





Climate Change Progression Ladder

WEST HOVE
INFANT SCHOOL
.....
A family of friends

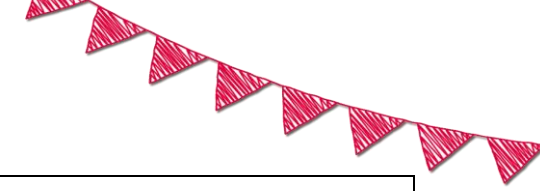
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Statement Bank is taken from an 'end of Year 2' progression document. Scuba Diver statements are Y3/4 and do not need to be used unless relevant/applicable.

Please look at

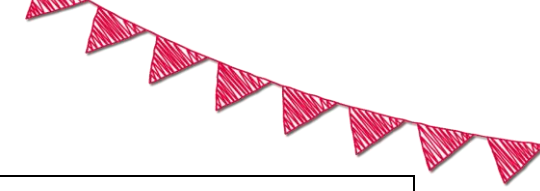
	Statement Bank	Year R	Year 1	Year 2
Scientific background	Children understand that some human activity causes pollution in the air which is affecting the world's climate/making the world hotter, e.g. heating homes, consumption, travel	Children develop an understanding the world needs to be cared for and we have a role in our everyday lives to help with this.	Children know some human activities affecting the world's climate/making the world hotter, e.g. heating homes, consumption, travel	Children understand that some human activity causes pollution in the air which is affecting the world's climate/making the world hotter, e.g. heating homes, consumption, travel  Children understand that burning coal, oil and gas has an impact on the climate and have a basic understanding of the scientific processes involved
	Children understand the distinction between 'weather' and 'climate'	Children develop an understanding of different types of weather. Looking at the weather on a daily basis and relating weather patterns to seasons. Understanding how the weather can impact the immediate environment especially in relation to changes in tree lifecycles.	Children know that plants and trees are important in the fight against climate change	Children know that trees help to cool the world down. To know that trees give O2 and absorb CO2
	Children know that the climate is always changing but is changing faster today than it has before		Children know that the climate is always changing but is changing faster today than it has before	Children understand the distinction between 'weather' and 'climate'
	Children know that trees help to cool the world down.		Children are familiar with the term 'Climate Change'	 Children are familiar with the terms 'atmosphere', 'Climate Change' and 'greenhouse gas emissions'
	To know that trees give O2 and absorb CO2	Children develop an understanding of the importance of trees in helping us have a healthy environment to live in.		






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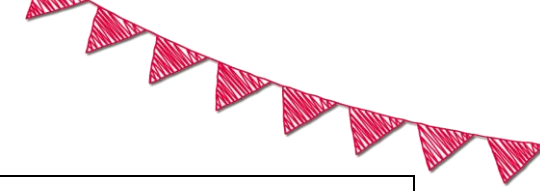
	 <p>Children understand that burning coal, oil and gas has an impact on the climate and have a basic understanding of the scientific processes involved</p>			
	 <p>Children are familiar with the terms 'atmosphere', 'Climate Change' and 'greenhouse gas emissions'</p>			
	 <p>Children know that some natural processes like trees growing, healthy soils and oceans take greenhouse gases out of the atmosphere.</p>			
Urgency of need for climate action	Children know that some impacts of our changing climate are happening now and others will happen in the future		Children know some impacts of climate change	Children know that some impacts of our changing climate are happening now and others will happen in the future
	 <p>Children know about some of the impacts that higher temperatures are having on people already.</p>			 <p>Children know about some of the impacts that higher temperatures are having on people already.</p>
Impacts of climate change	Children understand the impacts of our changing climate on some animals, plants and environments both in our locality (school/city/beach/Downs) and elsewhere	Children use the outdoor learning spaces in school to grown an understanding of habitats for local wildlife and how they can further develop healthy habitats.	Children know some of the impacts of our changing climate on some animals, plants and environments	Children understand the impacts of our changing climate on some animals, plants and environments and people both in our locality (school/city/beach/Downs) and elsewhere
	Children know about habitats disappearing and what we can do to help		Children know that some habitats are affected by climate change	Children know about habitats disappearing and what we can do to help
	Children know some of the impacts of our changing climate on people, both in our locality and elsewhere		Children know that it's important to look after the animals, plants and environments in our world	Children know that we are part of a system (care for self/care for others/care for our environment)







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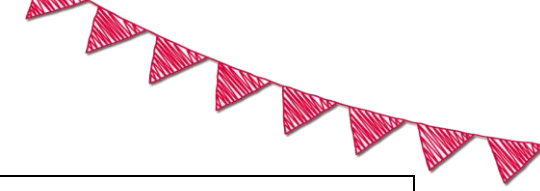
	Children know that we are part of a system (care for self/care for others/care for our environment)			
	 Children can identify a range of impacts of past and / or present climate change on plants and animal species, including extinctions, and on environments locally and across the world			
	 Children can identify a range of observed impacts of our changing climate on people locally and across the world the world			
Responses to climate change	Children 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	Children understand our planet needs caring for.	Children 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	Children can choose some actions they / their class / their school / their family could take to have a positive impact on the climate
	Children can choose some actions they / their class / their school / their family could take to have a positive impact on the climate	Children understand there are small actions we can all do daily to care for our planet. E.g. recycle/ reuse everyday resources, reusable water bottles, turn off lights, screens etc when not in use.	Children know some ways they could have a positive impact on the climate	Children can describe at least one simple / familiar example of how a group of people are taking positive climate action together
	Children can describe at least one simple / familiar example of how a group of people are taking positive climate action together	Children develop an understanding of the school Eco Council and their roles and responsibilities.	Children know that plants and trees are important in the fight against climate change	 Children understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate
	 Children understand how using less energy can reduce emissions			
	 Children understand what renewable energy is and can explain			








