaviours

Lesson	Learning outcome	Taught to	When	Resources/links etc
74. Creative writing lesson discussing possible futures	Pupils can talk about their own feelings about the earth, the natural world and the climate.	1st Class 2nd Class	June 2022 October 2022	<a href="#">Creative Writing Powerpoint</a>

Lesson	Learning outcome	Taught to	When	Resources/links etc
75, 76 & 77. My feelings about climate change (R.E, Literacy, Discussion, Surveys)	Children can speak about their feelings about the climate crisis	2nd class (60) 3rd class (60) 4th class (60) 5th class (60) 6th class (60)	Autumn	Grow in love lessons  Poetry reading and writing  Peer learning and climate change books
78. Impacts of climate change on me and others (Geography, Literacy, Discussion, debates)	Children can Speak about their feelings about the impacts of the climate crisis using creative means	4th class (31)  5th class (30)  6th class	Autumn  Autumn  Autumn	<a href="#">Introduction-to-Somalia-PowerPoint (1).pptx</a>
79. Climate change and me	Children can articulate the different feelings around climate change including contradictory ones	3rd class  4th class  5th class		Poetry writing workshops with Fighting Words, Poetry Ireland,

		6th class		
80. Making a change	Children can begin to do positive things at school, community, locally and nationally	3rd class  4th class  5th class  6th class	All year  “ “  “ “  “ “	Litter picking  Clean up of the local river  Recycling, upcycling, junk Art  WOW Persuasive writing
81. Clondalkin Climate champions	Children raise awareness of initiatives	Jun. infants- Sixth	All year But especially during Climate Action week	Powerpoints on Climate action weeks 2022 and 2022 <a href="#">Climate action week.pptx</a>  Be Fair, be Sustainable <a href="#">Clean and sustainable Clondalkin (1).pptx</a>



Pupils at Our Lady Queen of the Apostles helping with a river clean up

## Aplerbecker Grundschule, Dortmund, Germany

throughout the year: black font

autumn term: blue font (August to January)

summer term: red font (February to summer)

project week: green font

<u>End of Year 2 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
<b>Scientific Background</b>			
Pupils understand that some human activity causes pollution in the air which is affecting the world's climate / making the world hotter	science topic: The ecological footprint Children work on different aspects concerning the ecological footprint: mobility, shopping, nutrition, housing/energy	read texts, answer questions, reflection of own activities (their way to school, use of energy, shopping/eating habits,...),	<a href="https://drive.google.com/drive/folders/1Izj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=drive_link">https://drive.google.com/drive/folders/1Izj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=drive_link</a> (ecological footprint)
Pupils understand the distinction between 'weather' and 'climate'	Daily Weather chart/calendar where children talk about the weather and change it where necessary. Science topic- days/months/seasons  sustainability, year 1, science	Each day, children change the calendar including weather.  clarify term" climate"	daily calendar in all classes: <a href="https://www.verlagruhr.de/Der-Universal-Kalender-fuer-Kita-und-Grundschule/9783834648921">https://www.verlagruhr.de/Der-Universal-Kalender-fuer-Kita-und-Grundschule/9783834648921</a>  <a href="https://drive.google.com/drive/folders/15vUPXvwKeelNAd2sRjyf1qK3BMT0EcsM?usp=share_link">https://drive.google.com/drive/folders/15vUPXvwKeelNAd2sRjyf1qK3BMT0EcsM?usp=share_link</a> (sustainability)  <a href="https://www.kika.de/checker-welt/checker-reportagen/checker-tobi/videos/der-klima-check-100">https://www.kika.de/checker-welt/checker-reportagen/checker-tobi/videos/der-klima-check-100</a>

Pupils know that the climate is always changing but is changing faster today than it has before	project week, exhibition about climate change class talk	Talking about it during the project week and in the exhibition: effects of e.g. lignite mining	photos of the exhibition  book: "Umwelt und Energie" <a href="https://www.carlsen.de/hardcover/frag-doch-mal-die-maus-umwelt-und-energie/978-3-551-25268-5">https://www.carlsen.de/hardcover/frag-doch-mal-die-maus-umwelt-und-energie/978-3-551-25268-5</a>
Pupils know that trees help to cool the world down.	forest days	walk into the forest, get to know different trees, discover the environment	
<b>Impacts of Climate Change</b>			
Pupils understand the impacts of our changing climate on some animals, plants and environments both in our locality and elsewhere	sustainability, year 1, science	Pupils get information on bees and how they live. They learn how important bees are for the environment and what is harming them.	<a href="https://drive.google.com/drive/folders/15vUPXvwKeelNAd2sRjyf1qK3BMT0Eesm?usp=share_link">https://drive.google.com/drive/folders/15vUPXvwKeelNAd2sRjyf1qK3BMT0Eesm?usp=share_link</a> (sustainability)  <a href="https://www.bmu.de/publikation/malbuch-mein-klimabuch">https://www.bmu.de/publikation/malbuch-mein-klimabuch</a>  Bee/Insect hotel: <a href="https://www.geo.de/geolino/basteln/21688-rtkl-bunte-nisthilfen-wir-bauen-insekten-dosen">https://www.geo.de/geolino/basteln/21688-rtkl-bunte-nisthilfen-wir-bauen-insekten-dosen</a>
Pupils know some of the impacts of our changing climate on people, both in our locality and elsewhere	students notice the effects e.g. by rising food prices due to bad harvests; flood disasters and droughts; forest fires...or also by worse harvests in the school garden (but these would be rather long-term observations), in the exhibition on climate change this was also a topic (african countries!?)	discussions with the class, exhibition on climate change, work in the school garden	book: "Die Umweltkonferenz der Tiere" <a href="https://www.carlsen.de/hardcover/die-umweltkonferenz-der-tiere/978-3-551-25315-6">https://www.carlsen.de/hardcover/die-umweltkonferenz-der-tiere/978-3-551-25315-6</a>  book: „Klimahelden“ <a href="https://www.grueneerde.com/de/produkte/kinder/kinder-spielzeug/buch-klimahelden/ge-p-48797.html?sourceTLD=de&amp;utm_content=kinderbuecher&amp;utm_term=48797&amp;utm_source=google&amp;utm_medium=cpc&amp;utm_campaign=always-on-hc8-shopping-de&amp;adtype=pla&amp;product_id=48797&amp;campaign=15705983212&amp;adgroupid=133263263002&amp;gclid=EAlaIqobChMI9-6JmKvCwIVi9Z3Ch0SgWtEAQYASABEgIZbPD BwE&amp;ALLOW_COOKIES=FUNCTIONALITY">https://www.grueneerde.com/de/produkte/kinder/kinder-spielzeug/buch-klimahelden/ge-p-48797.html?sourceTLD=de&amp;utm_content=kinderbuecher&amp;utm_term=48797&amp;utm_source=google&amp;utm_medium=cpc&amp;utm_campaign=always-on-hc8-shopping-de&amp;adtype=pla&amp;product_id=48797&amp;campaign=15705983212&amp;adgroupid=133263263002&amp;gclid=EAlaIqobChMI9-6JmKvCwIVi9Z3Ch0SgWtEAQYASABEgIZbPD BwE&amp;ALLOW_COOKIES=FUNCTIONALITY</a>

