




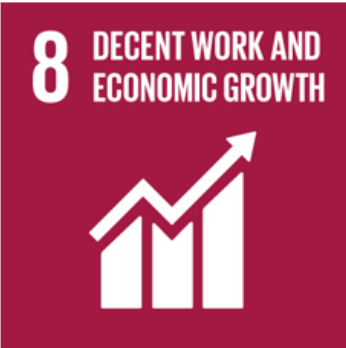








| Topic: | Objectives | Details / Resources | Timing |
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| Climate change: Scientific Background  | <ul style="list-style-type: none"> • The difference between Climate and Weather • The Greenhouse effect • What are the Greenhouse gases • Climate system – carbon cycle, biospheres • Atmosphere • Tipping points • Climate data • Students know that our scientific understanding is developing and being revised all the time as data is collected and they appreciate the lack of certainty in predictions | <ul style="list-style-type: none"> • ESE Lesson 1 • Science • Science • Lesson • Lesson | <ul style="list-style-type: none"> • Year 7 Term 1 • Year 8 Term 3 • Year 9 Term 2 • Year 9 Term 1 • Year 9 Term 1 |




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| | <ul style="list-style-type: none"> • Carbon sinks • Tropical Rainforests / Trees / Deforestation • Students know about current trends in global emissions and carbon sinks, Students can describe processes that undermine or boost carbon sinks • Technological solutions Carbon capture Carbon offsetting | <ul style="list-style-type: none"> • Science • Geography • Lesson • Lesson | <ul style="list-style-type: none"> • Year 8 Term 3 • Year 9 Term 3 • Year 9 Term 1 • Year 9 Term 1 |
| Impacts of Climate Change | <ul style="list-style-type: none"> • Impacts of climate change Global heating Local effects Global effects • Extreme weather • Impact on the Antarctic • Sea level rise • Flooding / rivers • Acid Rain • Human impacts (See possible futures) • Impacts on wildlife (see Biodiversity) | <ul style="list-style-type: none"> • Thoughtbox overview • Geography • Geography • Geography • Geography • Science | <ul style="list-style-type: none"> • Year 7 term 1 • Year 7 Term 3 • Year 7 Term 2 • Year 8 Term 1 • Year 8 Term 3 • Year 8 Term 2 |
| Urgency of Need for Climate Action and Possible Futures | <p>Possible futures</p> <ul style="list-style-type: none"> • Climate Emergency / eco anxiety – School Action • Climate Emergency / eco anxiety – UK Action • Climate Emergency / eco anxiety – National Action • Students are familiar with current targets and understand what computer models | <ul style="list-style-type: none"> • Assembly • Assembly • Assembly • Lesson | <ul style="list-style-type: none"> • Year 7 Term 1 • Year 8 Term 1 • Year 9 Term 1 • Year 9 Term 1 |

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|  | <p>suggest the impacts will be of achieving or not achieving these targets</p> <ul style="list-style-type: none"> • Students are familiar with some current data findings and the possible implications of these for levels of heating in the future – typically in 2100 • Population increase • Climate Migration | <ul style="list-style-type: none"> • Lesson • Geography • Geography | <ul style="list-style-type: none"> • Year 9 Term 1 • Year 8 Term 2 • Year 8 Term 3 |
| <p>Responses to Climate Change,</p>   | <p>Carbon Footprint</p> <ul style="list-style-type: none"> • Individual • National <p>Mitigation of climate change</p> <ul style="list-style-type: none"> • Individual solutions Lifestyle choices, sustainable living • Local Solutions • National Solutions • Global solutions • UN agreements - Intergovernmental agreements (COP), NET ZERO? • Role of governments, business <p>How to bring about change</p> | <p>Changing our behaviour</p> <ul style="list-style-type: none"> • Thought box activities on Climate pledge (individual) • Climate campaigns (school) • Advocacy (Local and National) – Climate strikes, XR, Democracy • Thought box activities on Climate heroes • UNccElearn • UNccElearn | <ul style="list-style-type: none"> • Year 7 term 1 • Year 7 Term 1 • Year 7 Curriculum Extension • Year 8 Curriculum Extension • Year 9 Curriculum Extension • Year 9 Term 1 • Year 9 Term 2 |

