



## Sustainability – Curriculum links at The Discovery School

**Definition of Sustainability:** Sustainability is meeting present needs without compromising the ability of future generations to meet their own needs, balancing **environmental protection, social equity, and economic prosperity**.

		<u>Subjects</u>		
<u>Year Group</u>	<u>Environmental protection</u>	<u>Social equity</u>	<u>Economic prosperity</u>	
EYFS	<ul style="list-style-type: none"><li>Forest School</li><li>Understanding the world: ELG People, Culture and Communities and ELG The Natural World.</li></ul>	<p>As a whole school we demonstrate this through the following approaches and resources:</p> <ul style="list-style-type: none"><li>Diverse texts which reflect not just the school community but the wider world too.</li><li>Resources which reflect diverse ethnicities, family structures, and abilities.</li><li>Big Question assemblies which explore themes such as fairness and responsibilities.</li><li>Assemblies – Headteacher and Thursday assemblies ensure that diversity is represented.</li><li>Diversity student council</li><li>PSHE lessons and all school adult interactions calling out bias and discriminative behaviours.</li></ul>	<ul style="list-style-type: none"><li>Reading</li><li>Writing</li><li>Maths</li><li>Visitors sharing their job roles (People who help us topic)</li><li>Understanding the world: -talk about the lives of people around the and their roles in society.</li></ul>	
1	<ul style="list-style-type: none"><li>PSHE – Living in the wider world (Ourselves and others: the world around us) Summer 2</li><li>Forest School</li></ul>		<ul style="list-style-type: none"><li>Reading</li><li>Writing</li><li>Maths</li><li>PSHE – Living in the wider world (Money: making choices, needs and wants) Spring 2</li></ul>	
2	<ul style="list-style-type: none"><li>Forest School</li></ul>		<ul style="list-style-type: none"><li>Reading</li><li>Writing</li><li>Maths</li><li>PSHE - Living in the wider world (People and jobs: Money) Spring 1</li></ul>	

3	<ul style="list-style-type: none"> <li>Forest School</li> </ul>	<ul style="list-style-type: none"> <li>The school curriculum is adapted when needed to reflect the wider world and history. For example, incorporating the Windrush into WW2 teaching.</li> <li>Celebrating key religious events for the main religions in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Maths</li> </ul>
4	<ul style="list-style-type: none"> <li><b>PSHE</b> – Living in the wider world (Caring for others: the environment, people and animals.) (Summer 1)</li> <li><b>Science</b> – Living things and their environment (LT3) Learning about the importance of our local environment and the dangers posed to habitats and the organisms that live there. Pupils consider how they can develop their local area to protect wildlife.</li> <li><b>Science</b> – Animals including humans. Considering how human actions might affect food chains.</li> <li><b>Geography</b> – Understanding how far food from the supermarkets has travelled and the environmental benefits of buying local produce.</li> </ul>		<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Maths</li> </ul>
5	<ul style="list-style-type: none"> <li><b>PSHE</b> - Protecting the environment; compassion towards others (including Fairtrade)</li> <li><b>Geography</b>: Deforestation of the Amazon rainforest and the impact on animals, plants and the environment</li> </ul>		<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Maths</li> <li><b>PSHE</b> – Living in the wider world (Money; making decisions; spending and saving) (Autumn 2)</li> <li><b>PSHE</b> – Living in the wider world (Careers; aspirations, role models and the future) (Summer 2)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Science</b> – Lifecycles of animals, the water cycle, how choices impact the planet</li> <li>• <b>Design and Technology</b> – how to process and preserve food to reduce waste</li> </ul>		
6	<ul style="list-style-type: none"> <li>• <b>Geography</b> - Distribution of natural resources focussing on energy, food, minerals and water. (Human and Physical Geography)</li> <li>• Geography - Renewable and non-renewable energy sources</li> <li>• Persuasive letters to Tom Tugendhat (focus on ensuring we are using more renewable energy sources)</li> <li>• Natural disasters and how they are increasing because of climate change</li> <li>• Enterprise – Theme 'reduce, reuse and recycle'</li> <li>• 'Make, Do and Mend' World War Two Design and Technology Topic. Children to use old materials to make new household items.</li> <li>Children taught about sustainability</li> </ul>		<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> <li>• Visitors sharing their job roles (Careers Day)</li> <li>• Enterprise week</li> </ul>
<b>Wider Opportunities</b>	<ul style="list-style-type: none"> <li>• Eco Club – SLIP and action plan</li> <li>• Gardening Club – Monday lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Music Assemblies</li> </ul>	

	<ul style="list-style-type: none"><li>• Assemblies – recycling week, animals that hibernate, world Bee Day, harvest, for example.</li><li>• Science – growing competitions, British science week,</li></ul>		
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