Urgency of Need for Climate Action			
Pupils know that some impacts of our changing climate are happening now and others will happen in the future	science classroom discussions, exhibition on climate change	class discussions; agreements such as waste avoidance to stop climate change as best as possible	exhibition  book: "Umwelt und Energie" <a href="https://www.carlsen.de/hardcover/frag-doch-mal-die-maus-umwelt-und-energie/978-3-551-25268-5">https://www.carlsen.de/hardcover/frag-doch-mal-die-maus-umwelt-und-energie/978-3-551-25268-5</a>
Responses to Climate Change			
Pupils can name some actions which would have a positive impact on the climate and some ways in which we can stop having a negative impact	renewable energy: year 2, science  ecological footprint, year 2, science  sustainability, year 1, science	Children learn how electricity is generated and what we need electricity/energy for. They get to know the advantages of renewable energy (solar power/wind power/hydroelectric power) in comparison to non-renewable energies and build different models.  ecological footprint: s.o.  sustainability: s.o.	<a href="https://drive.google.com/drive/folders/1xIWNYTvhYRtmNvMtgQZj8OUrtwKGzr9-?usp=share_link">https://drive.google.com/drive/folders/1xIWNYTvhYRtmNvMtgQZj8OUrtwKGzr9-?usp=share_link</a> (renewable energy)  <a href="https://drive.google.com/drive/folders/1Izj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=drive_link">https://drive.google.com/drive/folders/1Izj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=drive_link</a> (ecological footprint)  <a href="https://drive.google.com/drive/folders/15vUPXvwKeelINAd2sRjyf1qK3BMT0Eesm?usp=share_link">https://drive.google.com/drive/folders/15vUPXvwKeelINAd2sRjyf1qK3BMT0Eesm?usp=share_link</a> (sustainability)  <a href="https://www.bmu.de/publikation/malbuch-mein-klimabuch">https://www.bmu.de/publikation/malbuch-mein-klimabuch</a>
Pupils can choose some actions they / their class / their school / their family could take to have a positive impact on the climate	science topic: recycling/waste	In school, we have three coloured bins (blue:paper, yellow: plastics, grey: residual waste). The children know what goes into each colour bin and the reason behind doing this. They have gained the knowledge to use the bins correctly and promote recycling at home	signs on bins: <a href="https://www.zaubereinmaleins-shop.de/?s=M%C3%BCll">https://www.zaubereinmaleins-shop.de/?s=M%C3%BCll</a>  garbage license: <a href="https://eduki.com/de/material/221113/mull-recycling-als-ubungsheft-fur-die-1-klasse">https://eduki.com/de/material/221113/mull-recycling-als-ubungsheft-fur-die-1-klasse</a>

	<p>Sustainability, year 1, science</p> <p>climate strike within the project week</p> <p>waste detectives, year 2, science</p>	<p>garbage license: worksheets/tasks on waste and recycling</p> <p>sustainability: s.o.</p> <p>Children get information about waste, the separation of waste, waste reduction.</p>	<p><a href="https://drive.google.com/drive/folders/15vUPXvwKeelNAd2sRjyf1qK3BMT0Ecm?usp=share_link">https://drive.google.com/drive/folders/15vUPXvwKeelNAd2sRjyf1qK3BMT0Ecm?usp=share_link</a> (sustainability)</p> <p><a href="https://www.bmu.de/publikation/malbuch-mein-klimabuch">https://www.bmu.de/publikation/malbuch-mein-klimabuch</a></p> <p><a href="https://drive.google.com/drive/folders/1VQA-zWt88FX2M2B3kX4KToYgYS09Tc4r?usp=share_link">https://drive.google.com/drive/folders/1VQA-zWt88FX2M2B3kX4KToYgYS09Tc4r?usp=share_link</a> (waste detectives)</p>
<p>Pupils can describe at least one simple / familiar example of how a group of people are taking positive climate action together</p>	<p>climate strike within the project week</p>		
<b>Consumption and Climate Justice</b>			
<p>Pupils know that many of the choices they and others make have an impact on the environment / climate</p>	<p>ecological footprint, year 2, science</p> <p>waste detectives: s.o.</p>	<p>ecological footprint: s.o.</p> <p>s.o.</p>	<p><a href="https://drive.google.com/drive/folders/1Zj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=drive_link">https://drive.google.com/drive/folders/1Zj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=drive_link</a> (ecological footprint)</p> <p><a href="https://drive.google.com/drive/folders/1VQA-zWt88FX2M2B3kX4KToYgYS09Tc4r?usp=share_link">https://drive.google.com/drive/folders/1VQA-zWt88FX2M2B3kX4KToYgYS09Tc4r?usp=share_link</a> (waste detectives)</p>
<p>Pupils begin to be able to rank human activities they are familiar with e.g. how they travel to school, according to how much of an impact they have on the environment / climate.</p>	<p>science lesson: road safety training: traffic rules/school way (year 1, beginning of school year)</p> <p>ecological footprint, year 2, science</p>	<p>Children talk about how they travel to school, describe alternatives.</p> <p>ecological footprint: s.o.</p>	<p><a href="https://drive.google.com/drive/folders/1Zj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=drive_link">https://drive.google.com/drive/folders/1Zj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=drive_link</a> (ecological footprint)</p>

Possible Futures			
Pupils begin to understand that the future will be different depending on what we do now.	<p>renewable energy (science, year 2)</p> <p>ecological footprint, year 2, science</p> <p>climate strike within the project week</p> <p>waste detectives: s.ol</p>	<p>s.o.</p> <p>s.o.</p> <p>s.o.</p>	<p><a href="https://drive.google.com/drive/folders/1xIWNYTvhYRtmNvMtgQZj8OUrtwKGzr9-?usp=share_link">https://drive.google.com/drive/folders/1xIWNYTvhYRtmNvMtgQZj8OUrtwKGzr9-?usp=share_link</a> (renewable energy)</p> <p><a href="https://drive.google.com/drive/folders/1Zj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=drive_link">https://drive.google.com/drive/folders/1Zj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=drive_link</a> (ecological footprint)</p> <p><a href="https://drive.google.com/drive/folders/1VQA-zWt88FX2M2B3kX4KToYgYS09Tc4r?usp=share_link">https://drive.google.com/drive/folders/1VQA-zWt88FX2M2B3kX4KToYgYS09Tc4r?usp=share_link</a> (waste detectives)</p>
Mindsets and Viewpoints			
Pupils are exposed to different viewpoints on the Earth, e.g. that of indigenous peoples.	<p>science</p> <p>upcoming project week</p>	<p>teaching units on nature-based peoples and their life in and with nature</p>	<p>book: "Regenwald und Dschungelwelt"</p> <p><a href="https://www.weltbild.de/artikel/buch/regenwald-und-dschungelwelt_29097641-1">https://www.weltbild.de/artikel/buch/regenwald-und-dschungelwelt_29097641-1</a></p>
Feelings and Behaviours			
Pupils can talk about their own feelings about the earth, the natural world and the climate.	<p>project week</p> <p>classroom discussions</p>	<p>in a familiar environment, students can talk about their feelings or experiences</p>	<p>book: "Vom kleinen Eisbären, dem zu warm geworden ist"</p> <p><a href="https://www.oekom.de/buch/vom-kleinen-eisbaeren-dem-es-zu-warm-geworden-ist-9783962381745">https://www.oekom.de/buch/vom-kleinen-eisbaeren-dem-es-zu-warm-geworden-ist-9783962381745</a></p>

## School: Aplerbecker Grundschule Year Group: 3/4

<u>End of Year 4 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
<b>Scientific Background</b>			
Pupils understand that burning coal, oil and gas has an impact on the climate and have a basic understanding of the scientific processes involved	<p>The ecological footprint, science, year 3/4: Children work on different aspects concerning the ecological footprint: mobility, shopping, nutrition, housing/energy</p> <p>Renewable energies, science, year 3:</p> <p>Energy and energy conversion, science, year 4</p>	read texts, answer questions, reflection of own activities (their way to school, use of energy, shopping/eating habits,...),	<a href="https://drive.google.com/drive/folders/1Izj8FhxyGfEkK9Ic4E2kxdI0X6UpOMgF?usp=share_link">https://drive.google.com/drive/folders/1Izj8FhxyGfEkK9Ic4E2kxdI0X6UpOMgF?usp=share_link</a> (ecological footprint)
Pupils are familiar with the terms 'atmosphere', 'Climate Change' and 'greenhouse gas emissions'	posters and experiments about these terms	read texts, look at posters, experiments, games	<a href="http://www.pindactica.de/selbermachen/co2-treibhaus-gas-experiment/">http://www.pindactica.de/selbermachen/co2-treibhaus-gas-experiment/</a> pdf-document
Pupils know that some natural processes like trees growing, healthy soils and oceans take greenhouse gases out of the atmosphere	Forest and its sustainable use, science, year 3	Rad texts, watch films, lapbook about trees	<a href="https://www.betzold.de/prod/E_755542/?utm_source=nextag&amp;utm_medium=cpc_campaign&amp;utm_campaign=product&amp;pup_e=13&amp;pup_cid=251331&amp;pup_id=755542&amp;utm_term=365323747221548403">https://www.betzold.de/prod/E_755542/?utm_source=nextag&amp;utm_medium=cpc_campaign&amp;utm_campaign=product&amp;pup_e=13&amp;pup_cid=251331&amp;pup_id=755542&amp;utm_term=365323747221548403</a>  Lapbook: <a href="https://materialwiese.de/2017/07/wald-lapbook-im-sachunterric.html">https://materialwiese.de/2017/07/wald-lapbook-im-sachunterric.html</a>

