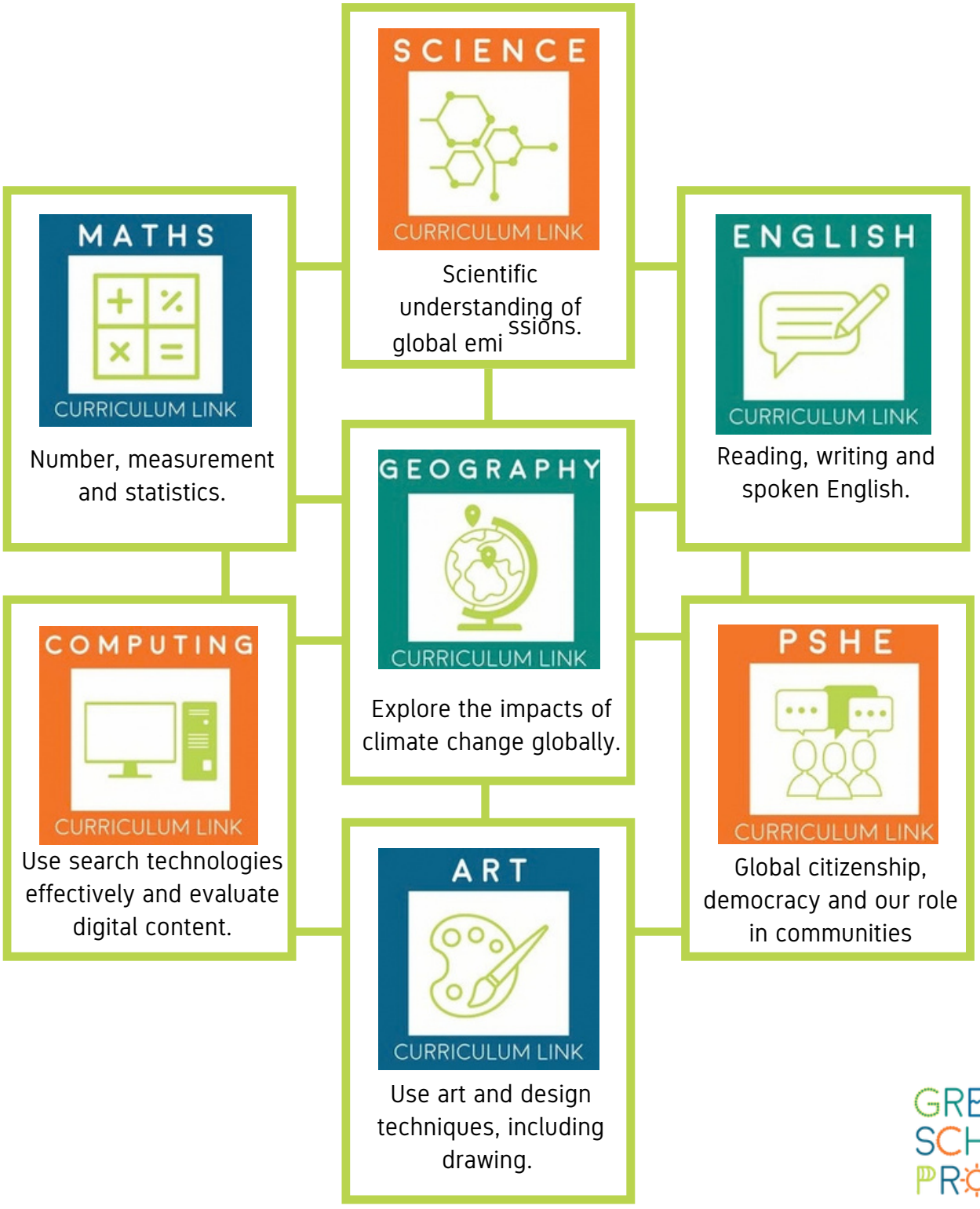
CURRICULUM LINKS - GREEN SCHOOLS PROJECT

As climate change spans all aspects of life, the Green Schools Project takes a cross- curricular approach. It integrates climate education across the curriculum. The programme often provides opportunities for pupils to apply skills, learnt within other lessons, into a new or different context.

On the following pages, there are examples of how the programme links to both the KS2 and KS3 National Curriculum objectives. This is not an exhaustive list but an example of some links.

Look out for the curriculum links in each session to see how the programme links in.



GREEN SCHOOLS PROJECT

KS2 - CURRICULUM LINKS

	OBJECTIVES MIGHT INCLUDE:
SCIENCE	• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (lower KS2) • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (upper KS2) • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (upper KS2)
ENGLISH	• Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters ' feelings, thoughts and motives from their actions, and justifying inferences with evidence (year 3, 4, 5 and 6). Retrieve and record information from non-fiction (year 3 and 4) • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (year 3 and 4) • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (year 5 and 6) • Evaluate and edit by proof-read for spelling and punctuation errors (year 5 and 6)
MATHS	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs (year 4) • Convert between different units of measure [for example, kilometre to metre; hour to minute] (year 4) • Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (year 5) • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign (year 5) • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (year 6)
	• Locate the worlds' countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	• The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) • How to discuss and debate topical issues, respect other peoples' point of view and constructively challenge those they disagree with

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KS3 - CURRICULUM LINKS

	OBJECTIVES MIGHT INCLUDE:
SCIENCE	• Make predictions using scientific knowledge and understanding • Earth and atmosphere: the production of carbon dioxide by human activity and the impact on climate. • Earth and atmosphere: the composition of the atmosphere. • Energy: fuels and energy resources.
ENGLISH	• Plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended • Write accurately, fluently, effectively and at length for pleasure and information through drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • Understand increasingly challenging texts through checking their understanding to make sure that what they have read makes sense. • Speak confidently and effectively, including through giving short speeches and presentations
MATHS	• Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts • Use standard units of mass, length, time, money and other measures, including with decimal quantities • Round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]
	• Extend their locational knowledge and deepen their spatial awareness of the worlds' countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East • Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems • Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
	• The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities • The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch

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