



Through pupils learned and lived experiences at Windmill Hill Academy from the Early Years to the end of Key Stage Two, we hope to inspire in our pupils a life-long passion and ambition to improve our environment, to work to reverse climate change and to take care and responsibility for their own actions. We will provide opportunities to develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.

We want to develop pupils who:

- are passionate about the natural world
- want to do their best to protect it
- who can influence their wider communities

The enthusiasm of youth can inspire the whole of society to work together at the start of this crucial decade for the planet.

At Windmill Hill Academy, we ensure that our children are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum. See below for where climate change and sustainability features within our school initiatives and within the curriculum delivery in specific year groups.

Actions we are taking as a school to achieve this:

- Educating pupils about the impact of humans on our climate and environment, including how this endangers many species of animals and leads to climate disasters.
- National and Global Climate news will be shared through lessons, Collective Worship and Picture News assemblies. Children will be taught to think critically about the issues, considering all points of view. They will be encouraged to debate, question and persuade.
- All pupils will take part in one geography climate focused theme topic a year.
- Through our collective worship and RE teaching, we explore many aspects of awe, wonder and spirituality with the children and how religion promotes taking care of the world and the animals in it.
- We will provide many enrichment activities to inspire pupils to courageous advocacy for example by taking part in global and national campaigns and through meeting climate ambassadors.
- In science, we will explore the issues and solutions around climate change and environmental damage.
- Initiatives to increase active and safe travel to school to improve wellbeing and reduce carbon emissions and improve air quality: Walk to School week. No parking in the car park except those with permits. Permits sourced from the local Council carpark.
- We will teach the pupils care and responsibility through working outside in our own grounds to plant and compost, as well as attend annually the Woodlands Centre to learn about climate issues.
- As a school, we will aim to reduce waste – paper, food, plastics and energy and will explore options for finding more sustainable sources for energy.
- Promotion of the UNICEF Rights of the Child, e.g. *Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to keep you safe and well.* We are currently a Rights Respecting School with the bronze award status and working towards the Silver award.
- An active Pupil Parliament Eco group who is promoting actions to support sustainability and improve our environment.
- Water survey completed by South West Water (Autumn term 22) to quality assure water usage and change of plumbing, e.g. taps, to be more efficient.
- Uniform donation station which all parents can freely access to promote re-using of school uniform. Purchase of new uniform is done through the online service so no left over stock is stored in school.
- Parental communication is mainly online this includes newsletters and ClassDojo updates to reduce paper wastage.
- Reducing food wastage by parents ordering school lunches via Edsupt.
- Further development of our school garden through funding, e.g. Youth/Town Council, to support climate change and sustainability learning and projects.
- Attendance to the Youth Town Council with a focus on the sustainability for Launceston.

- The majority of corridor lights and on sensors and when lights are replaced they are replaced with lower energy (LED) versions.
- The school has solar panels and these will be continued to be monitored for their efficiency.

Year Group	<p>Each Year Group has a Geography-led Climate Curriculum Unit <i>In each year, at least one English teaching text will be linked to an environmental issue.</i> In other subjects, there are clear opportunities to address climate and environmental issues. <i>Geography, Science, RE, History, Other</i></p>	Enrichments	Collective Worship	Annual Calendar Events
R	<p><i>Polar regions/The rainforest/jungle/under the sea</i> <i>Plants and flowers/Seasons/Animals and minibeasts/Food/Recycling/Looking after the world</i> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of their community. Recognise some environments that are different to the one in which they live. Explore the natural world around them. Other: Composting fruit and veg waste.</p>	Farm and Country Experience Great British Spring Clean 30 Days Wild/no mow Walk to School Week Clean Air Day	<p>Autumn British Food Fortnight Harvest National Recycling Week</p> <p>Spring World Water Day</p>	<p>September Zero Emissions Day Car Free Day Great British Beach Clean Protecting our Planet Day</p>
1	<p><i>Geography: Culture - 'Beside the Seaside' (Oceans, Seas and the Seaside)</i> <i>Contrast – What differences are there between different locations' climate and geographical features? at are local climate issues, comparisons and initiatives?</i> <i>Science: Plants, Animals and Seasonal Changes – climate comparisons, effects of global warming on weather and animal habitats</i> RE: How should we care for the world and for others, and why does it matter? Link to sustainability. PSHE: Our health: Healthy food choices DT: Food - Preparing fruit and vegetables</p>	Protecting our Planet Day Climate Warriors Newsletters Beach trip, including beach clean Eden Project Trip: environment focus (e.g. deforestation)	<p>Summer Earth Day Walk to school week Healthy Eating week</p> <p>Picture News</p>	<p>October Harvest Festival Collection for the foodbank (families donating items)</p> <p>December International Mountains Day</p>
2	<p><i>Geography: Natural Elements - The Galapagos Islands</i> <i>Contrast – What are similarities and differences in human and physical geography between The Galapagos Islands and where we live?</i> <i>Science: Animals, including humans; Plants; Living things and their habitats</i> DT: Food - Preparing fruit and vegetables</p>	Zoo trip: endangered species workshop Bike-ability Wild Tribe		<p>January Veganuary Bird Watch</p>
3	<p><i>Geography: Culture - The Amazon Rainforest - A Study of South America.</i> <i>What are rainforest climates like? What are the main problems rainforests face? What is deforestation?</i> RE: How and why do religious and non-religious people try to make the world a better place? DT: Food - Healthy and Varied Diet <i>Science: Animals, including humans; Plants</i></p>	Woodland Skills Centre Earth Action Day Visits from Climate Ambassadors		<p>February Fair Trade Fortnight</p> <p>March International Day of Forests</p>
4	<p><i>Geography: Natural Elements - Rivers</i></p>			<p>April Earth Day</p>

	<p><i>Can you describe and understand the key aspects of human and physical geography of Rivers?</i></p> <p><i>Science: Animals, including humans; Living things and their habitats (Rainforest links) Impact of humans on animal habitats – extinction and endangered animals.</i></p> <p><i>DT: Food - Healthy and Varied Diet</i></p> <p><i>PSHE: The environment</i></p>	<p>Science Days: school energy use / World Futures Project</p> <p>Sustrans Activities and link</p> <p>SAMHE Clean Air Project</p>		<p>May</p> <p>International Day for Biological Diversity</p> <p>No Mow May</p> <p>Walk to school week</p>
5	<p><i>Geography: Natural Elements - Carbon Footprint</i></p> <p><i>Can you name some of the renewable methods of power in the UK? Can you think of ways to reduce wastage, including water, electricity and general waste? Do you know its carbon footprint? Can you explain how little changes can lead to big impact?</i></p> <p><i>Science: Animals, including humans</i></p> <p><i>PSHE: Mental health and keeping well; Managing challenges and change; Nutrition and health</i></p> <p><i>DT: Food - Celebrating culture and seasonality</i></p>	<p>Raise and Recycle collections</p> <p>SW Water workshops</p> <p>Water Aid workshops</p> <p>Fair Trade workshops</p>		<p>June</p> <p>World Environment Day</p> <p>Oceans Day</p>
6	<p><i>Geography Natural Elements – Coasts</i></p> <p><i>What is the climate like on the coast? How can we protect /preserve wildlife? How has the coastline changed over time? Can you identify ways in which beaches are being polluted? (oil pollution, sewage, plastic pollution, litter)</i></p> <p><i>Science: Evolution and inheritance; Living things and their habitats; Animals, including humans</i></p>	<p>Wrap a gift Christmas donations for pupils to reuse and give as gifts to their families at Christmas</p>		