<b>Impacts of Climate Change</b>			
Pupils can identify a range of impacts of past and / or present climate change on plants and animal species, including extinctions, and on environments locally and across the world	Water is life, science, year 3/4: The children learn where water comes from, consider how we use and pollute water, explore how to make water clean again. They find out ways to save water and keep it clean.	The children read texts and work on worksheets. They do an experiment on filter systems to make water clean again.	<a href="https://drive.google.com/drive/folders/1VJY2RGnIjJLsCLZHmLp4bcc4lpA0WLo?usp=share_link">https://drive.google.com/drive/folders/1VJY2RGnIjJLsCLZHmLp4bcc4lpA0WLo?usp=share_link</a> (water is life)
Pupils can identify a range of observed impacts of our changing climate on people locally and across the world.	exhibition (“Parents for Future”), news (Logo)	pictures of dry rivers, floods, droughts, fires	catalogue “Klimawandel” by “Parents for Future”  <a href="https://www.parentsforfuture.de/de/node/3786">https://www.parentsforfuture.de/de/node/3786</a>
<b>Urgency of Need for Climate Action</b>			
Pupils can explain why many institutions have declared a ‘Climate Emergency’, and what this means (see ‘Impacts of Climate Change’)	science/ german year 4	watch films/ short clips and discussion/ write an argumentation/ read newspaper article	<a href="https://www.faz.net/aktuell/politik/inland/wieso-immer-mehr-staedte-in-deutschland-den-klimanotstand-ausrufen-16305725.html#void">https://www.faz.net/aktuell/politik/inland/wieso-immer-mehr-staedte-in-deutschland-den-klimanotstand-ausrufen-16305725.html#void</a>  <a href="https://blog.energiesdienst.de/klimanotstand/">https://blog.energiesdienst.de/klimanotstand/</a>  (videos can be found on the websites)
Pupils know about some of the impacts that higher temperatures are having on people already.	science/ german/ arts year 3	read a picture book, vocabulary development, worksheets on some of the impacts, discussions, paint pictures on the topic of climate change and its impact on our world	picture book “Wie viel wärmer ist 1 Grad?” + learning materials (BELTZ&Gelberg) <a href="https://www.beltz.de/kinderbuch_jugendbuch/produkte/details/42628-wie-viel-waermer-ist-1-grad.html">https://www.beltz.de/kinderbuch_jugendbuch/produkte/details/42628-wie-viel-waermer-ist-1-grad.html</a>  <a href="https://www.beltz.de/fachmedien/paedagogik/produkte/details/45386-wie-viel-waermer-ist-1-grad-was-beim-klimawandel-passiert-von-kristina-scharmacher-schreiber-und-stephanie-marian.html">https://www.beltz.de/fachmedien/paedagogik/produkte/details/45386-wie-viel-waermer-ist-1-grad-was-beim-klimawandel-passiert-von-kristina-scharmacher-schreiber-und-stephanie-marian.html</a>
<b>Responses to Climate Change</b>			

Pupils understand how using less energy can reduce emissions	The ecological footprint, science, year 3/4 + year 4	s.o.	<a href="https://drive.google.com/drive/folders/1Zj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=share_link">https://drive.google.com/drive/folders/1Zj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=share_link</a> (ecological footprint)
Pupils understand what renewable energy is and can explain why it is important in reducing greenhouse gas emissions	The ecological footprint, science, year 3/4	s.o.	<a href="https://drive.google.com/drive/folders/1Zj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=share_link">https://drive.google.com/drive/folders/1Zj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=share_link</a> (ecological footprint)
Pupils understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate	forest, s.o. + forest day with forest educators (all year groups/ different levels)	s.o. excursion to the forest + information given by forest educators	none
Pupils can identify actions that they can take personally to reduce emissions / promote carbon sinks	The ecological footprint, s.o.  Water is life, s.o.	s.o.  s.o.	<a href="https://drive.google.com/drive/folders/1Zj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=share_link">https://drive.google.com/drive/folders/1Zj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=share_link</a> (ecological footprint) <a href="https://drive.google.com/drive/folders/1VJY2RGnIjJLsCLZHmLp4bcc4lpA0WLo?usp=share_link">https://drive.google.com/drive/folders/1VJY2RGnIjJLsCLZHmLp4bcc4lpA0WLo?usp=share_link</a> (water is life)
Pupils can identify actions that can be taken at the level of their school and locality	Environmental protection in everyday lives, year 3/4	The children think about how they can protect the environment within their everyday lives. They invent games, that are made out of rubbish and get to know environmentally friendly ways to play and move. The children learn about a new way of shopping and visit an unpacking store in Aplerbeck.	<a href="https://drive.google.com/drive/folders/1L03WGxTOPUewY324vucVPOVGuCiTvglm?usp=share_link">https://drive.google.com/drive/folders/1L03WGxTOPUewY324vucVPOVGuCiTvglm?usp=share_link</a> (environmental protection)
Pupils understand that leaders of governments make agreements with each other about climate action and can identify some of the content of these agreements	science year 4	Watching short clips about World Climate Agreement, talking about it on a simple level, searching for information on a website (topic is not easy to understand for younger children) Compare the schools' strike day/ protest march to larger circles, e.g. Fridays for Future or decisions of politicians, Text "Politiker überlegen sich Lösungen zum Schutz des Klimas"	<a href="https://www.zdf.de/kinder/logo/un-klimakonferenz-122.html">https://www.zdf.de/kinder/logo/un-klimakonferenz-122.html</a>  <a href="https://youtu.be/ch11zXFXb8o">https://youtu.be/ch11zXFXb8o</a>  <a href="https://youtu.be/SREtWimfkgA">https://youtu.be/SREtWimfkgA</a>  <a href="https://www.beltz.de/fachmedien/paedagogik/produkte/details/45386-wie-viel-waermer-ist-1-grad-was-beim-klimawandel-">https://www.beltz.de/fachmedien/paedagogik/produkte/details/45386-wie-viel-waermer-ist-1-grad-was-beim-klimawandel-</a>

			<a href="https://www.passiert-von-kristina-schirmacher-schreiber-und-stephanie-marian.html">passiert-von-kristina-schirmacher-schreiber-und-stephanie-marian.html</a>
Pupils can name different examples of how a group are taking climate action together and can talk about the outcomes.	Climate strike day	+ compare the schools' strike day/ protest march to larger circles, e.g. Fridays for Future or decisions of politicians	
<b>Consumption and Climate Justice</b>			
Pupils can name some of the things that they and others do that are responsible for climate change	<p>The ecological footprint, s.o.</p> <p>Microplastics, science, year 3/4: The children are made aware of plastic products in their everyday life. They learn about microplastics in our environment and get to know waste reduction strategies.</p> <p>Upcycling, science/art, year 3/4: The children learn about waste and waste production and reduction. They get to know ways to reuse waste.</p>	<p>s.o.</p> <p>The pupils read texts, watch films, get to know the microplastic circle and how they can avoid microplastics in their lives,</p> <p>Pupils gain knowledge about waste (different types of waste, waste separation, how to avoid waste). They reuse waste for different artificial projects such as building birdhouses, instruments, games, toys, ...</p>	<p><a href="https://drive.google.com/drive/folders/1IZj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=share_link">https://drive.google.com/drive/folders/1IZj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=share_link</a> (ecological footprint)</p> <p><a href="https://drive.google.com/drive/folders/1-lcGyJVWaf8drmMYhH1cBtCdp_XT5_z0?usp=share_link">https://drive.google.com/drive/folders/1-lcGyJVWaf8drmMYhH1cBtCdp_XT5_z0?usp=share_link</a> (microplastics)</p> <p><a href="https://drive.google.com/drive/folders/1qv7tPxI-ZCdN8djXA0g_r7JeK1Pmgivc?usp=share_link">https://drive.google.com/drive/folders/1qv7tPxI-ZCdN8djXA0g_r7JeK1Pmgivc?usp=share_link</a> (upcycling)</p>
Pupils begin to explore alternatives to these activities which are less harmful	<p>Environmental protection in our everyday lives, s.o.</p> <p>Microplastics, s.o.</p>	<p>s.o.</p> <p>s.o..</p>	<p><a href="https://drive.google.com/drive/folders/1L03WGxTOPUewY324vucVP0VGuCjTvgml?usp=share_link">https://drive.google.com/drive/folders/1L03WGxTOPUewY324vucVP0VGuCjTvgml?usp=share_link</a> (environmental protection)</p> <p><a href="https://drive.google.com/drive/folders/1-lcGyJVWaf8drmMYhH1cBtCdp_XT5_z0?usp=share_link">https://drive.google.com/drive/folders/1-lcGyJVWaf8drmMYhH1cBtCdp_XT5_z0?usp=share_link</a> (microplastics)</p>
Pupils understand that you can measure how much impact an activity has and know that different lifestyles have a greater or lesser impact	The ecological footprint, s.o.	s.o.	<a href="https://drive.google.com/drive/folders/1IZj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=share_link">https://drive.google.com/drive/folders/1IZj8FhxyGfEkK9Ic4E2kxdiOX6Up0MgF?usp=share_link</a> (ecological footprint)

