

Year 7 - Valuing the Environment - Staff overview and planning tool

Learning Outcomes

By the end of this module, pupils **WILL** be able to...

- State that our school is a community where everyone should feel safe and respected
- Give examples of positive ways they can contribute to the community, for example by participating in house competitions or joining a club
- Understand the importance of looking after our school, including not littering
- Define climate change and give examples of the impact it is having
- Give examples of things they can do to help minimise the impact

By the end of this module, pupils **SHOULD** be able to...

- Include others in the school community
- Value the school's resources and understand that they facilitate learning for everyone
- Describe the difference between global warming and climate change
- Empathise with those humans and animals who are being affected by climate change already

By the end of this module, pupils **COULD** be able to...

- Reflect on their actions and adjust them in order to be a responsible and respectful member of both the school and the global community

William Ellis School Aims:

- To introduce the concept that William Ellis School is their new community, and that it should be respected and actively participated in
- To instil a sense of pride in our school and discuss the importance of looking after our resources and not littering or vandalising the school
- To extend the above discussion to looking after the world, in particular regarding climate change
- To reflect on the impact humans are having and what we can do to minimise it

Statutory Requirements—What pupils should know:

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Key Words:

Community - the people living in one particular area or people who are considered as a unit because of their common characteristics, interests, social group, or nationality

Environment - everything that is around us, it can be living or non-living things and includes physical, chemical and other natural forces

Climate Change - any significant change in the measures of climate lasting for an extended period of time for example major changes in temperature, precipitation, or wind patterns

Consistency:

All lessons should begin with a starter to settle the class. Students should write the date and title in their book before use. The three lessons should be planned as a sequence, with the above learning outcomes. These will be made explicit to the students. The lessons should include activities that allow the teacher to gauge how fully these learning outcomes have been reached.

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- Understand the importance of looking after our school, including not littering
- Define climate change and give examples of the impact it is having
- Give examples of things they can do to help minimise the impact, such as recycling

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If you have found this topic has resonated with you or you would like to learn more see below...

Further Reading

If you'd like to speak to someone in school about what you can do to help improve our environment see Ms Conran who leads our Sustainers group at WES

If you'd like to read more about the environment see below for some informative websites:

<https://friendsoftheearth.uk/>

<https://www.wwf.org.uk/>

<https://www.greenpeace.org.uk/challenges/climate-change/>

If you'd like some inspiration, google Greta Thunberg - the Swedish teenager who started a school strike for the climate outside the Swedish Parliament that has since spread all over the world and now involves over 100,000 schoolchildren