

Transport

Assembly Concepts	Health and travel
Assembly Knowledge	<p>Assembly 1 - Link between transport and energy/fossil fuels/diminishing resources</p> <p>Assembly 2- Link between transport, global trade and consumption of goods</p> <p>Assembly 3 - Link between transport and pollution</p> <p>Assembly 4 - Solutions in our school/personal lives</p> <p>Assembly 5 - Solutions in our school/personal lives - pledges</p> <p>Assembly 6 - Future solutions</p>
Key concepts	<p>Sustainable travel</p> <p>Transport and carbon emissions/pollution</p> <p>Renewable energy</p> <p>Healthy activity</p>
Caring thinking in the environment	<p>Coming to school in a sustainable way</p> <p>Family travel</p> <p>Training of all children in cycling</p> <p>Air quality surveys</p>
Family Commitment/ Pledge	<p>Walk to school</p> <p>Steps challenge</p> <p>Work commute options</p> <p>Car sharing</p> <p>Learning to ride a bike</p> <p>Shopping – buying locally</p> <p>Holidays</p> <p>Old bike donations</p> <p>Design an environmentally vehicle of the future - competition</p>
½ termly climate challenge for a specific year group	<p>What could we do with a car free street?</p> <p>How could we imagine a car free city centre?</p>

Awe and wonder opportunities above those already in curriculum	Walking and cycling promotion as classes – trips on foot to discover local area Future travel
Outdoor learning	Continue to review curriculum
Ethical purchasing/sustainable practice as a school	Coach trips – Big lemon Train or bus? Local trips rather than trips further afield? Procurement policy - buying local Bike repair days
Political Engagement	School Streets Day Work with B&H Travel Team Car Free Town Centre
Connecting	Sustrans https://www.sustrans.org.uk/ Breathe in Brighton https://twitter.com/breathebrighton Big Lemon https://thebiglemon.com/ Brighton Bike Hub https://brightonbikehub.org/author/duncanblinkhorn/ Arrange reductions from stores for purchase of wet weather gear
Staff Behaviour	Policy and support for more sustainable journey to work Cycle to work schemes
Emotional Resilience/Learning Behaviours/Relationships	Collaboration

Key Ideas	By the end of Year 2:	By the end of Year 4:	By the end of Year 6:
Scientific background	<ul style="list-style-type: none"> Pupils understand that some human activity causes pollution in the air which is affecting the world's climate / making the world hotter 	<ul style="list-style-type: none"> Pupils understand that burning coal, oil and gas has an impact on the climate and have a basic understanding of the scientific processes involved Pupils are familiar with the terms 'atmosphere', 'Climate Change' and 'greenhouse gas emissions' Pupils know that some natural processes like trees growing, healthy soils and oceans take greenhouse gases out of the atmosphere. 	<ul style="list-style-type: none"> Pupils can clearly articulate the link between burning fossil fuels and climate change using appropriate scientific vocabulary Pupils can name key carbon sinks such as forests, peatlands, oceans, algal blooms, and healthy soil Pupils know what the Intergovernmental Panel on Climate Change is and can discuss some recent findings

Key Ideas	By the end of Year 2:	By the end of Year 4:	By the end of Year 6:
Responses to climate change	<ul style="list-style-type: none"> 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 Pupils can choose some actions they / their class / their school / their family could take to have a positive impact on the climate Pupils can describe at least one simple / familiar example of how a group of people are taking positive climate action together Pupils and describe some actions to increase biodiversity 	<ul style="list-style-type: none"> Pupils understand how using less energy can reduce emissions Pupils understand what renewable energy is and can explain why it is important in reducing greenhouse gas emissions Pupils understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate Pupils can identify actions that they can take personally to reduce emissions / promote carbon sinks Pupils can identify actions that can be taken at the level of their school and locality Pupils understand that leaders of governments make agreements with each other about climate action and can identify some of the content of these agreements Pupils can name different examples of how a group are taking climate action together and can talk about the outcomes. 	<ul style="list-style-type: none"> Pupils are familiar with a range of different climate action strategies including reducing consumption, using renewable energy and protecting/ restoring carbon sinks Pupils begin to discuss what makes some strategies more effective than others Pupils can identify actions they can take personally and with a group of which they are part Pupils are familiar with actions that are being taken locally, nationally; and with key content of international agreements Pupils begin to form their own opinions on these responses 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 Pupils can discuss what makes for effective climate action

<p>Key Ideas</p> <p>Consumption and climate justice</p>	<p>By the end of Year 2:</p> <ul style="list-style-type: none"> • Pupils know that many of the choices they and others make have an impact on the environment / climate • 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>By the end of Year 4:</p> <ul style="list-style-type: none"> • Pupils can name some of the things that they and others do that are responsible for climate change • Pupils begin to explore alternatives to these activities which are less harmful • 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 • Pupils compare the carbon footprints of people with a different lifestyle to them, including in other countries 	<p>By the end of Year 6:</p> <ul style="list-style-type: none"> • Pupils can clearly make the connection between climate change and things that they and others consume / activities they and others participate in • Pupils understand that different lifestyles cause much lesser or greater carbon emissions • Pupils can suggest a range of alternatives which might reduce greenhouse gas emissions • Pupils can explain simply what a carbon footprint of an individual, a product, or an activity is • 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>Key Ideas</p> <p>Possible futures</p>	<p>By the end of Year 2:</p> <ul style="list-style-type: none"> • Pupils begin to understand that the future will be different depending on what we do now 	<p>By the end of Year 4:</p> <ul style="list-style-type: none"> • Pupils can imagine different futures within their own likely lifetimes based on different levels of heating, including optimistic scenarios • Pupils know that action or lack of it now will have an effect on these different futures 	<p>By the end of Year 6:</p> <ul style="list-style-type: none"> • Pupils can outline different possible future scenarios - typically in 2100 - depending on levels of heating • Pupils have an understanding of current scientific consensus on what these future scenarios may look like, including best-case scenarios • Pupils begin to understand the lack of certainty in future predictions • Students know that our scientific understanding is developing and being revised • Pupils are familiar with the 12 permaculture principles

<p>Key Ideas</p> <p>Mindsets and viewpoints</p> <p>Feelings and behaviour</p>	<p>By the end of Year 2:</p> <ul style="list-style-type: none"> • Pupils are exposed to different viewpoints on the Earth, e.g. that of indigenous peoples <ul style="list-style-type: none"> • Pupils can talk about their own feelings about the earth, the natural world and the climate 	<p>By the end of Year 4:</p> <ul style="list-style-type: none"> • Pupils have the opportunity to explore viewpoints on the climate crisis, including people of colour and / or people of the Global South expressing their view in their own words <ul style="list-style-type: none"> • 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 • Pupils begin to understand how some people can feel less anxious when they take action with other people 	<p>By the end of Year 6:</p> <ul style="list-style-type: none"> • 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) • Pupils begin to identify the viewpoints which have influenced their own mindset, and which influence society more widely in the UK. They are given opportunities to think critically about these. • Pupils can talk about their feelings about the climate crisis and about their own future • Pupils are familiar with a range of methods people use to cope with anxiety about climate change including by taking collective action • Pupils begin to understand that awareness of the problem does not always lead to action and begin to explore some of the reasons why
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