Pupils understand that some individuals and countries are more responsible than others for greenhouse gas emissions to date	science year 3	test prior knowledge in plenary, watch film on the topic, talk about learning gains and discuss the topic  text and video "Klimagerechtigkeit für Kinder erklärt"	film: "Kinder der Klimakrise: 4 Mädchen, 3 Kontinente, 1 Mission" (not available via media libraries at the moment, but broadcast dates on TV every now and then...) <a href="https://programm.ard.de/TV/Programm/Sender/?sendung=287254000683102">https://programm.ard.de/TV/Programm/Sender/?sendung=287254000683102</a>  <a href="https://kinder.wdr.de/tv/neuneinhalb/sendungen/umwelt-und-klima/sendung-klimagerechtigkeit-100.html">https://kinder.wdr.de/tv/neuneinhalb/sendungen/umwelt-und-klima/sendung-klimagerechtigkeit-100.html</a>
<b>Possible Futures</b>			
Pupils can imagine different futures within their own likely lifetimes based on different levels of heating, including optimistic scenarios	science year 3 and 4  science year 4	think about possible futures, read text "Vorhersagen für die Zukunft", discuss the different scenarios, think about what we could do to make a change  building climate friendly houses (facts in films, texts, etc.)	material: BVK-Verlag "Projektmappe Klimawandel" (ISBN 978-3-96520-059-3)  <a href="http://www.wdrmaus.de/extras/mausthemen/klimawandel/index.php5">http://www.wdrmaus.de/extras/mausthemen/klimawandel/index.php5</a>
Pupils know that action or lack of it now will have an effect on these different futures.	s.o.	(combined with "Pupils can imagine different futures within their own likely lifetimes based on different levels of heating, including optimistic scenarios")	s.o.
<b>Mindsets and Viewpoints</b>			
Pupils are exposed to viewpoints on the climate crisis, including people of colour and / or people of the Global South expressing their view in their own words.	science year 3	test prior knowledge in plenary, watch film on the topic, talk about learning gains and discuss the topic of climate injustice  (combined with "Pupils understand that some individuals and countries are more responsible than others for greenhouse gas emissions to date")	film: "Kinder der Klimakrise: 4 Mädchen, 3 Kontinente, 1 Mission" (not available via media libraries at the moment, but broadcast dates on TV every now and then...) <a href="https://programm.ard.de/TV/Programm/Sender/?sendung=287254000683102">https://programm.ard.de/TV/Programm/Sender/?sendung=287254000683102</a>
<b>Feelings and Behaviours</b>			
Pupils can talk about their feelings about the earth and the natural world, our changing climate and its	all year groups	talking about their feelings concerning every subtopic whenever it was taught	no material needed



# Akdeniz Yukselis Primary School, Antalya, Turkey

Ages 7 – 9

## 1. Scientific Background

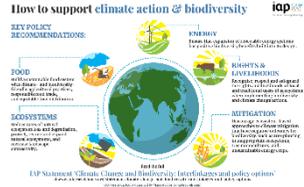
<u>End of Year 4 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils understand that burning coal, oil and gas has an impact on the climate and have a basic understanding of the scientific processes involved	Science – Unit 5 Exploring the World	Mining, drilling, and burning dirty energy are harming the environment and our health. Here’s everything you need to know about fossil fuels, and why we need to embrace a clean energy future.	PP Slide:  Fossil Fuels.pptx  <a href="https://ugc.berkeley.edu/background-content/burning-of-fossil-fuels/">https://ugc.berkeley.edu/background-content/burning-of-fossil-fuels/</a>  <a href="https://www.youtube.com/watch?v=gBLQUplzZZo">https://www.youtube.com/watch?v=gBLQUplzZZo</a>
Pupils are familiar with the terms ‘atmosphere’, ‘Climate Change’ and ‘greenhouse gas emissions’	Science Unit 5 Exploring the World	<b>Illustrations describing:</b>  What is atmosphere?  What are the names of the layers?	<a href="https://climatekids.nasa.gov/menu/atmosphere/">https://climatekids.nasa.gov/menu/atmosphere/</a>  <a href="https://climatekids.nasa.gov/whats-in-the-atmosphere/">https://climatekids.nasa.gov/whats-in-the-atmosphere/</a>  <a href="https://www.youtube.com/watch?v=G4Zla3qkFkl">https://www.youtube.com/watch?v=G4Zla3qkFkl</a>  <a href="https://www.youtube.com/watch?v=5sg9sCOXFlk">https://www.youtube.com/watch?v=5sg9sCOXFlk</a>

		<p>What is the importance of each layer? are shown.</p> <p>What is a greenhouse?</p> <p>What are greenhouse gases?</p> <p>How do they affect "Climate Change"?</p>	<p><a href="https://climatekids.nasa.gov/greenhouse-cards/">https://climatekids.nasa.gov/greenhouse-cards/</a></p> <p><a href="https://climatekids.nasa.gov/greenhouse-cards/">https://climatekids.nasa.gov/greenhouse-cards/</a></p> <p><a href="https://www.youtube.com/watch?v=SN5-DnOHQmE">https://www.youtube.com/watch?v=SN5-DnOHQmE</a></p>
<p>Pupils know that some natural processes like trees growing, healthy soils and oceans take greenhouse gases out of the atmosphere</p>	<p>English – Unit 3 – Module 2</p> <p>Planet Earth</p>	<p>How old is our planet?</p> <p>What are the issues that result from human activities and natural disasters?</p> <p>How is Mother Earth dealing with the greenhouse gases?</p> <p>The Amazon rainforest has long been recognized as a repository of ecological services not only for local tribes and communities, but also for the rest of the world. It is also the only rainforest that we have left in terms of size and diversity.</p>	<p><a href="https://wwf.panda.org/discover/knowledge_hub/where_we_work/amazon/about_the_amazon/why_amazon_is_important/">https://wwf.panda.org/discover/knowledge_hub/where_we_work/amazon/about_the_amazon/why_amazon_is_important/</a></p> <p><a href="https://www.youtube.com/watch?v=wVY1kDIIB0">https://www.youtube.com/watch?v=wVY1kDIIB0</a></p> <p> Amazon.pptx</p>

