

Climate curriculum

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Scientific Background	<p>Children know how to dress sensibly for the weather</p> <p>Children understand that cars are not good for the environment</p>	<p>Children understand that some human activity causes pollution in the air which is affecting the world's climate / making the world hotter</p> <p>Children know that trees help to cool the world down.</p>	<p>Children understand the distinction between 'weather' and 'climate'</p> <p>Children know that the climate is always changing but is changing faster today than it has before</p>				
Urgency of Need for Climate Action			<p>Children know that some impacts of our changing climate are happening now and others will happen in the future</p>				
Impacts of Climate Change	<p>Children understand what plants need to grow and what can have a negative effect</p>	<p>Children know some of the impacts of our changing climate on people, both in our locality and elsewhere</p>	<p>Children understand the impacts of our changing climate on some animals, plants and environments both in our locality and elsewhere</p>				
Responses to Climate Change	<p>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</p> <p>Children can choose some actions they / their class / their school / their family could take to have a positive impact on the climate</p>		<p>Children can describe at least one simple / familiar example of how a group of people are taking positive climate action together</p>				
Consumption and Climate Justice	<p>Children know that many of the choices they and others make have an impact on the environment</p>		<p>Children know that many of the choices they and others make have an impact on the climate</p>				

			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.				
Possible Futures	Children begin to understand that the future will be different depending on what we do now.						
Mindsets and Viewpoints		Children are exposed to different viewpoints on the Earth, e.g. that of indigenous peoples.					
Feelings and Behaviours	Children can talk about their own feelings about the earth, the natural world and the climate.						

Green days are whole school events to enrich our climate curriculum. Children will work with peers from other year groups. Objectives that are highlighted in white will be covered through the Green days that are as follows:

### Whole school Green Days

Term 1: Harvest celebration day

Term 2: Consumption day-make your own wrapping paper, plant pot (spider plant) and gift of some sort

Term 3: Keeping warm-make your own draft excluders/community campaign Paula visiting

Term 4: Wildflower day-make seed bombs and take them to the new school site

Term 5: Grow your own picnic

Term 6: Litter picking day with Keynsham wombles