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| | <ul style="list-style-type: none"> • Sustainable cities, sustainable houses, sustainable living | <p>Looking at - Climate strikes, Extinction Rebellion, Democracy, Protest groups and action, Greenpeace</p> <ul style="list-style-type: none"> • Some covered in other sections under actions | |
| <p>Consumption and Climate Justice,</p>   | <ul style="list-style-type: none"> • Sustainable fashion 4Rs - Reuse Carbon footprint linked with consumption • Carbon footprint of products Carbon footprint of the internet • Sustainable development goals • Consumer choices (fairtrade) • System Change The Circular Economy Green New Deal Climate justice | <ul style="list-style-type: none"> • Lesson • Lesson • Geography • Assembly • Ellen MacArthur Foundation, Worlds Largest lesson | <ul style="list-style-type: none"> • Year 7 Term 2 • Year 8 Term 3 • Year 9 Term 1 • Year 7 Term 2 • Year 9 Term 2 |

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| <p>Mindsets and Viewpoints, Feelings and Behaviours</p>  | <ul style="list-style-type: none"> • Eco anxiety (see Urgency) • Lifestyle change (see Actions) • Call for action | <ul style="list-style-type: none"> • Art | <ul style="list-style-type: none"> • Year 9 Term 1 |
| <p>Energy use</p>  | <ul style="list-style-type: none"> • Fossil fuels Energy use and its carbon footprint Comparing footprint of different generators of energy – green energy providers (ecotricity) Data of energy use in the house, UK, International Different types of heating • Renewable energy • The future: Changing production | <ul style="list-style-type: none"> • Thoughtbox • Science | <ul style="list-style-type: none"> • Year 8 Term 1 • Year 9 Term 2 |
| <p>Food</p> | <ul style="list-style-type: none"> • Growing / buying ethically • Sustainable farming • Food miles • Seasonal / Local • Issues around ingredients • Organic/fairtrade/sustainable • Palm oil | <ul style="list-style-type: none"> • Food Tech • Food Tech • Food Tech • Food Tech • Geography • Geography | <ul style="list-style-type: none"> • Year 8 Term 1 • Year 7 Term 1 • Year 7 Term 1 • Year 7 Term 2 • Year 9 Term 3 • Year 9 Term 3 |

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|  <p>2 ZERO HUNGER</p> | <ul style="list-style-type: none"> • Packaging (see waste) • Labelling • Food Waste • Future of food • Meat production / food standards • Fish sustainability, Marine stewardship • Vegan / Vegetarianism | <ul style="list-style-type: none"> • Lesson on waste • Food Tech • Food Tech • Food Tech • Food Tech | <ul style="list-style-type: none"> • Year 7 Term 2 • Year 7 Term 1 • Year 9 Term 3 • Year 8 Term 3 • Year 9 Term 1 |
| <p>Water</p>  <p>6 CLEAN WATER AND SANITATION</p> | <ul style="list-style-type: none"> • Water Use • Sea level rise (see Impacts) • Drought / flooding (see Impacts) | <ul style="list-style-type: none"> • Assembly | <ul style="list-style-type: none"> • Year 9 Term 2 |
| <p>Pollution and waste</p> | <ul style="list-style-type: none"> • Actions – eco bricks • Recycling • Air quality • Plastics | <ul style="list-style-type: none"> • Assembly on plastics in the ocean and recycling • Science • Lesson • Science | <ul style="list-style-type: none"> • Year 7 Term 2 • Year 8 Term 3 • Year7 term 2 • Year 9 Term 3 |
| <p>Transport</p> | <ul style="list-style-type: none"> • Actions Electric vehicles Public transport Flying | <ul style="list-style-type: none"> • Lesson | <ul style="list-style-type: none"> • Year 8 Term 2 |

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|  <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p> | <ul style="list-style-type: none"> • Air pollution Future | <ul style="list-style-type: none"> • Assembly | <ul style="list-style-type: none"> • Year 8 Term 2 |
| <p>Biodiversity</p>  <p>14 LIFE BELOW WATER</p>  <p>15 LIFE ON LAND</p> | <ul style="list-style-type: none"> • Action/ Local Conservation • Impact on wildlife and how they adapt • Food chains • 6th mass extinction • Local / global issues • Habitat loss / warming oceans • Deforestation / Forest fires | <ul style="list-style-type: none"> • Lesson • Science • Science • Assembly • Lesson • Assembly (palm oil) • Geography | <ul style="list-style-type: none"> • Year 7 Term 3 • Year 7 Term 3 • Year 9 Term 2 • Year 9 Term 3 • Year 9 Term 3 • Year 8 Term 2 • Year 9 Term 3 |