## 2. Urgency of Need for Climate Change

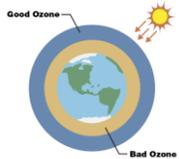
<u>End of Year 4 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils can explain why many institutions have declared a 'Climate Emergency', and what this means (see 'Impacts of Climate Change')	Science Unit 5 Exploring the World	What do we need to do to limit global warming and act on the climate emergency?  The UNEP Climate Action Note shows you the global state of the climate emergency and its development.	<a href="https://www.unep.org/explore-topics/climate-action/facts-about-climate-emergency">https://www.unep.org/explore-topics/climate-action/facts-about-climate-emergency</a>  <a href="https://www.unep.org/explore-topics/climate-action/what-we-do/climate-action-note/state-of-climate.html">https://www.unep.org/explore-topics/climate-action/what-we-do/climate-action-note/state-of-climate.html</a>
Pupils know about some of the impacts that higher temperatures are having on people already.	English Unit 5 Around Me	It snowed in Antalya after 30 years. Does it have a connection with climate change?	<a href="https://www.loveexploring.com/gallerylist/97397/the-worlds-most-unexpected-weather-events">https://www.loveexploring.com/gallerylist/97397/the-worlds-most-unexpected-weather-events</a>

### 3. Impacts of Climate Action

<u>End of Year 4 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
<p>Pupils can identify a range of impacts of past and / or present climate change on plants and animal species, including extinctions, and on environments locally and across the world.</p>	<p>Science Unit 5 Exploring the World</p>	<p>What is biodiversity?</p> <p>How is it effected by climate change?</p> <p>How do you think all species are affected by climate change and can you describe the difference?</p> <p>The variety of the species changed.</p>	<p><a href="https://kids.nationalgeographic.com/science/article/habitat-destruction">https://kids.nationalgeographic.com/science/article/habitat-destruction</a></p> <p><a href="https://www.youtube.com/watch?v=ErATB1aMiSU">https://www.youtube.com/watch?v=ErATB1aMiSU</a></p>  <p><a href="https://ec.europa.eu/research-and-innovation/en/horizon-magazine/climate-change-and-biodiversity-loss-should-be-tackled-together">https://ec.europa.eu/research-and-innovation/en/horizon-magazine/climate-change-and-biodiversity-loss-should-be-tackled-together</a></p> <p><a href="https://www.fs.usda.gov/ccrc/topics/biodiversity">https://www.fs.usda.gov/ccrc/topics/biodiversity</a></p>

<p>Pupils can identify a range of observed impacts of our changing climate on people locally and across the world</p>		<p>Pupils could observe the change in climate by themselves in advance last year when it snowed in Antalya.</p> <p>It had been approximately 30 years since the last time it snowed in our city.</p>	
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#### **4. Responses to Climate Change**

<p><b><u>End of Year 4 Outcomes</u></b></p>	<p><b><u>Learning Opportunities/ Subject Links</u></b></p>	<p><b><u>Learning Task/ Learning Activity</u></b></p>	<p><b><u>Resource Link</u></b></p>
<p>Pupils understand how using less energy can reduce emissions</p>	<p>Science Unit 5 Exploring the World</p>	<p>Brainstorm : Do we use fossil fuels in our local area? If so how?</p>	<p><a href="https://climatekids.nasa.gov/menu/energy/">https://climatekids.nasa.gov/menu/energy/</a></p>
<p>Pupils understand what renewable energy is and can explain why it is important in reducing greenhouse gas emissions</p>	<p>English Unit 5 Around Me</p>	<p>Let's try not to use the products that cause greenhouse gas emissions for a day. Is it possible?</p>	

<p>Pupils understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate</p>	<p>English Unit 5 Around Me</p>		
<p>Pupils can identify actions that they can take personally to reduce emissions / promote carbon sinks</p>	<p>Science Unit 5 Exploring the World</p>	<p>Let's try to limit your water usage tomorrow!</p>	<p><a href="https://www.youtube.com/watch?v=nTcFXJTOFsc">https://www.youtube.com/watch?v=nTcFXJTOFsc</a></p>
<p>Pupils can identify actions that can be taken at the level of their school and locality</p>	<p>Science Unit 5 Exploring the World</p>	<p>Brainstorm:  What can we do to reduce the pollution all together?</p>	<p><a href="https://www.youtube.com/watch?v=OqHp03RRTDs">https://www.youtube.com/watch?v=OqHp03RRTDs</a></p>
<p>Pupils understand that leaders of governments make agreements with each other about climate action and can identify some of the content of these agreements</p>		<p>The Paris Agreement is a legally binding international treaty on climate change.</p>	<p>What is the 'Paris Agreement', and how does it work?  <a href="https://www.youtube.com/watch?v=WiGD0OgK2ug&amp;feature=emb_imp_woyt">https://www.youtube.com/watch?v=WiGD0OgK2ug&amp;feature=emb_imp_woyt</a>  <a href="https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement">https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement</a></p> 

Pupils can name different examples of how a group are taking climate action together and can talk about the outcomes.	Science Unit 5 Exploring the World	Raising Awareness:	<a href="https://www.youtube.com/watch?v=zaXBVYr9Ij0">https://www.youtube.com/watch?v=zaXBVYr9Ij0</a>
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## **5 Consumption and Climate Justice**

<b><u>End of Year 4 Outcomes</u></b>	<b><u>Learning Opportunities/ Subject Links</u></b>	<b><u>Learning Task/ Learning Activity</u></b>	<b><u>Resource Link</u></b>
Pupils can name some of the things that they and others do that are responsible for climate change.	English Unit 5 Around Me	Choose a date for Climate Strike Day.	
Pupils begin to explore alternatives to these activities which are less harmful	Science Unit 5 Exploring the World		<a href="https://www.youtube.com/watch?v=OasbYWF4_S8">https://www.youtube.com/watch?v=OasbYWF4_S8</a>
Pupils understand that you can measure how much impact an activity has and know that different lifestyles have a greater or lesser impact			

Pupils understand that some individuals and countries are more responsible than others for greenhouse gas emissions to date	English Unit 5 Around Me	Climate Court Game: 1 Judge 12 Juries Victims and Criminals representing the whole society	<a href="https://www.youtube.com/watch?v=Oq-14b18LNg">https://www.youtube.com/watch?v=Oq-14b18LNg</a>
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## **6 Possible Futures**

<b><u>End of Year 4 Outcomes</u></b>	<b><u>Learning Opportunities/ Subject Links</u></b>	<b><u>Learning Task/ Learning Activity</u></b>	<b><u>Resource Link</u></b>
Pupils know that action or lack of it now will have an effect on these different futures.	English Unit 5 Around Me	Choose a date for Climate Strike Day.	<a href="https://cdn-tema.mncdn.com/Uploads/Cms/iklim-degisikligi-ve-etkileri.pdf">https://cdn-tema.mncdn.com/Uploads/Cms/iklim-degisikligi-ve-etkileri.pdf</a>

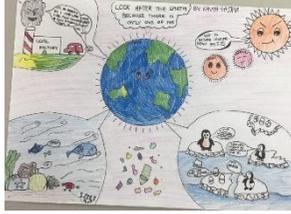
## **7 Mindsets and Viewpoints**

<b><u>End of Year 4 Outcomes</u></b>	<b><u>Learning Opportunities/ Subject Links</u></b>	<b><u>Learning Task/ Learning Activity</u></b>	<b><u>Resource Link</u></b>
Pupils are exposed to viewpoints on the climate crisis, including people of colour and /	Science Unit 5	Do we have “alternatives”, if so what are they?	

or people of the Global South expressing their view in their own words.	Exploring the World		
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## **8 Feeling and Behaviours**

<b><u>End of Year 4 Outcomes</u></b>	<b><u>Learning Opportunities/ Subject Links</u></b>	<b><u>Learning Task/ Learning Activity</u></b>	<b><u>Resource Link</u></b>
Pupils can talk about their feelings about the earth and the natural world, our changing climate and its impacts. They know that others have a range of different feelings, including anxiety and fear	Science Unit 5 Exploring the World	What are your thoughts about the future?  Let's Act Our Feelings Out!  Pupils execute their real feelings about losing nature and their beloved ones including family and pets?	

