



Sustainable Environmental Development


Developing a concern for the environment and
commitment to sustainable development

This term's global theme is Sustainable Environmental Development—helping children understand how we care for our world and the people in it, both now and in the future. At its heart, this theme recognises that everything in our world is connected. As a school rooted in Christian values, we recognise that Christians believe the world is God's creation, and that humanity is called to care for it and for one another.

During the summer term, children will learn that the choices we make—big and small—can have an impact on the environment and on other people, both locally and globally. From looking after living things in the early years to understanding climate change and biodiversity in older year groups, learning is carefully built step by step across the school.

Alongside this knowledge, we are developing our children as Brave Changemakers. This means encouraging them to think critically, show empathy, communicate their ideas, and take positive action. As they grow, pupils are supported to ask thoughtful questions, consider different viewpoints, and understand how their decisions can influence the world around them.

We want every child to leave our school feeling hopeful and empowered, knowing that they can play a part in creating a fairer, more sustainable world, and that they can truly Explore, Enjoy and Excel as the amazing individuals they were created to be.



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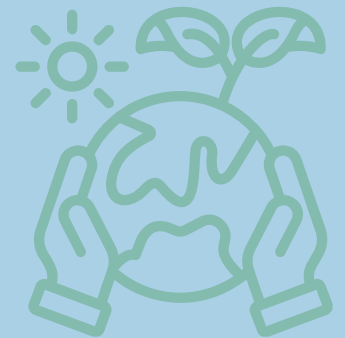
Children will learn that:

EYFS

Living things and their needs, and how to take care of them
The possibility of change in the future

KS1

The positive and negative impacts of people's actions (including their own choices) on others and the environment
How people can damage or improve the environment



LKS2

People's dependence on the environment
The basics of climate change (causes and effects)

UKS2

Environmentally responsible living and global inequalities in ecological footprints
Wider causes and implications of climate change
The importance of biodiversity

Learning is carefully sequenced across the school—from caring for living things in the Early Years to exploring climate change, biodiversity and global responsibility in Upper Key Stage 2.




Developing as Brave Changers

Central to our curriculum is equipping children with the skills and knowledge they need through topics that encourage them to question, probe, think deeply and challenge perceptions, enabling them to make a positive mark in their communities. At St Mary's, we call this developing as a Brave Changer.



Communication



Cooperation & Conflict Resolution



Critical & Creative Thinking



Empathy



Making Decisions



Managing Change



Self Awareness and Reflection

'No one is too small to make a difference', Greta Thunberg
'Don't let anyone look down on you because you are young', Saint Paul

Early Years Foundation Stage

Reception

EYFS do not operate a two year rolling programme so they explore two Global Themes across term 5 and 6.

Term 5

Global Neighbours

What can you see through the window?

Where in the world do our animal friends at Bristol Zoo Project come from?

As a Brave Changemaker in EYFS, I am starting to ask questions and suggest ways to solve problems..



Term 6

Sustainable Environmental Development

How can we make a difference to our world?

Having been to visit Bristol Zoo Project, children in EYFS will work together to produce a non-fiction book with a fact file on each of their favourite animals.

The children will find out where in the world the animals have come from.

The children will be litter picking in the school grounds.

As a Brave Changemaker in EYFS, I am starting to notice some of the effects of my own actions on others.



Key Stage One

Years 1 and 2

How can humans impact the environment?



As a Brave Changemaker in KS1, I participate in discussions about issues that affect myself, others and the wider world.



At Home You Could:



- * Record how much plastic packaging you use.
- * Visit the Heritage Centre and find out more about how Yate has changed.

History

How has plastic changed the world?

What is plastic?

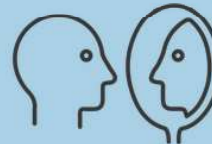
Who invented plastic?

How has plastic changed over time?

Why is plastic important?

How has plastic affected our world?

As a Brave Changemaker in KS1, I recognise the effects of my own behaviour on others and use this to help me make choices.



Geography

How has our area changed over time?

What is our local area like?

How can we describe our local area?

How can we show features of our area on a map?

How has our area changed?

How do people affect the environment?

Being Brave Changemakers

Children in KS1 will design and make a 3D model of the local area and consider how they can help Yate to be more sustainable.



Lower Key Stage Two

Years 3 and 4

How can people make the environment more sustainable?

History

How did the Ancient Egyptians live sustainably?

Why did people settle near the Nile?

How did farming help civilisations grow?

How did the growth of civilization lead to pharaohs ruling Egypt?

Ancient Egyptian achievements, beliefs and daily life.

Why was mummification important?

As a Brave Changemaker in LKS2, I imagine alternative possibilities and suggest new ideas to solve problems.



At Home You Could:

- * Visit the Egyptian gallery at the Bristol Museum on Park Street.
- * Consider how you can travel around Yate and beyond sustainably.

As a Brave Changemaker in LKS2, I identify connections between personal decisions and issues affecting people locally and globally



Being Brave Changemakers

Children in years 3 and 4 will be creating leaflets to promote sustainable travel and tourism.

Geography

What impact can tourism have on the environment?

Why is the Nile so important for Egypt?

Why is Egypt a popular tourist destination?

How does tourism benefit Egypt?

Is tourism sustainable for Egypt?

How can maps help us understand sustainability?

