

Water	
Assembly Concepts	Cycles
Assembly Knowledge – Key concepts	<p><b>Assembly 1 - Biodiversity</b> – Oceans and rivers</p> <p><b>Assembly 2 - Climate change</b> - Rising sea levels/floods and droughts</p> <p><b>Assembly 3 - Consumption</b> - Evident and hidden use of water around us e.g. meat consumption and clothing</p> <p><b>Assembly 4 – Pledges</b></p> <p><b>Assembly 5 – Water pollution/Water and plastics</b></p> <p><b>Assembly 6 – Surfers against sewage</b></p>
UN sustainable goals	Number 6 – Clean water and sanitation
Caring thinking in the environment	<p>Water use in school and home</p> <p>Link to water use in the production of food and children’s clothing</p>
Family Commitment/ Pledge	<p>Water challenge – Pledges</p> <p>Friends of Earth – 13 ways to save water</p> <p><a href="https://friendsoftheearth.uk/sustainable-living/13-best-ways-save-water">https://friendsoftheearth.uk/sustainable-living/13-best-ways-save-water</a></p> <p>Clothes swap event</p>
½ termly climate challenge for a specific year group	<p>Plan and arrange a beach clean</p> <p>Work with schools meals provider on menu</p> <p>Produce promotional video on saving water</p>
Awe and wonder opportunities above those already in curriculum	<p>Beach/River/Pond visits planned by each year group</p> <p>Cloud poetry</p> <p>Water photography competition</p>

Ethical purchasing/sustainable practice as a school	Reduce water use at school – toilets etc Purchase drought resistant plants School meals – reduce amount of meat Reduce amount of clothing lost property
Political Engagement	Beach clean Save our oceans campaign – fundraising events
Connecting	Class talks and assemblies  Beach clean people <a href="https://www.pier2pierbeachclean.com/">https://www.pier2pierbeachclean.com/</a> Work with Water company <a href="https://www.savewatersavemoney.co.uk/southeast/free-water-saving-products">https://www.savewatersavemoney.co.uk/southeast/free-water-saving-products</a> Surfers against sewage <a href="https://www.sas.org.uk/region/south-east/">https://www.sas.org.uk/region/south-east/</a>
Staff Behaviour	Water use at home and school Reduced meat consumption Clothes swap
Emotional Resilience/Learning Behaviours/Relationships	Understanding cycle of life

Key Ideas	By the end of Year 2:	By the end of Year 4:	By the end of Year 6:
Impacts of climate change	<ul style="list-style-type: none"> <li>Pupils understand the impacts of our changing climate on some animals, plants and environments both in our locality and elsewhere</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can identify a range of impacts of past and / or present climate change on plants and animal species, including <b>extinctions</b>, and on environments locally and across the world</li> </ul>	<ul style="list-style-type: none"> <li>Pupils understand how climate change is a factor in the current loss of biodiversity and can describe some future predictions in connection with this</li> </ul>

<p>Key Ideas</p> <p>Responses to climate change</p>	<ul style="list-style-type: none"> <li>Pupils know some of the impacts of our changing climate on people, both in our locality and elsewhere</li> </ul> <p>By the end of Year 2:</p> <ul style="list-style-type: none"> <li>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</li> <li>Pupils can choose some actions they / their class / their school / their family could take to have a positive impact on the climate</li> <li>Pupils can describe at least one simple / familiar example of how a group of people are taking positive climate action together</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can identify a range of observed impacts of our changing climate on people locally and across the world the world</li> </ul> <p>By the end of Year 4:</p> <ul style="list-style-type: none"> <li>Pupils understand how using less energy can reduce emissions</li> <li>Pupils understand what <b>renewable energy</b> is and can explain why it is important in reducing greenhouse gas emissions</li> <li>Pupils understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate</li> <li>Pupils can identify actions that they can take personally to reduce emissions / promote carbon sinks</li> <li>Pupils can identify actions that can be taken at the level of their school and locality</li> <li>Pupils understand that leaders of governments make agreements with each other about climate action and can identify some of the content of these agreements</li> <li>Pupils can name different examples of how a group are taking climate action together and can talk about the outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils understand the impact of climate change on ecosystems locally and across the world, both in the present and a range of future scenarios</li> <li>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</li> <li>Pupils can identify current impacts, and a range of predicted future impacts depending on levels of heating, including human migration.</li> </ul> <p>By the end of Year 6:</p> <ul style="list-style-type: none"> <li>Pupils are familiar with a range of different climate action strategies including reducing consumption, using renewable energy and protecting/ restoring carbon sinks</li> <li>Pupils begin to discuss what makes some strategies more effective than others</li> <li>Pupils can identify actions they can take personally and with a group of which they are part</li> <li>Pupils are familiar with actions that are being taken locally, nationally; and with key content of international agreements</li> <li>Pupils begin to form their own opinions on these responses</li> <li>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</li> <li>Pupils can discuss what makes for effective climate action</li> </ul>
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<p>Key Ideas</p> <p>Consumption and climate justice</p>	<p>By the end of Year 2:</p> <ul style="list-style-type: none"> <li>• Pupils know that many of the choices they and others make have an impact on the environment / climate</li> <li>• 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</li> </ul>	<p>By the end of Year 4:</p> <ul style="list-style-type: none"> <li>• Pupils can name some of the things that they and others do that are responsible for climate change</li> <li>• Pupils begin to explore alternatives to these activities which are less harmful</li> <li>• Pupils understand that you can measure how much impact an activity has and know that different lifestyles have a greater or lesser impact</li> <li>• Pupils understand that some individuals and countries are more responsible than others for greenhouse gas emissions to date</li> <li>• Pupils compare the carbon footprints of people with a different lifestyle to them, including in other countries</li> </ul>	<p>By the end of Year 6:</p> <ul style="list-style-type: none"> <li>• Pupils can clearly make the connection between climate change and things that they and others consume / activities they and others participate in</li> <li>• Pupils understand that different lifestyles cause much lesser or greater carbon emissions</li> <li>• Pupils can suggest a range of alternatives which might reduce greenhouse gas emissions</li> <li>• Pupils can explain simply what a carbon footprint of an individual, a product, or an activity is</li> <li>• 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.</li> </ul>
<p>Key Ideas</p> <p>Possible futures</p>	<p>By the end of Year 2:</p> <ul style="list-style-type: none"> <li>• Pupils begin to understand that the future will be different depending on what we do now</li> </ul>	<p>By the end of Year 4:</p> <ul style="list-style-type: none"> <li>• Pupils can imagine different futures within their own likely lifetimes based on different levels of heating, including optimistic scenarios</li> <li>• Pupils know that action or lack of it now will have an effect on these different futures</li> </ul>	<p>By the end of Year 6:</p> <ul style="list-style-type: none"> <li>• Pupils can outline different possible future scenarios - typically in 2100 - depending on levels of heating</li> <li>• Pupils have an understanding of current scientific consensus on what these future scenarios may look like, including best-case scenarios</li> <li>• Pupils begin to understand the lack of certainty in future predictions</li> <li>• Students know that our scientific understanding is developing and being revised</li> <li>• Pupils are familiar with the 12 permaculture principles</li> </ul>