<p>Pupils begin to understand that doing positive things for the climate can help you feel less worried</p>	<p>Art Unit 7 The Blues</p>	<p>Draw! : How do you feel about the future of the World?</p>	
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## Ages 9 – 11

### 1. Scientific Background

<p><b><u>End of Year 6 Outcomes</u></b></p>	<p><b><u>Learning Opportunities/ Subject Links</u></b></p>	<p><b><u>Learning Task/ Learning Activity</u></b></p>	<p><b><u>Resource Link</u></b></p>
<p>Pupils can clearly articulate the link between burning fossil fuels and climate change using appropriate scientific vocabulary</p>	<p>Science – Unit 4 Global Warming</p>	<p>Learn how human use of fossil fuels—non-renewable energy sources, such as coal, oil, and natural gas—affect climate change.</p>	<p> COP26_Climate-our-future-powerpoint</p> <p> makingsenseofclimatechange_part5.pp</p>

			<a href="https://www.nationalgeographic.com/environment/article/fossil-fuels">https://www.nationalgeographic.com/environment/article/fossil-fuels</a>
Pupils know what the Intergovernmental Panel on Climate Change is and can discuss some recent findings	Science – Unit 4 Global Warming	A carbon sink absorbs carbon dioxide from the atmosphere. The ocean, soil and forests are the world’s largest carbon sinks.	 Carbon_Sequestration.ppt <a href="https://www.youtube.com/watch?v=OoW2PlvMpZs">https://www.youtube.com/watch?v=OoW2PlvMpZs</a>
Pupils can name key carbon sinks such as forests, peatlands, oceans, algal blooms, and healthy soil.	Social Studies – Unit 3 Our World, Our Home	The Intergovernmental Panel on Climate Change (IPCC) is the United Nations body for assessing the science related to climate change.	<a href="https://www.youtube.com/watch?v=miYW823AlZE">https://www.youtube.com/watch?v=miYW823AlZE</a> <a href="https://www.youtube.com/watch?v=nahI5b2_x8I">https://www.youtube.com/watch?v=nahI5b2_x8I</a> <a href="https://www.ipcc.ch/report/ar6/wg3/">https://www.ipcc.ch/report/ar6/wg3/</a>

## **2. Urgency of Need for Climate Change**

<b><u>End of Year 6 Outcomes</u></b>	<b><u>Learning Opportunities/ Subject Links</u></b>	<b><u>Learning Task/ Learning Activity</u></b>	<b><u>Resource Link</u></b>
Pupils can give examples of institutions that have declared a ‘climate emergency’ at different scales and are aware of synonyms such as ‘climate crisis’.		Think of the last natural disasters that you have encountered with. Think of the ways that they are related to the climate change.	 Social Sciences.pdf

<p>They are familiar with the concept of emissions reduction targets and can identify different targets and begin to connect these with current scientific estimates for degrees of warming.</p>		<p>Name some of the activities that influences the environment and let the students name some.</p>	<p><a href="https://www.nationalgeographic.com/environment/article/freshwater-crisis">https://www.nationalgeographic.com/environment/article/freshwater-crisis</a></p>
<p>Pupils understand that 2030 is a scientific estimate of a year by which global emissions must have peaked in order to give humanity a reasonable chance of controlling eventual warming levels, and that it is not a deadline for an end-of-the-world scenario</p>		<p>Pick A Country: What can be the social, environmental, economic and psychological problems that someone from..... has because of the climate change?</p>	
<p>Pupils know about current trends in total global climate emissions, i.e. whether they are rising, peaking or falling</p>		<p>Earth was covered with water at that time, whereas today the Earth's surface is partly land mass.</p>	<p><a href="https://justdigg.it/org/climate-change/?gclid=CjwKCAjwg5uZBhATEiwAhhRLHs25CVh-NiSxJNR_WFEOabOu3TVmYQyIWkp997s9KqQOU-8xa46VVBoCipIQAvD_BwE">https://justdigg.it/org/climate-change/?gclid=CjwKCAjwg5uZBhATEiwAhhRLHs25CVh-NiSxJNR_WFEOabOu3TVmYQyIWkp997s9KqQOU-8xa46VVBoCipIQAvD_BwE</a></p>
<p>Pupils begin to understand what climate tipping points are and can connect</p>			<p> Climate_Change_Presentation.ppsx</p>

these with the urgency to act			
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### **3. Impacts of Climate Action**

<b><u>End of Year 6 Outcomes</u></b>	<b><u>Learning Opportunities/ Subject Links</u></b>	<b><u>Learning Task/ Learning Activity</u></b>	<b><u>Resource Link</u></b>
Pupils understand how climate change is a factor in the current loss of biodiversity and can describe some future predictions in connection with this	Science – Unit 4 Global Warming	Challenge:  Try zero waste challenge for a week. What would change?	 ZWD-Flyer-Fall-2022-Color.pdf
Pupils understand the impact of climate change on ecosystems locally and across the world, both in the present and a range of future scenarios	English – Unit 7 Big Problems	Plan a visit to Dekamer.	<a href="https://www.dekamer.org.tr/projeler.html">https://www.dekamer.org.tr/projeler.html</a>
Pupils can identify a range of impacts of our changing climate on people in the past and present, in their local	Science – Unit 4 Global Warming	What’s the real cause of climate change in our modern time?	 1001188071.pdf  <a href="https://www.youtube.com/watch?v=DH2uZhTPCs">https://www.youtube.com/watch?v=DH2uZhTPCs</a>

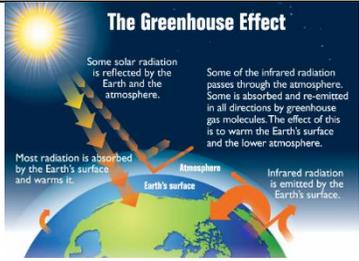
area and also across the world			
Pupils can identify current impacts, and a range of predicted future impacts depending on levels of heating, including human migration.	Social Studies – Unit 3 Our World, Our Home	In 1990, the Intergovernmental Panel on Climate Change (IPCC) noted that the greatest single impact of climate change could be on human migration—with millions of people displaced by shoreline erosion, coastal flooding and agricultural disruption.	<a href="https://hdr.undp.org/content/climate-change-and-forced-migration?utm_source=EN&amp;utm_medium=GSR&amp;utm_content=US_UNDP_PaidSearch_Brand_English&amp;utm_campaign=CENTRAL&amp;c_src=CENTRAL&amp;c_src2=GSR&amp;gclid=CjwKCAjw_m8WZBhBUEiwA178UnDOHYIzs9zvt9F_eSamruNrziI9RWJefE3pQvK42LxP7CZBKs8uYlhoCWcAQAvD_BwE">https://hdr.undp.org/content/climate-change-and-forced-migration?utm_source=EN&amp;utm_medium=GSR&amp;utm_content=US_UNDP_PaidSearch_Brand_English&amp;utm_campaign=CENTRAL&amp;c_src=CENTRAL&amp;c_src2=GSR&amp;gclid=CjwKCAjw_m8WZBhBUEiwA178UnDOHYIzs9zvt9F_eSamruNrziI9RWJefE3pQvK42LxP7CZBKs8uYlhoCWcAQAvD_BwE</a>

#### **4. Responses to Climate Change**

<b><u>End of Year 6 Outcomes</u></b>	<b><u>Learning Opportunities/ Subject Links</u></b>	<b><u>Learning Task/ Learning Activity</u></b>	<b><u>Resource Link</u></b>
Pupils are familiar with a range of different climate action strategies including reducing consumption, using renewable energy and protecting/ restoring carbon sinks	Science – Unit 4 Global Warming	Try to limit your water consumption for a week. What would change?	<a href="https://www.youtube.com/watch?v=Cr9dCwIkBCY">https://www.youtube.com/watch?v=Cr9dCwIkBCY</a>
Pupils begin to discuss what makes some strategies more effective than others	Science – Unit 4 Global Warming	Discuss what can be done according to professionals.	<a href="https://www.imperial.ac.uk/stories/climate-action/">https://www.imperial.ac.uk/stories/climate-action/</a> <a href="https://www.unep.org/news-and-stories/story/10-ways-you-can-help-fight-climate-crisis">https://www.unep.org/news-and-stories/story/10-ways-you-can-help-fight-climate-crisis</a>
Pupils can identify actions they can take	English – Unit 7	Plan a visit to Dekamer.	<a href="https://www.dekamer.org.tr/projeler.html">https://www.dekamer.org.tr/projeler.html</a>

personally and with a group of which they are part	Big Problems		
Pupils are familiar with actions that are being taken locally, nationally; and with key content of international agreements	Social Studies – Unit 3 Our World, Our Home	The Paris Agreement is a legally binding international treaty on climate change.	<a href="https://www.youtube.com/watch?v=WiGD0OgK2ug&amp;feature=emb_imp_woyt">https://www.youtube.com/watch?v=WiGD0OgK2ug&amp;feature=emb_imp_woyt</a> <a href="https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement">https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement</a>
			
