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| Social Responsibility |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| EYFS | **Through continuous provision, children should gain a general appreciation for the world we live in and the importance of looking after it.**  |
| EcosystemsY1United Kingdom | **Why is nature special?*** **To understand how nature makes us feel**
* **To understand what nature gives us**
* **To understand how littering harms animals and nature**
 | **I speak for the trees*** **To read and understand The Lorax by Dr. Seuss**
* **To compare events in The Lorax with deforestation**
* **To discover what is already being done to restore and protect forests**
 | **What the oceans give us*** **To understand what the oceans give us**
* **To reflect on the impact that the ocean has on our lives**
* **To explore the effects on taking it for granted and how we can encourage people to protect it**
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| PovertyY2Africa | **Saving every penny*** **To understand that some people have less money than others**
* **To consider the reasons why there are varying levels of wealth around the world**
* **To consider ways in which we can help people who are poorer than us**
 | **Where is water?*** **To know where our water comes from and what it is used for**
* **To understand what a drought is and how poorer countries deal with it**
* **To consider ways in which we can help ensure everybody has access to clean, safe water**
 | **Education*** **To understand the similarities and differences of education around the world**
* **To consider why there are such differences in the level of education people receive**
* **To consider how we can encourage people in charge to value education**
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| Fair TradeY3South America | **Where do products come from?*** **To understand things are provided by someone**
* **To understand that children in some countries work hard to make some of the products we use**
* **To value what we have**
 | **Fair Trade*** **To explore the concept of fair trade and why it is important**
* **To explore ways in which we can support fair trade goods**
* **To think about how we can support our local community to purchase fair trade**
 | **Fast Fashion*** **To understand what fast fashion is**
* **To explore the impacts on people and the environment**
* **To explore methods of combatting the fast fashion industry personally and globally**
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| BiodiversityY4Rainforests | **What is Biodiversity?*** **To understand what the word biodiversity means**
* **To consider the importance of biodiversity and how it benefits nature**
* **To understand the important role birds play in biodiversity**
 | **Linking Local Wildlife*** **To explore the variety of plants and animals in our local area**
* **To explore how plants and animals are linked**
* **To think of ways to help local biodiversity**
 | **Just One Change*** **To know what extinction is and how this affects biodiversity**
* **To understand how human populations can threaten the biodiversity of different areas**
* **To reflect on ways in which we can help and encourage biodiversity globally**
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| Finite PlanetY5Scandinavia | **Pollution*** **To consider what causes pollution**
* **To consider the human and physical impacts on our lives**
* **To explore ways we can reduce pollution**
 | **Reduce, Reuse, Recycle*** **To explore the possibilities of recycling**
* **To explore the life of plastic objects**
* **To explore ways we can reduce the amount of materials we use and waste**
 | **Circular Economies*** **To understand what the word sustainability means**
* **To consider how a circular economy could benefit sustainability**
* **To encourage people to make choices that benefit the planet**
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| Climate ChangeY6United Kingdom | **Our Changing World*** **To understand what climate change is and how it is causing global warming**
* **To understand what happened in the 1980s with the ozone layer and CFCs**
* **To identify some of the effects of climate change on us locally and globally, including the melting ice caps**
 | **Know Better, Do Better*** **To understand how an increased population and consumption are putting pressure on the planet**
* **To investigate alternative energy sources**
* **To find out about ‘green’ careers**
 | **People and the planet*** **To consider reasons why some people do not believe or take action on climate change**
* **To explore different ways in which people can take action against climate change**
* **To find ways of encouraging other people to take positive steps to reduce climate change**
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