



# Danbury Park Community Primary School:

# Our World, Our Future

Area	Jay	Hummingbird	Goldfinch	Flamingo																																							
<b>Class projects and coverage</b>	<ul style="list-style-type: none"> <li>• Caring for resources and equipment</li> <li>• Establishing <i>Tidy-up Time</i></li> <li>• Understanding that we cannot just replace equipment, there is a cost whether in monetary terms or to the environment</li> <li>• Starting to understand materials and how things are made, in particular paper.</li> <li>• Paper and cardboard recycling</li> <li>• Paper making</li> <li>• Seasonal changes (including melting and freezing)</li> <li>• The seaside</li> </ul>	<p>For EYFS as Class J plus:</p> <ul style="list-style-type: none"> <li>• Natural and manmade materials</li> <li>• Plants</li> <li>• Solar panels and electricity</li> <li>• Championing the switching off of electrical equipment when not in use</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of eco systems, particularly bees and insects</li> <li>• Understanding about crops and pesticides</li> <li>• Growing vegetables</li> <li>• Growing flowers</li> <li>• Natural and manmade materials</li> <li>• Changing seasons</li> <li>• Plants</li> <li>• Living things and their habitats</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out where our food comes from and how we can shrink our carbon footprint</li> <li>• Researching the government fruit and vegetable snack scheme</li> <li>• Growing vegetables</li> <li>• Food waste</li> <li>• Working with the catering team on where the ingredients for our school meals come from</li> <li>• Living things and their habitats</li> <li>• Plants (Year 3 objectives)</li> </ul>																																							
<b>New Vocabulary</b>	<p><u>EYFS</u></p> <table border="0"> <tr> <td>weather</td> <td>season</td> <td>hot</td> </tr> <tr> <td>cold</td> <td>melt</td> <td>freeze</td> </tr> <tr> <td>reduce</td> <td>reuse</td> <td>repair</td> </tr> <tr> <td>recycle</td> <td>responsibility</td> <td></td> </tr> </table>	weather	season	hot	cold	melt	freeze	reduce	reuse	repair	recycle	responsibility		<p><u>EYFS</u> (same as Class Jay)</p> <p><u>Year 1</u></p> <table border="0"> <tr> <td>solar</td> <td>coast</td> <td>electricity</td> </tr> <tr> <td>electrical</td> <td>ocean</td> <td>energy</td> </tr> </table>	solar	coast	electricity	electrical	ocean	energy	<p><u>Year 1</u></p> <table border="0"> <tr> <td>eco-system</td> <td>drought</td> <td>flood</td> </tr> <tr> <td>chemicals</td> <td>temperature</td> <td></td> </tr> </table> <p><u>Year 2</u></p> <table border="0"> <tr> <td>climate</td> <td>biome</td> <td>environment</td> </tr> <tr> <td>resources</td> <td>pesticide</td> <td></td> </tr> </table>	eco-system	drought	flood	chemicals	temperature		climate	biome	environment	resources	pesticide		<p><u>Year 2</u></p> <table border="0"> <tr> <td>climate</td> <td>biome</td> <td>environment</td> </tr> <tr> <td>food miles</td> <td>origin</td> <td>resources</td> </tr> <tr> <td>compost</td> <td>carbon footprint</td> <td></td> </tr> </table>	climate	biome	environment	food miles	origin	resources	compost	carbon footprint	
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<b>Outcomes</b>  Linked to: ○ <i>Causes</i> ○ <i>Impacts</i> ○ <i>Responses</i> ○ <i>Mindset</i>	<ul style="list-style-type: none"> <li>• To know that human activity can cause an impact on resources now.</li> <li>• To choose some actions they / their class could take to have a positive impact on their own environment.</li> <li>• To begin to understand that the future will be different depending on what we do now.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that human activity can cause an impact on resources now.</li> <li>• To choose some actions they / their class could take to have a positive impact on their own environment.</li> <li>• To begin to understand that the future will be different depending on what we do now.</li> <li>• To be able to talk about their own feelings about their own environment.</li> </ul> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• To know that human activity can cause an impact on resources and climate now, but also in the future.</li> <li>• To understand the impacts of our changing climate on some animals, plants and environments in our locality.</li> <li>• To know that some human activity causes pollution.</li> <li>• To choose some actions they / their class could take to have a positive impact on the climate.</li> <li>• To be able to talk about their own feelings about the earth and the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that trees help cool the world down.</li> <li>• To know that some human activity causes pollution.</li> <li>• To know that human activity can cause an impact on resources and climate now, but also in the future.</li> <li>• To understand the impacts of our changing climate on some animals, plants and environments in both our locality and elsewhere.</li> <li>• To be able to talk about their own feelings about the earth and the natural world.</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• To know the difference between ‘weather’ and ‘climate.’</li> <li>• To know that some human activity causes pollution, which is making the world hotter.</li> <li>• To know some of the impacts of our changing climate on people, both in our locality and elsewhere.</li> <li>• To know 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>• To be able to talk about their own feelings about the earth, the natural world and the climate.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the difference between ‘weather’ and ‘climate.’</li> <li>• To know that some human activity causes pollution, which is making the world hotter.</li> <li>• To understand the impacts of our changing climate on some animals, plants and environments in both our locality and elsewhere.</li> <li>• To know some of the impacts of our changing climate on people, both in our locality and elsewhere.</li> <li>• To know 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>• To understand that the future will be different depending on what we do now.</li> <li>• To gain exposure to different viewpoints on the Earth, e.g. that of indigenous peoples.</li> <li>• To be able to talk about their own feelings about the earth, the natural world and the climate.</li> </ul>																																							



