

Outcome: Pupils will all reflect on how the impact of global warming may affect their future lives and create a persuasive written report demonstrating their knowledge and what they have learnt in this unit.

**Component 6: In Our Hands**

**What we will know after this sequence:**

- Pupils can recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
- Pupils can make choices which make the world a better place and that help people across the world.



**Vocabulary:** consequence, sustainability, manifesto, responsibility, choices, impact.

**How will this feed into my next learning:** To use their learning from all 6 lessons to create a written report explaining their knowledge of how to keep our world safe for the future and how sustainable energy is needed.

**SEND:** Support with written work - sentence stems and vocab mats.

**Component 4: Water**

**What we will know after this sequence:**

- Pupils can describe how we can use water responsibly and understand the importance of doing this.
- Pupils can explain where our water supply comes from and how the water is distributed.
- Pupils will understand how we can save water in our daily use.



**Vocabulary:** waste, conserve, drought, appreciate, responsible.

**How will this feed into my next learning:** Pupils will use their researched facts and new knowledge to save water and use their learning in their final written report to persuade others to save water.

**SEND:** Group work with Ta to support sen children.

**Component 5: Biodiversity**

**What we will know after this sequence:**

- Pupils will be able to talk about the different types of animals, plants and ecosystems on our planet.
- Pupils can list ways with their peers to improve the environment.
- Pupils can recognise that all economic choices affect individuals, communities and the sustainability of the environment across the world.
- Pupils can understand what biodiversity is and explain the importance of doing all we can to encourage it.



**Vocabulary:** environment, help, protect, important, future, world.

**How will this feed into my next learning:** Pupils will all be able to pose questions about how different species can help the environment to grow.

**SEND:** Pre- taught vocabulary in an intervention session the week before the lesson begins.

**Component 3: Energy**

**What we will know after this sequence:**

- Pupils can recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
- Pupils can explain how our energy use can harm the environment and describe what we can do to help.
- Pupils can describe what wind, solar and nuclear energy are.

**Vocabulary:** use, responsible, help, protect, pledge, waste, renewable.

**How will this feed into my next learning:** Pupils will be able to research and list ways to conserve energy.

**SEND:** Images of pictures added to child's book - these will be linked to new, key vocabulary.



**Component 2: Global Warming**

**What we will know after this sequence:**

- Pupils will know what causes global warming and what is happening to our planet.
- Pupils can recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
- Pupils can describe what global warming is and what we can do to help prevent it from getting worse.
- Pupils can pose questions and ideas about how they would slow down the rate of global warming.

**Vocabulary:** help, harm, prevent, persuade, encourage, earth.

**How will this feed into my next learning:** Children will be confident to explain the cause and effects of global warming to their peers and use this information in their final written report.

**SEND:** Video clips to interest the children and to explain what global warming is in a fun and exciting way.



**Component 1: Global Citizens**

**We should know:** What a global citizen is and how we can improve on the way in which we live our lives.

**What we will know after this sequence:**

- Pupils will be able to explain that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.
- Pupils will understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- Pupils can talk about and understand how we can be responsible global citizens and help the planet.



**Vocabulary:** citizen, global citizenship, responsible, aware, impact, world.

**How will this feed into my next learning:** Pupils will be able to explain to the class how they can live their lives to benefit the world around them.

**SEND:** Pre- taught vocabulary in an intervention session the week before the lesson begins.