

Sequence of learning				
Place and scale	Scale and space	Space and scale	Place and scale	Scale
What do we do that emits carbon? Meat and dairy Cars Aeroplanes Burning fossil fuels	How do carbon emissions cause climate change?	What will happen to our planet if we don't change the way that we live?  1 week on rising temperatures- scarcity of water, lack of food 1 week on rising sea levels- polar ice caps melting, places are risk of flooding/ disappearing e.g. Venice, Maldives and coastal areas. *as part of this look at graphs, trends, maps and predictions.	What can we do about it? Laws, targets and small scale within our own lives/ community.  *possible link to lifestyle project.	What do you think the world will look like in 100 years?

<p><b>Vocabulary</b></p> <p>polar regions, environment, climate, climate change, emissions, extreme weather, droughts, floods, issue, environmental quality, pollution, community, waste, recycling, landfill, planning, conservation, industry, manufacture, fuel/ power, energy, natural resources, transport</p> <p>Tint, tone, self-portrait, aspiration, composition, sketch, colour wheel, canvas, brush strokes, artist, primary, secondary colours, texture, light</p>	<p><b>Intended outcomes:</b></p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>We can generate electricity by burning fossil fuels or using renewable methods such as wind turbines, solar and tidal energy.</li> <li>Flights, cars and our diet also contribute heavily to our carbon emissions.</li> <li>Carbon emissions are causing damage to the ozone layer.</li> <li>The ozone layer is a bubble around the Earth's atmosphere.</li> <li>Damage to the ozone layer lets in more of the sun's heat and leads to global warming (rising global temperature which leads to climate change).</li> <li>If we continue to release carbon emissions in the same way that we are now we can expect: more extreme weather such as floods and heatwaves, sea levels to rise, water to become scarce, it will become difficult to grow enough food.</li> <li>If we commit to a maximum increase of 1.5 to 2 degrees in global temperature by reducing carbon emissions, we can stave off these consequences.</li> <li>Laws and targets have been put in place to ensure and bring about these changes.</li> <li>Graphs and trends can allow us to predict changes in temperature, sea levels and weather patterns.</li> </ul>	<p><b>Expert outcome:</b></p> <p>Blog from the future in partners. 1 from perspective of a world that has made the correct changes, 1 from a worst case scenario world.</p> <p><b>Previous learning:</b></p> <p>Throughout the children's school life they have engaged with learning about climate and climate zones. The children have engaged with learning about climate change from Year 5. This is built on in early Year 6 when the children learn about renewable energy.</p> <p><b>Preparing for:</b></p> <p>As the children transition into adulthood we want to prepare them to be conscious global citizens who can make educated choices about their world.</p> <p><b>Bespoke to our school:</b></p> <p>The children are exposed to knowledge about local businesses that promote the use of renewable energy. Knowing about these opportunities should hopefully promote the world of work and inspire them to do well in the hope they can work for one of these companies.</p>
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<p><b>Resources and Actions</b></p> <p><a href="https://www.sciencedirect.com/topics/earth-and-planetary-sciences/sea-level-rise">https://www.sciencedirect.com/topics/earth-and-planetary-sciences/sea-level-rise</a></p>
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