

Year Group	Area of Study	Key Skills	End Points
3	Science – Animals including humans	To research the key food groups and their importance in a healthy diet To understand what the body needs to stay healthy. Explain the importance of eating less meat and the benefits of a plant-based diet.	By the end of year 3 children will: produce an eat well plate and have experienced trying a variety of fruit and vegetables.
	Science – Plants	To explain the lifecycle of a plant Children to grow and care for sun flowers	Children to have looked after plants and to appreciate their requirements to grow.
	Guided Reading	To read with understanding books on environmental issues and to read about the life and work of Sir David Attenborough <a href="#">Kids' Health - Topics - Sugar - yes, you're sweet enough! Lesson</a>	To be informed and inspired.
	Geography	Examine the change of land use over time and the impact of this on the environment Children will be able to explain different habitats such as the Arctic and deserts. Research the impact of human activity on the environment especially the impact of tourism on the Great Barrier Reef and the impact of deforestation.	Children will have produced a study into the impact of pollution and tourism on the Coral Reef. Pupils to explain the impact of humans on land use.
	History	Children will experience an outdoor classroom day as they learn about life in the Stone Age.	An appreciation of nature in the Chilterns.
	English	Children will experience outdoor classroom sessions as they study a narrative unit on the impact of pollution on the environment – Book Study – The Promise – Key skills acquired will be figurative language inspired by nature. Book Study The Window by Jeannie Baker – focussing on the changing environment	To describe nature in a piece of narrative writing
	DT	Examine pieces of grocery packaging and open out into nets • What can be found on a grocery package?	To create an awareness of the need to develop more sustainable and biodegradable packaging.

	Maths – Maths Week	To plan and conduct a survey into the use of single use plastic in packed lunches. Skills involved producing accurate graphs and using tally charts	To use the findings to inform and encourage pupils to make changes.
	PE – Orienteering/Problem Solving	Children to develop map reading skills and decision making within the school grounds	Children to have experienced problem solving outdoors.
	PSHE – Being Me in My World	To set responsible goals about asking a change to look after the environment	Children to outline a plan to make an environmental change.
	RE	To understand from parable stories the values of kindness, respect and the importance of caring for the world to Christians To understand some messages from the Quran and the importance of caring for the planet to Muslims	Children to explain key messages from both religions.
4	English	To be inspired by the book Where the Forest Meets the Sea. Children will use this stimulus to: Research the impact of deforestation Write a persuasive letter to save Daintree Rain Forest	To understand the issues around deforestation and to understand persuasive techniques.
	Guided Reading	Children to read and understand the texts: The Brilliant Deep – Rebuilding the Worlds Coral Reefs by Kate Messner Greta’s Story A River’s Journey by Angela Yardy <a href="#">Lesson</a>	Children to be informed and to articulate the impact of humans on the environment and the inspirational work of campaigners.
	Science – Living Things and Habitats	To understand food chains, the key terms of producer, consumer, herbivore and carnivore and to explain some threats to biodiversity Recognise that environments can change and that this can sometimes pose dangers to living things	To be aware of threats to habitats
	Science – States of Matter	To explain and label the water cycle	To make systematic and careful observations regarding the importance of water.
	Electricity	To identify some renewable sources of power	Children will be able to evaluate the sustainability of renewable energy.

	Maths – Maths Week	To describe positions on a 2D grid.	To take maths learning outdoors to solve problems involving coordinates.
	PE – Orienteering/Problem Solving	Children to develop map reading skills and decision making within the school grounds	Children to have experienced problem solving outdoors.
	PSHE	Recognise when I'm being put under pressure Identify feelings of anxiety. Identify a variety of strategies in different situations where I may experience peer pressure.	Contribute to the Happy, Healthy Me recipe book
5	Science – Living things and their habitat	To explain the importance of plants and pollination and to understand the lifecycle of different animals and their importance to the eco-system.	Children to conduct a litter survey and evaluate the impact of the findings on the local habitat. Children to share the findings.
	Guided Reading	Children to read and take part in discussions on the following texts: <a href="#">How Do Solar Panels Work? Lesson</a> <a href="#">Life Cycle Of A Butterfly Lesson</a> The Explorer by Katherine Rundel <a href="#">Lesson</a>	Increased knowledge and awareness on global issues
	English	Produce persuasive letters inspired by The Green Peace Campaign There's a 'rangutan in my Bedroom	Awareness of environmental issues
	Geography – Journeys	To explain the journey of an item of clothing from manufacture to its distribution to the consumer and the impact of fast fashion on the environment	Children aware of making sustainable choices.
	Maths – Maths Weeks	Measurement and statistics. Children to use maths skills to plan a bee survey	Children to compare the numbers of bees in Bee Town compared to a different habitat.
	Art – Sketching	To sketch rainforest animals and to discover the art of the Kunu people	To convey the impact of deforestation on the rainforest

	Art – Sustainable fashion	To understand how the traditional designs created by the Kuna people are used to decorate clothing which in turn, is sold to boost the economy of this country	To have the skills to upcycle clothing.
	PE – Orienteering/Problem Solving	Children to develop map reading skills and decision making within the school grounds	Children to have experienced problem solving outdoors.
	PSHE – Being Me in My World	Explain why rights and responsibilities contribute to making groups effective	Children to create a class charter that includes looking after our school grounds.
	RE- Christianity and Judaism	To understand the creation stories of each religion and how that relates to caring for the planet.	Children to know how individual and collective responsibility is shaped by faith and belief
6	Science – Animals including humans	recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function • describe the ways in which nutrients and water are transported within animals	To have engaged with informative workshops
	Science – Evolution and inheritance	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	Produce a report on how animals adapt to climate change.
	Guided Reading	Healthy Me Focus: stories from former smokers <a href="#">Text Lesson</a> Adaptations to the environment Moth by Isabel Thomas <a href="#">Lesson</a> Crowding and Dense Populations (Monaco) <a href="#">Text Lesson</a>	Discussion and awareness of looking after ourselves and our community
	English	Plastic Planet Inspired by the book Flotsam – children write arguments for a beach clean and a reduction in the use of single use plastic	Awareness of the need to look after nature.
	Geography – The Amazon	To locate the Amazon on a map and develop their understanding of the impact of deforestation.	To produce a speech arguing against deforestation

		To compare statistics.	
	Geography – Global Warming and Climate Change	Describe and understand key aspects of the distribution of natural resources including energy, minerals and water	Create a campaign to raise awareness of the impact of environmental problems on land use.
	Geography – Our World Our Future	Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Design and plan a sustainable town that meets the needs of a growing population.
	DT – Textiles	To design and make a slipper	Evaluation of how sustainable materials and techniques are.
	History – The Victorians	To research the changes of land use and the impact of the Industrial Revolution	Evaluation of artefacts.
	PHSE – Dreams and Goals	Explain different ways to work with others to help make the world a better place. • Explain what motivates me to make the world a better place. • Analyse and justify why my group chose an activity and how this contributes to making the world a better place.	To set personal goals for the year.
	PE – Orienteering/Problem Solving	Children to develop map reading skills and decision making within the school grounds	Children to have experienced problem solving outdoors.
	RE	Can relate to the responsibilities of religious faith groups to care for the environment	Children to understand the importance that faith groups place on caring for the world.