Key Ideas	By the end of Year 2:	By the end of Year 4:	By the end of Year 6:
Mindsets and viewpoints	<ul style="list-style-type: none"> <li>Pupils are exposed to different viewpoints on the Earth, e.g. that of indigenous peoples</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>
Feelings and behaviour	<ul style="list-style-type: none"> <li>Pupils can talk about their own feelings about the earth, the natural world and the climate</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Pupils begin to understand how some people can feel less anxious when they take action with other people</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils can talk about their feelings about the climate crisis and about their own future</li> <li>Pupils are familiar with a range of methods people use to cope with anxiety about climate change including by taking collective action</li> <li>Pupils begin to understand that awareness of the problem does not always lead to action and begin to explore some of the reasons why</li> </ul>

Skills for a net carbon zero future						
Food growing	Clothes Repair skills	Cycle safety	Cycle maintenance	Sustainable cookery	Household item repair skills	Cutting down food waste...

## Resources

[https://www.youtube.com/watch?v=0Puv0Pss33M&list=RDCMUC5MDIy3yhWDrx0MyDo4QmYg&start\\_radio=1&t=36](https://www.youtube.com/watch?v=0Puv0Pss33M&list=RDCMUC5MDIy3yhWDrx0MyDo4QmYg&start_radio=1&t=36) How to save our planet – needs explaining but has key facts and strong images

[https://www.youtube.com/watch?v=\\_38JDGnr0vA&t=223s](https://www.youtube.com/watch?v=_38JDGnr0vA&t=223s) Blue Planet Prequel

<https://www.youtube.com/watch?v=xDdEWkA15Rg> Intro to Greta Thunberg

<https://www.youtube.com/watch?v=Sv7OHfpIRfU> Kids animation on climate change

<https://www.youtube.com/watch?v=C65iqOSCZOY> – Water crisis explained – needs editing to focus on key elements e.g. litres in a coffee/cotton T-shirt/beef

<https://www.youtube.com/watch?v=QH-KYmRAzOA> What causes sea level rise?

[https://climate.nasa.gov/climate\\_resources/199/rising-tides-understanding-sea-level-rise/](https://climate.nasa.gov/climate_resources/199/rising-tides-understanding-sea-level-rise/) Understanding sea level rise

<https://www.bbc.co.uk/iplayer/episode/m000v4f6/climate-change-ade-on-the-frontline-series-1-1-the-solomon-islands-and-australia> - Ade's climate change – look at sea level rises –first 15 mins

<https://www.youtube.com/watch?v=zNdbj3PbX6o> Water facts/scarcity

<https://www.youtube.com/watch?v=2pXuAw1bSQo> Our thirsty world – National Geographic

<https://www.savewatercleanclever.co.uk/> Percentages/facts around domestic water use

<https://www.waterwise.org.uk/save-water/> Tips on saving water

<https://www.ofwat.gov.uk/households/conservingwater/watersavingtips/>

<https://toogoodtogo.org/en/movement/knowledge/the-water-crisis> links water waste to food

<https://fashionunited.uk/> linking water waste to clothes production

<https://www.commonobjective.co/article/the-issues-water>

<https://www.theconsciouschallenge.org/ecologicalfootprintbibleoverview/water-clothing> - good films on t-shirt/cotton production

<https://www.youtube.com/watch?v=7o7DinDdY54>

facts about oceans including pollution