

Year 1 – Sustainability and Eco curriculum

(Covered across the PSHE, science and Geography curriculums. Kapow structures its sustainability across five strands: Appreciation of nature, Interdependence, Resources and waste, Climate change and Individual and collective responsibilities.)

Vocabulary: Animals, human-made, material, natural, nature, plants, recycle, responsibility, single-use, waste, water, human and physical features

Appreciation of nature	Interdependence	Resources and waste	Climate change
<p><u>Biodiversity:</u> To identify and name common animals and plants from their own and other environments.</p> <p>To know there are many different types of plants and animals around the world.</p> <p>To know that animals and plants in one place can be very different from those in another place.</p> <p><u>Environments:</u> To understand that places around the world are very different from each other.</p> <p>To know the difference between nature (physical) and human-made (human) features.</p> <p><u>Wonder:</u></p>	<p><u>Needs:</u> To care for plants by watering them regularly.</p> <p>To know that pets and babies need caring for and providing with the things they need.</p> <p><u>Relationships:</u> To name some common plants that humans grow and use for food.</p> <p>To know that all land animals, including humans eat plants and/or other animals for food.</p>	<p><u>Use of non-living natural resources:</u> To recognise that humans use many different objects and materials for different purposes.</p> <p>To know that some things humans use are natural and some are human-made.</p> <p>To know the difference between objects and materials.</p> <p><u>Waste:</u> To identify materials in everyday items (e.g. plastic bottles, glass jars) and suggesting which ones can be recycled.</p> <p>To know that reusing item, like bags or containers, reduces waste.</p>	<p><u>Understanding climate change:</u> To describe seasonal weather patterns and recognise that sometimes they are different.</p> <p>To know that the UK's weather can change over time.</p> <p><u>Human Impact on climate change:</u> To suggest ways to look after animals and plants.</p> <p>To know that humans can help keep the air and land clean and create less waste.</p> <p><u>Effects of climate change:</u> To identify how much water plants need to grow.</p> <p>To describe how to help animals if they are too hot or too cold (e.g. brining rabbits inside in winter,</p>

To show interest and wonder at how varied the natural world can be in different places.

To know that waste which is not recyclable can remain on Earth for a very long time.

not walking dogs at the hottest time of day).

To know that changes in weather can affect plants and animals.

Individual and collective responsibility

Taking action:

To join in with small, teacher-led projects.

To know that helping with a task can make a difference.

Working together:

To share simple ideas and participate in group activities.

To know that working in a group means sharing ideas and tasks.

Making a difference:

To choose simple actions that help.

To know that actions like recycling or caring for plants can improve the local environment.

Kapow Sustainability Lesson:

How can we look after a garden?

Learning objective

- To discover how caring for a garden helps plants and animals by planting and looking after seeds.

Success criteria

- I can describe some ways to look after a garden.
- I can explain why growing vegetables at home or school can be good for the planet and healthy.
- I can show how to save water when we water the plants.

Vocabulary:

- **bulb**
- **compost**
- **flower**
- **garden**
- **growth**
- **herbs**
- **plant**
- **recycle**
- **reuse**
- **seed**
- **soil**
- **waste**

Enrichment opportunities:

- River Workshop
- Junk Orchestra
- Caterpillars and butterflies
- Gardening with Claire Hill
- Fruit salad
- Outdoor learning / pond dipping / woodland
- Feeling Good Week
- Andy Goldsworthy art

Suggestion:

- Wild about Britain workshop: <https://www.wildaboutbritain.org.uk/>