Pupils begin to form their own opinions on these responses	Social Studies – Unit 3 Our World, Our Home		
Pupils can describe a range of examples of how a group have taken climate action together, both locally and across the world, and can talk about the outcomes	Social Studies – Unit 3 Our World, Our Home	Raising Awareness	<a href="https://www.youtube.com/watch?v=zaXBVYr9lj0">https://www.youtube.com/watch?v=zaXBVYr9lj0</a>
Pupils can discuss what makes for effective climate action	Climate Strike Day 7 <sup>th</sup> October	Climate Strike Day 7 <sup>th</sup> October	Climate Strike Day 7 <sup>th</sup> October

## 5 Consumption and Climate Justice

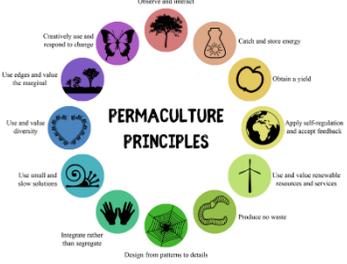
<u>End of Year 6 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils can clearly make the connection between climate change and things that they and others consume / activities they and others participate in	Science – Unit 4 Global Warming	Role Play Good Cop – Bad Cop Oxygen vs CO2 – Greenhouse Gases	<a href="https://www.greenpeace.org/international/story/55678/our-transport-system-is-fuelling-the-multiple-crises-we-are-facing-lets-use-it-to-fight-them/">https://www.greenpeace.org/international/story/55678/our-transport-system-is-fuelling-the-multiple-crises-we-are-facing-lets-use-it-to-fight-them/</a>
Pupils understand that different lifestyles cause much lesser or greater carbon emissions	Social Studies – Unit 3 Our World, Our Home	Write a letter to the municipality about taking legal actions for people acting irresponsibly.	According to Greenpeace: <a href="https://www.greenpeace.org/international/story/51742/a-year-of-record-breaking-extreme-weather/">https://www.greenpeace.org/international/story/51742/a-year-of-record-breaking-extreme-weather/</a>
Pupils can suggest a range of alternatives which might reduce greenhouse gas emissions			 <p><b>The Greenhouse Effect</b></p> <p>Some solar radiation is reflected by the Earth and the atmosphere.</p> <p>Some of the infrared radiation passes through the atmosphere. Some is absorbed and re-emitted in all directions by greenhouse gas molecules. The effect of this is to warm the Earth's surface and the lower atmosphere.</p> <p>Most radiation is absorbed by the Earth's surface and warms it.</p> <p>Earth's surface</p> <p>Atmosphere</p> <p>Infrared radiation is emitted by the Earth's surface.</p>
Pupils can explain simply what a carbon footprint of an individual, a product, or an activity is	Science – Unit 4 Global Warming	How to calculate your carbon footprint?	Let's count carbon footprint! <a href="https://www.carbonfootprint.com/calculator.aspx">https://www.carbonfootprint.com/calculator.aspx</a>

<p>Pupils can explain how some countries are more responsible than others for producing greenhouse gas emissions and compare this with where the climate crisis has the most severe impacts. They can use this information to begin to develop their own ideas about rights and responsibilities now and in the future</p>	<p>Science – Unit 4 Global Warming</p>	<p>Challenge: Try zero waste challenge for a week. What would change?</p>	
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## **6 Possible Futures**

<p><b><u>End of Year 6 Outcomes</u></b></p>	<p><b><u>Learning Opportunities/ Subject Links</u></b></p>	<p><b><u>Learning Task/ Learning Activity</u></b></p>	<p><b><u>Resource Link</u></b></p>
<p>Pupils can outline different possible future scenarios - typically in 2100 - depending on levels of heating</p>	<p>Social Studies – Unit 3 Our World, Our Home</p>	<p>Interview  Arrange an interview with the local people about the effects of the climate change.</p>	<p><a href="https://www.greenpeace.org/international/story/55698/saying-no-to-pollution-inspiring-actions-in-the-peoples-fight-for-clean-air/">https://www.greenpeace.org/international/story/55698/saying-no-to-pollution-inspiring-actions-in-the-peoples-fight-for-clean-air/</a></p>

Pupils have an understanding of current scientific consensus on what these future scenarios may look like, including best-case scenarios	Social Studies – Unit 3 Our World, Our Home	Write a letter to the municipality about taking legal actions for people acting irresponsibly.	<a href="https://www.greenpeace.org/international/story/51742/a-year-of-record-breaking-extreme-weather/">https://www.greenpeace.org/international/story/51742/a-year-of-record-breaking-extreme-weather/</a>
Pupils begin to understand the lack of certainty in future predictions			
Students know that our scientific understanding is developing and being revised	Social Studies – Unit 3 Our World, Our Home	Be a part of a plan that contributes to climate strike.	<a href="https://www.greenpeace.org/international/story/54247/climate-emergencies-photos-so-far-this-year/">https://www.greenpeace.org/international/story/54247/climate-emergencies-photos-so-far-this-year/</a>
Pupils are familiar with the 12 permaculture principles.	Science – Unit 4 Global Warming	<p><b><u>Learning Outcomes:</u></b></p> <p>Principles:</p> <ol style="list-style-type: none"> <li>1. Observe &amp; interact</li> <li>2. Catch and store energy</li> <li>3. Obtain and yield</li> <li>4. Apply self-regulation and accept feedback</li> <li>5. Use and value renewable resources &amp; service</li> <li>6. Produce no waste</li> <li>7. Design from pattern to design</li> </ol>	<p>What are 12 permaculture principles?</p> <p><a href="https://permacultureprinciples.com/principles/">https://permacultureprinciples.com/principles/</a></p> <p>Let's see:</p> <p><a href="https://www.youtube.com/watch?v=0mwRAf3z9ag">https://www.youtube.com/watch?v=0mwRAf3z9ag</a></p> <p>Examine:</p>

		<p>8. Integrate rather than segregate</p> <p>9. Use small and slow solutions</p> <p>10. Use and value diversity</p> <p>11. Use edges and value the marginal</p> <p>12. Creatively use&amp; respond to change</p>	 <p>The diagram illustrates the Permaculture Principles, centered around the text 'PERMACULTURE PRINCIPLES'. It features 12 circular icons, each with a corresponding principle: 'Observe and interact' (eyes), 'Creatively use and respond to change' (butterfly), 'Catch and store energy' (battery), 'Obtain a yield' (apple), 'Apply self-regulation and accept feedback' (globe), 'Use and value renewable resources and services' (wind turbine), 'Produce no waste' (recycling symbol), 'Design from patterns to details' (hands), 'Integrate rather than segregate' (hands), 'Use small and slow solutions' (snail), 'Use and value diversity' (globe), and 'Use edges and value the marginal' (butterfly).</p>
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## 7 Mindsets and Viewpoints

<u>End of Year 6 Outcomes</u>	<u>Learning Opportunities/ Subject Links</u>	<u>Learning Task/ Learning Activity</u>	<u>Resource Link</u>
Pupils reflect on different views of the relationship of humans with the Earth (This might include a variety of different perspectives from around the world including some spiritual / faith perspectives)	Science – Unit 4 Global Warming	Brainstorm: Alternative renewable energy sources	<a href="https://www.npr.org/2020/05/21/860307097/climate-mindset">https://www.npr.org/2020/05/21/860307097/climate-mindset</a>
Pupils begin to identify the viewpoints which have influenced their own mindset, and which influence society.They are given	Science – Unit 4 Global Warming	What are the benefits of solar panels in our school?	 <p>An aerial photograph of a school building with several solar panels installed on the roof. The school is surrounded by trees and other buildings in an urban or suburban setting.</p>

opportunities to think critically about these.			
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## **8 Feeling and Behaviours**

<b><u>End of Year 6 Outcomes</u></b>	<b><u>Learning Opportunities/ Subject Links</u></b>	<b><u>Learning Task/ Learning Activity</u></b>	<b><u>Resource Link</u></b>
Pupils can talk about their feelings about the climate crisis and about their own future	Science – Unit 4 Global Warming	Consulting each other to ease the anxiety of each other with the help of their experiences on climate change.	
Pupils are familiar with a range of methods people use to cope with anxiety about climate change including by taking collective action	Climate Strike Day 7 <sup>th</sup> October		
Pupils begin to understand that awareness of the problem does not always lead to action and begin to explore some of the reasons why.	Science – Unit 4 Global Warming	Act It Out: Pupils act a play that they have written about their feelings on the possible future.	



