

Food	
Assembly Concepts	Balance
Assembly Knowledge	<p>Assembly 1 - How is our food grown?– monoculture and permaculture</p> <p>Assembly 2 – The wonder that is soil</p> <p>Assembly 3 – Food, land and deforestation</p> <p>Assembly 4 – Food and transportation</p> <p>Assembly 5 – Brighton food initiatives</p> <p>Assembly 6– Food and consumption of water</p> <p>Assembly 7 – Review of pledges</p>
Key concepts	<p>Food production + waste</p> <p>Monoculture and permaculture</p> <p>Soil degradation</p> <p>Circular economy</p> <p>Carbon emissions linked to type of food</p> <p>Importance of buying locally</p>
Caring thinking in the environment	<p>Reducing food waste in canteen</p> <p>Improving eating in the canteen – social experience</p> <p>Increasing number of plant based options</p>
Family Commitment/ Pledge	<p>Closing the loop on food production and waste</p> <p>Shopping locally?</p> <p>More plant based meals</p> <p>What's in season?</p> <p>PTCA project – plant based recipe book</p> <p>Making food for others</p> <p>Food festival with sustainable theme</p>
½ termly climate challenge for a specific year group	How can we reduce waste in the canteen?

Awe and wonder opportunities above those already in curriculum	Development of gardening beds Harvest/Making meals/drinks
Outdoor learning	Review curriculum
Ethical purchasing/sustainable practice as a school	Reducing waste through work with school meals company Developing composting
Political Engagement	Work with school lunch company to remove palm oil and increase plant based options
Connecting	Brighton permaculture https://brightonpermaculture.org.uk/ Hisbe https://hisbe.co.uk/ Brighton and Hove food project https://bhfood.org.uk/ Junk food project https://www.realjunkfoodbrighton.co.uk/ Brighton Community kitchen https://bhfood.org.uk/cookery-school/
Staff Behaviour	Staff pledges for reducing waste at home Sharing of food at school Staff take part in food festival
Emotional Resilience/Learning Behaviours/Relationships	Challenge

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 Pupils know that trees help to cool the world down. 	<ul style="list-style-type: none"> 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 name key carbon sinks such as forests, peatlands, oceans, algal blooms, and healthy soil

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"> Pupils understand the impacts of our changing climate on some animals, plants and environments both in our locality and elsewhere Pupils know some of the impacts of our changing climate on people, both in our locality and elsewhere 	<ul style="list-style-type: none"> 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 Pupils can identify a range of observed impacts of our changing climate on people locally and across the world the world 	<ul style="list-style-type: none"> Pupils understand how climate change is a factor in the current loss of biodiversity and can describe some future predictions in connection with this Pupils understand the impact of climate change on ecosystems locally and across the world, both in the present and a range of future scenarios 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 Pupils can identify current impacts, and a range of predicted future impacts depending on levels of heating, including human migration.
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 	<ul style="list-style-type: none"> Pupils understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate 	<ul style="list-style-type: none"> Pupils are familiar with a range of different climate action strategies including reducing consumption

	<ul style="list-style-type: none"> ● 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 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 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
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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"> ● 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>By the end of Year 2:</p>	<p>By the end of Year 4:</p>	<p>By the end of Year 6:</p>

Possible futures	<ul style="list-style-type: none"> ● Pupils begin to understand that the future will be different depending on what we do now 	<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 	<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
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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"> ● Pupils are exposed to different viewpoints on the Earth, e.g. that of indigenous peoples 	<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 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)
Feelings and behaviour	<ul style="list-style-type: none"> ● Pupils can talk about their own feelings about the earth, the natural world and the climate 	<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 	<ul style="list-style-type: none"> ● 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

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...

Introducing key terms

By end of Year 2	By end of Year 4	By end of Year 6	By end of Year 9	By end of Year 11
Weather Climate Environment Global warming Monoculture Biodiversity Extinction Rewilding Wood wide web Conservation Living coast South Downs National Park Energy Waste Consumption Pollution	Climate change Atmosphere Greenhouse effect Greenhouse Gas emissions Carbon Carbon emissions Carbon dioxide Carbon Cycle Fossil fuels Renewable energy Sustainability Consumption Deforestation Adaptation Natural solution Cycles Systems UNESCO Urban Biosphere	Carbon footprint Climate emergency Tipping points Intergovernmental Panel on Climate Change Ecosystems Climate justice Carbon sinks Biodiversity Permaculture Positive feedback loops IPCC Greenwashing Circular economy	Carbon drawdown Carbon capture and storage Climate debt / climate reparations Climate denial Computer model Climate feedback Mass extinction Trophic cascading Exponential growth Permaculture design principles Anthropocene	Confirmation bias Peer review Geoengineering Just transition Mitigation Adaptation Net Zero