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Area	Eider	Dove	Cuckoo																																														
<p>Class projects and coverage</p>	<ul style="list-style-type: none"> <li>Deforestation and the effects on the planet and wildlife</li> <li>The use of palm oil and its effects</li> <li>Living things and their habitats</li> <li>Biomes, especially the rainforest</li> <li>Reusing Plastics project</li> <li>Sewing: skill for repairing clothes</li> </ul>	<ul style="list-style-type: none"> <li>The effect of cars and transport on the quality of air and the environment around the school, the locality and the wider world</li> <li>Promoting Walk to School</li> <li>States of matter</li> <li>Y3: Living things and their habitats</li> <li>Y3: Biomes</li> <li>Sewing: skill for repairing clothes</li> </ul>	<ul style="list-style-type: none"> <li>The production and use of plastic</li> <li>The effect of plastic on the environment</li> <li>Promoting plastic recycling</li> <li>Properties and changes of materials</li> <li>Earth and space</li> <li>Sewing: skill for repairing clothes</li> <li>Pedestrian training</li> </ul>																																														
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Area	Budgerigar	Avocet
Class projects and coverage	<ul style="list-style-type: none"> <li>• Building on previous work on paper recycling and deforestation</li> <li>• How trees can combat pollution and global warming</li> <li>• Identifying places for more trees to be planted around the school and the local area – <i>working with Danbury Parish Council to promote green areas and promote local countryside</i></li> <li>• Natural disasters</li> <li>• Protecting the environment: resources and responsibility</li> <li>• Sewing: skill for repairing clothes</li> <li>• Pedestrian training</li> </ul>	<ul style="list-style-type: none"> <li>• How solar panels work and the benefit to the environment</li> <li>• Researching alternative sources of energy</li> <li>• Interpreting school data based on the energy produced by the solar panels</li> <li>• Evaluating the impact of the work Danbury Park School is doing</li> <li>• Considering the global picture and comparing what the UK is doing with other countries</li> <li>• Electricity</li> <li>• Sewing: skill for repairing clothes</li> <li>• Bikeability</li> </ul>
New Vocabulary	<p><u>Year 5</u> sources                      reliability                      permaculture                      biodiversity natural disaster                      climate emergency</p> <p><u>Year 6</u> climate justice</p>	<p><u>Year 6</u> climate justice                      renewable                      non-renewable                      coal nuclear                      oil                      natural gas                      turbine globalisation                      global supply chain                      Intergovernmental Panel on Climate Change</p>
<p>Outcomes</p> <p><i>Linked to:</i></p> <ul style="list-style-type: none"> <li>○ <i>Causes</i></li> <li>○ <i>Impacts</i></li> <li>○ <i>Responses</i></li> <li>○ <i>Mindset</i></li> </ul>	<ul style="list-style-type: none"> <li>• To know that some natural processes, such as trees growing, take greenhouse gases out of the atmosphere.</li> <li>• To know about current trends in total global climate emissions</li> <li>• To identify a range of impacts of our changing climate on people locally and across the world.</li> <li>• To understand the importance of trees for the climate and explain why protecting/replanting forests is important for the climate.</li> <li>• To be able identify actions that can be taken at the level of their school and locality.</li> <li>• To be able to talk about their feelings about the climate crisis and about their own future.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the link between burning fossil fuels and climate changing using appropriate scientific vocabulary.</li> <li>• To know what the Intergovernmental Panel on Climate Change is.</li> <li>• To know that there are emissions reduction targets.</li> <li>• To know about current trends in total global climate emissions.</li> <li>• To identify impacts and predicted future impacts of climate change on people, plants, animals and ecosystems in general.</li> <li>• To know about actions that are being taken locally, nationally; and with key content of international agreements, and can talk about the outcomes.</li> <li>• To know that our scientific understanding is developing and being revised.</li> <li>• To reflect on different views of the relationship of humans with the Earth.</li> <li>• To 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>