



THREAD: Sustainability

AoLE: Humanities

| Progression Step 1 | | |
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| Knowledge and Skills | Vocabulary | Experiences and Characteristics |
| <p>Know the difference between natural and man-made</p> <p>To talk about the 3 Rs- Reduce, reuse, recycle</p> <p>Finding out about the importance of waste</p> <p>Understanding how we sort waste and why e.g. using different bins for waste</p> <p>To talk about what they have done to care about the environment</p> | <p>Litter</p> <p>Water</p> <p>Rubbish</p> <p>Waste</p> <p>Bins</p> <p>Reduce</p> <p>Reuse</p> <p>Recycle</p> <p>Save</p> <p>Sort</p> | <p>Essential</p> <p>Going on walk around school to collect and sort natural and man-made materials.</p> <p>To use the colour bin bags in school and sort</p> <p>Enrichment</p> <p>Artwork using reclaimed materials.</p> <p>To be part of an Eco or Humanities pupil voice group.</p> <p>Use of familiar stories to introduce concept.</p> <p>Participate in sustainable days e.g. world recycling day, save the water etc.</p> |



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| Progression Step 2 | | |
|--|---|---|
| Knowledge and Skills | Vocabulary | Experiences and Characteristics |
| <p>Recognising where their food comes from and what can be sourced locally e.g. farm shops, farms, food miles</p> <p>Identify how they use their environment and the negative and positive impacts on the environment e.g. food miles, travelling to school</p> <p>Recognise that using energy has an impact on the environment</p> <p>To discuss what can be reduced, reused and recycled</p> <p>Identify ways to save Energy-prevent waste of power/water/paper/plastic/metal</p> <p>How can they live more sustainably in the future?</p> | <p>Recycle</p> <p>Reduce</p> <p>Reuse</p> <p>Litter</p> <p>Power</p> <p>Environment</p> <p>Crop</p> <p>Food miles</p> <p>Energy</p> <p>Solar</p> <p>Pollution</p> <p>Composting</p> | <p>Essential:</p> <p>To use the colour bin bags in school and sort</p> <p>Enrichment</p> <p>To grow your own vegetables</p> <p>To have an eco-day</p> <p>Visit linked to sustainability</p> <p>Litter picks</p> |

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| Progression Step 3 | | |
|--|--|---|
| Knowledge and Skills | Vocabulary | Experiences and Characteristics |
| <p>Recognise and analyse how lifestyle choices contribute towards sustainability, e.g. food miles, diet, carbon footprint, Fair Trade, Technology</p> <p>The environmental impacts of human events (e.g. Industrial Revolution).</p> <p>Human and physical factors that contribute to Climate Change</p> <p>Effects of Climate Change on humans and our natural world (e.g. drought, ice caps, extinction of habitat, coastal erosion and population growth).</p> <p>Explore the affects of a range of human actions which have impacted the natural world over time, e.g. plastic, air, light, noise pollution etc...</p> <p>Considers the impact of their actions and the actions of others when making choices, e.g. fly-tipping rubbish at the park or taking it to the local tip</p> <p>Describes a variety of impacts of human actions on the natural world, using more specific vocabulary to describe environmental issues caused, e.g. deforestation</p> <p>Recognises that humans have always modified their environment and that these actions have always affected the natural world</p> <p>To consider how sustainable cities are, and the needs and demands of future sustainable cities (e.g. transport needs and examples of sustainable cities)</p> | <p>Veganism</p> <p>Vegetarianism</p> <p>Flexitarian</p> <p>Fair Trade</p> <p>Deforestation</p> <p>Agriculture</p> <p>Industry</p> <p>Fuel</p> <p>Carbon footprint</p> <p>Sustainability</p> <p>Fossil fuels</p> <p>Energy</p> <p>Resources</p> <p>Carbon emissions</p> <p>Greenhouse gases</p> <p>Ozone</p> <p>Global warming</p> <p>Biodiversity</p> <p>Methane</p> | <p>Essential:</p> <p>To participate in events linked to sustainability e.g. Fair Trade fortnight, recycling day</p> <p>Enrichment:</p> <p>To visit a place linked to sustainability</p> |



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| Progression Step 4 | | |
|---|---|--|
| Knowledge and Skills | Vocabulary | Experiences and Characteristics |
| <p>To describe the impacts of Climate Change on a local, national and global scale.</p> <p>To evaluate the effectiveness of attempts to lower the impacts of Climate Change (e.g individuals > governmental > global examples).</p> <p>To design and complete a sustainability survey of their surroundings (e.g Environmental Quality of their school – litter counts, wasted energy etc).</p> <p>To explain how making changes to our lifestyle choices can have a positive and negative impact on the environment (e.g food choices, energy uses, lowering milage).</p> <p>Recognise that the impacts of environmental challenges are not equal (e.g High Income Countries and Low Income Countries).</p> <p>Evaluate different mitigation and adaptation strategies for tackling environmental challenges.</p> <p>To assess different viewpoints on Stewardship and who's responsibility it is to look after the natural world.</p> | <p>Veganism</p> <p>Vegetarianism</p> <p>Flexitarian</p> <p>Fair Trade</p> <p>Deforestation</p> <p>Agriculture</p> <p>Industry</p> <p>Fuel</p> <p>Carbon footprint</p> <p>Sustainability</p> <p>Fossil fuels</p> <p>Energy</p> <p>Resources</p> <p>Carbon emissions</p> <p>Greenhouse gases</p> <p>Ozone</p> <p>Global warming</p> <p>Biodiversity</p> <p>Methane</p> <p>Stewardship</p> <p>Mitigation</p> <p>Adaptation</p> | <p>Essential</p> <p>To have access to grounds to complete a survey of somewhere that is familiar to them e.g. school grounds, beach</p> <p>Enrichment</p> <p>To visit a place linked to sustainability</p> |