

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Unit title	Electricity	Animals Including Humans	Living Things and Their Habitats	Evolution and Inheritance	Light
Objectives Covered	Pupils know some different types of sustainable energy such as solar, wind and hydro power and how they can help reduce carbon emissions.		Pupils know that there are different types of grassland, and this determines which species are found there.	Pupils begin to understand how rising temperatures and changing precipitation patterns are affecting the habitats and survival of different plants and animal species	
	Find out the energy efficiency rating of different items in the classroom or their home.		Pupils understand that grasslands are home to a variety of different species e.g., wildflowers, grasses, butterflies and other invertebrates.	Pupils understand the impact of climate change on biodiversity and how this may impact in future.	
			Pupils can choose which classification key to use for a number of species they may find in grassland.	Pupils understand the impact of climate change on ecosystems both locally and globally.	

				Pupils can explain how/why having a healthy natural environment is beneficial for all life on earth.	
				Create a plan to improve a habitat locally.	
				Create a plan to improve a patch of grassland in the school grounds/local area.	

				Pupils understand why grasslands are threatened and what can be done to improve them.	
				Plan and carry out a survey to identify what lives in a habitat in the local area.	
				Pupils can choose and use a range of survey methods for a specific purpose.	

Vocabulary					
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Scientific basis	Scientific Basis	Urgency	Climate Justice	Biodiversity	Mitigation and Adaptation
Pupils know how the greenhouse effect, and excessive greenhouse gases, are now causing changes to our climate.	Pupils know some different types of sustainable energy such as solar, wind and hydro power and how they can help reduce carbon emissions.	Pupils can explore a range of future scenarios based on scientific research.		Pupils begin to understand how rising temperatures and changing precipitation patterns are affecting the habitats and survival of different plants and animal species	Pupils explore ways in which individuals and communities can reduce their carbon footprint through conservation, recycling and lifestyle changes.
Pupils know about, and interpret, current trends in total global climate emissions.	Pupils understand the process of carbon sequestration, which involves capturing and storing carbon dioxide from the atmosphere, and how it can help mitigate climate change.	Pupils are aware of future scenarios based on current scientific understanding (including best case scenarios).		Pupils understand the impact of climate change on biodiversity and how this may impact in future.	Pupils can explain how a carbon footprint is calculated and give some examples of different types.
Pupils know what the IPCC (Intergovernmental Panel on Climate Change) is and draw on some of its	Pupils know some different carbon sequestration methods such as afforestation and carbon capture and	Pupils start to understand why there is a lack of certainty in future predictions.		Pupils understand the impact of climate change on ecosystems both locally and globally.	

Pupils understand the concept of a carbon footprint and how human activities, such as transportation and energy use, contributes to the greenhouse gas emissions that cause climate change.

Pupils can explain what climate tipping points are and why action is urgent.

Pupils understand that grasslands are home to a variety of different species e.g., wildflowers, grasses, butterflies and other invertebrates.

Pupils can choose which classification key to use for a number of species they may find in grassland.

Pupils know that there are different types of grassland, and this determines which species are found there.

Pupils understand why grasslands are threatened and what can be done to improve them.

Pupils can choose and use a range of survey methods for a specific purpose.

## Summer 2

### Climate Change

Pupils know how the greenhouse effect, and excessive greenhouse gases, are now causing changes to our climate.	Pupils can explore a range of future scenarios based on scientific research.
Pupils know about, and interpret, current trends in total global climate emissions.	Pupils are aware of future scenarios based on current scientific understanding (including best case scenarios).
Pupils know what the IPCC (Intergovernmental Panel on Climate Change) is and draw on some of its current research.	Pupils start to understand why there is a lack of certainty in future predictions.

<p>Pupils understand the concept of a carbon footprint and how human activities, such as transportation and energy use, contributes to the greenhouse gas emissions that cause climate change.</p>	<p>Pupils can explain what climate tipping points are and why action is urgent.</p>
<p>Pupils understand the process of carbon sequestration, which involves capturing and storing carbon dioxide from the atmosphere, and how it can help mitigate climate change.</p>	<p>Calculate the carbon footprint of either their food, travel or energy use for a day.</p>
<p>Pupils know some different carbon sequestration methods such as afforestation and carbon capture and storage technologies.</p>	<p>Suggest ways they can reduce their own carbon footprint.</p>

<p>Pupils explore ways in which individuals and communities can reduce their carbon footprint through conservation, recycling and lifestyle changes.</p>	<p>Pupils can imagine different futures within their own likely lifetime based on different levels of heating including optimistic scenarios.</p>
<p>Pupils can explain how a carbon footprint is calculated and give some examples of different types.</p>	<p>Pupils know that the action people take now is directly linked to what will happen in the future</p>
<p>Pupils use information available to begin to develop their own ideas about rights and responsibilities now and in the future.</p>	<p>Pupils can explain how their lifestyle impacts on the environment and can identify ways to reduce their impact.</p>
<p>Pupils can identify and name their own feelings about the earth, the natural world and the climate and explain why they feel that way.</p>	



## Sequestration

Climate Actions	Biodiversity Action	Future Scenarios	Vocabulary	Key Concepts	Feelings and Behaviours
Find out the energy efficiency rating of different items in the classroom or their home.	Plan and carry out a survey to identify what lives in a habitat in the local area.	Pupils use information available to begin to develop their own ideas about rights and responsibilities now and in the future.	Sequestration	Carbon Capture	Pupils can identify and name their own feelings about the earth, the natural world and the climate and explain why they feel that way.
Calculate the carbon footprint of either their food, travel or energy use for a day.	Create a plan to improve a habitat locally.	Pupils can imagine different futures within their own likely lifetime based on different levels of heating including optimistic scenarios.		Carbon Storage	Pupils can explain how/why having a healthy natural environment is beneficial for all life on earth.
Suggest ways they can reduce their own carbon footprint.	Create a plan to improve a patch of grassland in the school grounds/local area.	Pupils know that the action people take now is directly linked to what will happen in the future		Carbon Sequestration	Pupils can explain how their lifestyle impacts on the environment and can identify ways to reduce their impact.