

# Introduction to the units

The following teaching units take a number of different approaches to helping pupils understand some of the issues of sustainable development. Links to the Sustainable Schools National Framework doorways are indicated on each unit:



Food and drink



Buildings and grounds



Energy and water



Inclusion and participation



Travel and traffic



Local well-being



Purchasing and waste



Global dimension

Each unit is a guideline for a lesson and contains practical advice, guidance on learning objectives, resources to support the aims, advice on additional sources of information and structured activities for the classroom.

Each of the teaching units has a particular curriculum focus, however the scope of sustainable development and the issues around mean that other National Curriculum subject skills or content are covered, or touched upon in many of the units. That information for each key stage is listed below rather than on every single unit.

For all the units the main subjects covered are: geography, science, and citizenship. All of the units draw out key skills and processes for those subjects. In addition the general activities and some of the content support the delivery of other subject areas, such as English, ICT, history, design and technology and RE. On some occasions that is included in the actual scheme if it is relevant only on the one occasion.

The teaching units within each key stage often have overlapping aims and resources. This would make it possible to merge some of the units together if appropriate or, use two complementary units from different subject angles with previous cross curricular arrangement or, to select a couple of completely different units to achieve breadth of understanding.

All of the units need to be read through carefully before being used as they are not 'off the peg' lessons. Some preparation will be required, either in obtaining the recommended resources or adapting material for individual group needs and abilities. The units all recommend resources that require internet access, so it is advisable to check equipment in advance of the lesson.

## Differentiation

In each of the teaching units there are opportunities for differentiation. This can be done by extending some of the issues and questions raised to provide pupils with further research. Many of the units are suitable for being reduced down to simple one issue approaches with more in-depth work on understanding terms and establishing a clear interpretation of what they mean in the pupils own lives.

Many of the units suggest working in groups, greater emphasis on presenting conclusions from group work would also allow for differentiation.

## The Early Years Foundation Stage and Key Stage 1

### Curriculum guidance

Each of the units meet a number of the needs included for individual subject content, these are mainly geography, science and citizenship. Those subject areas are stated at the start of the introduction to the unit.

### English

The units include activities which develop a range of speaking and listening and reading skills. Pupils will also produce a range of writing for different audiences and purposes.

### Art and design

There are some opportunities for pupils to use art to explore and express their ideas and experiences and to develop ideas to communicate observations, ideas and feelings.

### Design and technology

Pupils will have the opportunity to learn about the working characteristics of materials.

### History

There are opportunities to find out about changes in their own lives and the way of life of their family or others around them.

### ICT

These units provide opportunities for using the Internet for investigations, researching and for participating in online activities.

### RE

There are opportunities to learn more about religions through festivals, and attitudes to harvest and water when some of the units are extended.

## Key Stage 2

### English

The teaching units include activities which develop a range of speaking and listening and reading skills. Pupils will also produce a range of writing for different audiences and purposes.

### Mathematics

In some of the units pupils will have the opportunity to make connections in mathematics and appreciate the need to use numerical skills and knowledge when solving problems, they will become familiar with handling data.

### Science

The units offer opportunities for pupils to:

- consider what sources of information, including first-hand experience and a range of other sources, they will use to answer questions
- use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner
- use observations, measurements or other data to draw conclusions
- about ways in which living things and the environment need protection
- that burning materials results in the formation of new materials.

### Art and design

Across the units there are opportunities for pupils to use art to represent their observations, ideas and feelings.

### ICT

There will be opportunities in the units for pupils to be taught to talk about what information they need and how they can find and use it. Pupils will be encouraged to use ICT to investigate issues and to share and exchange information in a variety of forms, including email.

Further information about Sustainable Schools is available at [www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools)