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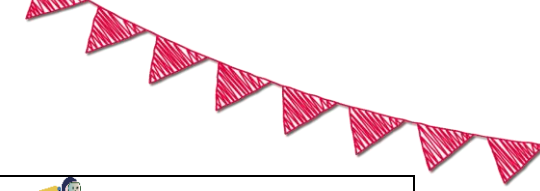
	why it is important in reducing greenhouse gas emissions			
	 Children understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate			 Children understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate
	 Children can identify actions that they can take personally to reduce emissions / promote carbon sinks			
	 Children can identify actions that can be taken at the level of their school and locality			
	 Children understand that leaders of governments make agreements with each other about climate action and can identify some of the content of these agreements			
Consumption and climate justice	Children know that many of the choices they and others make have an impact on the environment / climate	Children understand there are small actions we can all do daily to care for our planet and are having a positive impact. E.g. recycle/ reuse everyday resources, reusable water bottles, turn off lights, screens etc when not in use.	Children know that some of the choices they and others make have an impact on the environment / climate	Children know that many of the choices they and others make have an impact on the environment / climate
	Children 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		Children know some human activities that can help to tackle climate change e.g. walking to school, having a reusable water bottle, reusing and sharing clothes	Children 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
	 Children can name wide range of the things that they and			









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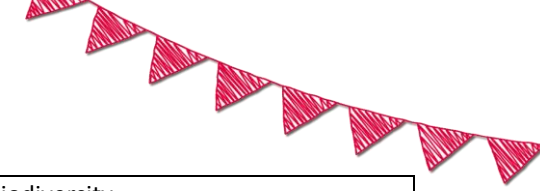
	others do that are responsible for climate change			
	 Children begin to explore alternatives to these activities which are less harmful			
	 Children understand that you can measure how much impact an activity has and know that different lifestyles have a greater or lesser impact			
	 Children understand that some individuals and countries are more responsible than others for greenhouse gas emissions to date			
	 Children know what a carbon footprint is			
	 Children compare the carbon footprints of people with a different lifestyle to them, including in other countries			
Possible futures	Children begin to understand that the future will be different depending on what we do now		Children are aware that climate change is affecting some plants, animals, people and environments now	Children begin to understand that the future will be different depending on what we do now
	Children understand they have the power to make change	Children understand there are small actions we can all do daily to care for our planet. E.g. recycle/ reuse everyday resources, reusable water bottles, turn off lights, screens etc when not in use.	Children begin to understand the small steps they can take to start to have an impact on climate change	Children understand they have the power to make change
	 Children can imagine different futures within their own likely lifetimes based on different levels of heating, including optimistic scenarios		Children begin to understand that we need to make changes and take action	 Children know that action or lack of it now will have an effect on these different futures

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	 Children know that action or lack of it now will have an effect on these different futures		Children know some simple steps they can take to impact climate change	 Children see themselves as change makers
	 Children see themselves as change makers			
Mindsets and viewpoints	Children are exposed to different viewpoints on the Earth, e.g. that of indigenous peoples	Children can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.		Children are exposed to different viewpoints on the Earth, e.g. that of indigenous peoples ??? Rainforest topic
	 Children 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			
Feelings and behaviour	Children can talk about their own feelings about the earth, the natural world and the climate	Children talk about what they see in the local environment using a wide vocabulary (both with resources in the school learning environment and during outdoor trips to the park, to post a letter).	Children can talk about their own feelings about the earth, the natural world and the climate	 Children can talk about their feelings about the earth and the natural world, our changing climate and its impacts.
	 Children 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 but also most importantly how this is based often based on strong empathy		Children can say what small steps they are their class friends can do to have a positive impact on climate change	 Children understand that if we all work together we can have a positive impact on climate change X less anxious?
	 Children begin to understand how some people can feel less anxious when they take action with other people changed			
Vocabulary	Weather Climate Environment	Weather Seasons Change	Climate Environment Weather	Weather Global warming Monoculture

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	<p>Global warming Monoculture Biodiversity Extinction Rewilding Wood wide web Conservation Living coast South Downs National Park Energy Waste Consumption Pollution</p>	<p>Environment Local Environment Planet Nature Wildlife Habitat Wood Forest Energy Recycle Reuse Pollution Rubbish Waste Rewilding</p>	<p>Energy Change Plants Animals People World Planet Food</p>	<p>Biodiversity Extinction Rewilding Wood wide web Conservation Living coast South Downs National Park Energy Waste Consumption Pollution</p>
Actions for sustainable living to be promoted in this order				
1. REFUSE, 2. REDUCE, 3. REUSE, 4. REPAIR, 5. REPURPOSE, 6. RECYCLE, 7. RECOVER				
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				