Upcycled battery eating monster, Turkey

## Further resources

For further useful resources each of the participating schools has chosen some of their favourite websites to do with climate action and climate justice in the four countries participating in the project, please see the links below:-

### England

**Eco Schools** <https://www.eco-schools.org.uk/> A popular organisation offering support for schools in reducing their environmental impact

**Energy Heroes** <https://energy-heroes.org.uk/> Support for schools in integrating action to reduce carbon emissions into the Maths curriculum

**Learning through Landscapes** <https://ltl.org.uk/> Lots of help and support for schools in outdoor learning

**Leeds DEC** <https://leedsdec.org.uk/> Resources and training linked to the Climate Curriculum developed in this project

**Let's Go Zero** <https://letsgozero.org/> A campaigning website with the aspiration for schools to become carbon zero by 2030

**National Education Nature Park** <https://www.nhm.ac.uk/about-us/national-impact/national-education-nature-park-and-climate-action-awards-scheme.html> Resources and support for integrating climate and biodiversity learning across the curriculum

**Oxfam** <https://www.oxfam.org.uk/education/classroom-resources/> Resources on impacts and solutions for climate action across the world.

**Practical Action** <https://practicalaction.org/schools/> STEM and DT learning relating to worldwide climate solutions.

**Global Dimension** <https://globaldimension.org.uk/resources/inspiring-climate-resources/> A website gathering together a wide range of resource providing organisations – can be searched for climate.

**Transform our world** <https://www.transform-our-world.org/home> Resources and links to climate action in schools

## Ireland

- **Green Schools** <https://greenschoolsireland.org/resources/climate-action-teacher-resource/> has a vast array of resources and projects for both primary and secondary schools. Some of their projects include. **Safe routes to school, Let's fix fashion!, Water Ambassador programme, Investigate Forests.** There are also 79 pages of resources including quizzes and teacher training webinars. Further details can be found below
- **ECO-UNESCO** <https://ecounesco.ie/youth-climate-justice/youth-climate-justice/resources-climate-justice/> supports young people in climate action and climate justice. They have great resources, articles, book recommendations, short films and spoken word , lots of TED talks and youtube videos
- **Trocaire** <https://www.trocaire.org/our-work/educate/primary/primary-resources/games/> has some wonderful games and interactive activities for exploring themes such as conflict, refugees, climate change and the SDGs. Highly recommended. The Tree of Justice explores issues in Palestine, Somalia and Syria. Pathways to Peace , Harvest for the Future and Human Rights Defenders are great games for problem solving in the real world and there are also opportunities to explore global justice issues through Art.
- **Friends of the Earth** <https://www.friendsoftheearth.ie/> has lots of information about campaigns for climate justice and climate action. It keeps you up to date on news and events at Irish and international level.
- **Climate change.ie** <http://www.climatechange.ie/> has been developed as Ireland`s one-stop source of information on climate change with the most up to date and credible sources of information, both at national and international level. Probably more suited to teachers who want to keep themselves informed about recent scientific research. Lots of great reports, videos and talks.

## Germany

**Deutsche Webseiten zum Thema Klima, Klimawandel, Umweltschutz - German websites about climate, climate change, environmental protection –**

<http://www.fit-fuer-den-klimawandel.de/downloads-fuer-schulen-und-waldbesitzer/schulen/>

<https://bildungsserver.berlin-brandenburg.de/lernarchiv-grundschule-klimaschu>

<https://ed.spiegel.de/unterrichtsmaterial/eis-in-gefahr-unterrichtseinheit-zum-thema-klimawandel-fuer-die-grundschule>

<https://eduki.com/de/suchergebnisse?query=klimawandel>

<https://eduki.com/de/unterricht/647/erdkunde/umwelt-ressourcen/umwelt-klimaschutz>

<https://eduki.com/de/unterricht/705/ethik/nachhaltigkeit>

<https://klimabildung.org/grundschule/>

<https://materialwiese.de/2012/11/kostenlos-klimawandel-in-der-grundschule.html>

[https://naturwissenschaften.bildung-rp.de/fileadmin/\\_migrated/content\\_uploads/gs\\_klima\\_lehrer.pdf](https://naturwissenschaften.bildung-rp.de/fileadmin/_migrated/content_uploads/gs_klima_lehrer.pdf)

<https://shop.sdw.de/wald-und-klima-grundschule>

<https://www.bildungserver.de/unterrichtsmaterial-zum-klimawandel-716-de.html>

<https://www.bmuv.de/themen/bildung-beteiligung/bildung/bildungsmaterialien/bildungsmaterialien-grundschule>

<https://www.bne-portal.de/bne/de/news/klima-lernmaterialien.html>

<https://www.carlsen.de/schule/buecher-zum-thema-umweltschutz>

<https://www.doodleteacherblog.de/post/umweltprojekte-schule>

<https://www.fussabdruck.de/fussabdrucktest/#/start/index/>

<https://www.greenpeace.de/ueber-uns/umweltbildung/bildungsmaterialien>

<https://www.greenpeace.de/ueber-uns/umweltbildung/klimawandel-klimaschutz-grundschule>

<https://www.klimanet.baden-wuerttemberg.de/ideen-und-aktionen-fur-den-unterricht>

[https://www.klimaschutz-niedersachsen.de/downloads/SonstigeDokumente/Klimaschutzbroschuere\\_Grundschulen\\_Kopiervorlagen\\_Arbeitsblaetter.pdf?m=1622184440&](https://www.klimaschutz-niedersachsen.de/downloads/SonstigeDokumente/Klimaschutzbroschuere_Grundschulen_Kopiervorlagen_Arbeitsblaetter.pdf?m=1622184440&)

<https://www.lernbiene.de/blog/klimawandel-im-unterricht/>

<https://www.planet-schule.de/schwerpunkt/knietzsche-der-kleinste-philosoph-der-welt/knietzsche-und-das-klima-film-100.html>

<https://www.sue-nrw.de/klima-auf-dem-teller/>

<https://www.umwelt-im-unterricht.de/themen/klima/themenseite-klima>

<https://www.zdf.de/kinder/loewenzahn/umwelt-trick-oekologischer-fussabdruck-100.html>

<https://www.zdf.de/kinder/logo/es-klimawandel-100.html>

<https://www.zdf.de/kinder/logo/themenseite-klima-klimawandel-100.html>

<https://www.zeitfuerdieschule.de/content/uploads/2021/11/1121-ZEIT-ZfdS-Sek1-Klimawandel.pdf>

## Turkey

<http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=1143>

Climate Change Curriculum and Environmental Education (years 7 and 8) The Ministry of National Education of Türkiye

<https://egitimkolektifi.com/okulunuzda-iklim-degisikligini-ogretmek-icin-7-fikir/>

<https://www.iklimin.org/en/hibe-projeleri/>

<https://iklimtema.org/>



Tree planting in Antalya, Turkey



Project website  
<https://www.climatechange-education.org/>



Project partners:

Aplerbecker Grundschule <https://aplerbecker-grundschule.de/index.php/home>

Akdeniz Yukselis <https://www.aykokullari.com/>

SERGED <https://en.serged.org/>

Our Lady Queen of the Apostles <https://www.clonburrissns.ie/>

Moor Allerton Hall Primary <https://moorallertonhall.leeds.sch.uk/leeds/primary/moorallertonhall>

Leeds DEC <https://leedsdec.org.uk/>



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