Upper Key Stage Two

Years 5 and 6

Should sustainability cost the Earth?



As a Brave Changemaker in UKS2, I identify opinion and bias, analyse assumptions, assess different viewpoints and present counter arguments. I try to keep an open mind.

History

What can the Maya teach us about living sustainably?

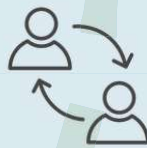
Who were the Maya?

What was life like for the Maya?

What did the Maya achieve?

Why did the Maya decline?

Was Mayan use of the rainforest sustainable?



As a Brave Changemaker in UKS2, I explore new ways of seeing local and global issues and explore multiple perspectives and alternative visions of the future.



At Home You Could:

* Visit the University of Bristol Botanic Garden by Clifton Suspension Bridge.

* Take a virtual tour of the British Museum in London where there is a Maya exhibition.

Geography

Why is the rainforest so valuable and how is it being damaged?

Where are rainforests and why are they important?

What is the Amazon like?

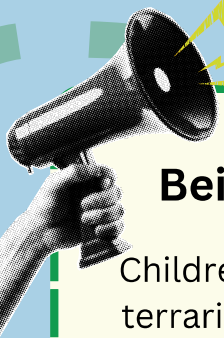
Why is the rainforest valuable?

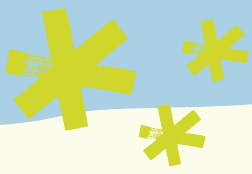
How is the rainforest being damaged?

How can the rainforest be protected?

Being Brave Changemakers

Children in UKS2 will be making their own terrariums and making videos to educate others on the value of the Amazon Biome. They hope to display their terrariums in school.





Key Stage One

Years 1 and 2

The wider curriculum

	Term 5	Term 6
Science	Plants- Identification	Plants- growing
RE	How should we care for others and the world, and why should it matter? (Living)	What do Christians believe God is like?
Computing	Moving a robot	Robot Algorithms
PE	Rounders and Athletics	Athletics and gymnastics
Music	Singing on this Island	Pitch (musical me)
Art		Painting - laying techniques
DT	Food and Nutrition - Smoothies	
PSHE	Relationships	Changing me



History



Geography



Science



Music



Computing



RE



Reading



English



Art and Design



PE



Design and Technology



Languages



PSHE



Maths



Follow our learning on Class Dojo

Lower Key Satge Two

Years 3 and 4

The wider curriculum

	Term 5	Term 6
Science	Plants investigation	Plants - growing and reproducing
RE	Why do some people think that life is a journey and what significant experiences mark this?	Creation / Fall What do Christians learn from the creation story?
Computing	Stop-Frame Animations	Desktop Publishing
PE	Rounders and Gymnastics	Athletics and TBC
Music	Changes in pitch, tempo and dynamics	Rock and Roll
Art	Sculpting - clay	
DT		Mechanisms - Slingshot cars
PSHE	Relationships	Changing me
French	L'ancienne histoire de la Grande-Bretagne (Ancient Britain)	Les glaces (Ice-Creams)



History



Geography



Science



Music



Computing



RE



Reading



English



Art and Design



PE



Design and Technology



Languages



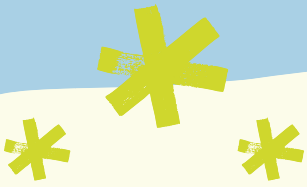
PSHE



Maths



Follow our learning on Class Dojo



Upper Key Stage Two

Years 5 and 6

The wider curriculum

	Term 5	Term 6
Science	Classification	Life Cycles
RE	How and why should religious communities do more to care for the Earth?	People of God How can following God bring freedom and justice?
Computing	Vector Drawing	3D Modelling
PE	Athletics and Gymnastics	Rounders and Dance
Music	South and West Africa	Composing and Performing
Art		Lino Printing
DT	Mechanisms - Gears and Pulleys, eco - gadget	
PSHE	Relationships	Changing me
French	Les habitats (Habitats)	Moi dans le monde (Me in the World)



Follow our learning on Class Dojo

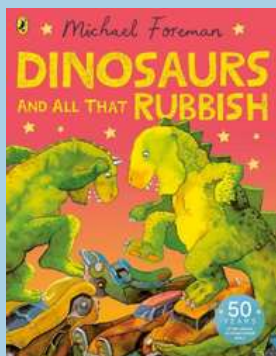
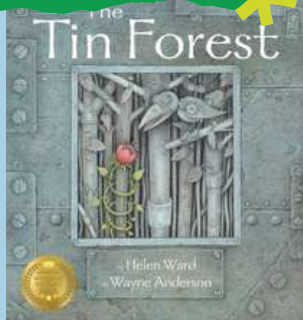
Texts that promote the global theme

We carefully chose our core English texts to link with our theme, helping children make meaningful connections between their reading, writing and wider learning. This approach supports deeper understanding and vocabulary development, while keeping learning engaging, purposeful and inspiring.

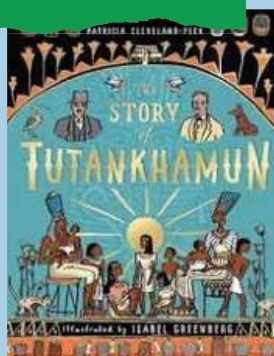
Reception



KS1



LKS2



UKS2



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