

Eco Schools Curriculum Coverage

Eco Schools Topic	Subject	Year Group	Details
Biodiversity	Food Technology	7	Pupils investigate where plant and animal-based food is sourced around the world.
	Outdoor Learning	5	Pupils are aware of the variety of invertebrates. Pupils understand what invertebrates require to live. Pupils can conduct a scientific survey. Pupils can use appropriate methods to present results.
	Outdoor Learning	6	Pupils have observed and know about the requirements of bees. Pupils have created a bee friendly environmental area. Pupils can observe and enjoy insect activity. Pupils understand the needs and requirements of insects. Pupils have created a new habitat for insects.
	Outdoor Learning	7	Pupils to begin to look closer at plants. Pupils to explore the plants in and around the school grounds. Pupils can recall some properties and features of plants. Pupils understand basic ecological concepts such as adaptation, biodiversity and abundance.
	Outdoor Learning	10	Pupils know about the growth of food plants from planting the seeds through to harvesting. Pupils can work as a team and share the responsibility for caring for other living organisms. Pupils have a sense of achievement from producing food. Pupils can keep a diary or scrapbook of the process.
	Outdoor Learning	11	Pupils can plan and maintain an area on the allotment for a whole year.
	RE	8	Pupils learn about Creation and Christianity – Evolution V Science, link to Biodiversity and Marine.
	Science	3	Pupils are beginning to talk about things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth and changes over time. Begin to identify simple characteristics of things that are living. Understand that animals, including humans, move, feed, grow. Begin to relate life processes to animals and plants found in the local environment. Begin to understand and know that humans and other animals need food and water to stay alive. Begin to know that taking exercise and eating the right types and amounts of food help humans to keep healthy. Know the main body parts of humans and animals.
	Science	7	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Notice that animals, including humans have offspring which grow into adults Investigate how age impacts the ability to carry out physical activities by comparing sample groups of pupils across the age range at school.
	Science	7	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Pupils will identify microhabitats in the school grounds and redevelop the Bug Hotel, comparing mini hotels in different locations and making links between bugs they identify and their role

			in supporting plants in the school grounds and on the school allotment.
	Science	9	Compare and group together different kinds of rocks by appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within the rock Recognise that soils are made from rocks and organic matter. Recognise the importance of worms in creating compost to enrich the soil, using repurposed plastic bottles to create mini composters ready to add to the Garden Tower (planter and composter) in the school to grow)l garden.
	Science	9	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients form soil, and room) Plan and carry out an investigation to find out what happens when one of the requirements is missing and explain how and why this impacts the plant
	Science	9	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Understand the food groups and nutrition provided by different foods and their importance in maintaining a healthy body. Analyse their own diet and identify which nutrients they are including and which they need to add. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Energy	Humanities	8	Study renewable and non-renewable energy.
	Humanities	9	Research and understand renewable and non-renewable energy sources. Examine the impact of non-renewable energy sources on the environment. Research the growth of renewable energy and how this will impact the future.
	Outdoor Learning	8	Pupils understand that we harness the sun's energy. Pupils understand the concept of renewable energy sources and reducing our impact on the environment. Pupils have built a solar kettle. Pupils understand the principles behind design and can test them.
	HWB	8	To know what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).
Global Citizenship	Art	7	Experimenting with art from South American culture. Researching, observing and recreating Mola art. Researching and creating masks from the Mexican Day of the Dead festival.
	Art	8	Experimenting with African Art. Researching Kente patterns and creating repeating patterns and then creating a weave pattern. Researching, reading the stories and recreating Tinga Tinga art.
	Computing	10	Pupils are research and present information about an endangered species. This leads them to consider the environmental consequences of climate change. Pupils use - appropriate search criteria to find relevant information. Pupils - check information for validity and bias.
	Design Technology	9	Understand the impact of human activity on the environment and wildlife.

		<p>Pollution / deforestation / habitats</p> <p>Design – ECO Project</p> <p>Existing products research</p> <p>Design of own idea</p> <p>Development of own idea</p> <p>Problem solving independently</p> <p>Selection of sustainable resources</p> <p>Appropriate dimensions selected</p> <p>Sustainability</p> <p>ECO project 'Nurture our Nature'</p>
Food Technology	9	Global Citizenship – Fairtrade, awareness of the wider world and food manufacturing methods. Making the world fairer, equal opportunities and more sustainable.
Humanities	8	Pupils choose one country to study. Pupils produce an in-depth study of their chosen country.
Humanities	8	Pupils examine the importance of Fair Trade in developed countries and how best to support developing nations.
MFL	9/10	Pupils researched different countries and identified similarities' and difference between our culture/country including food language and religions.
HWB	9	Pupils understand the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities.
HWB	10/11	Pupils recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern.
RE	3	Promoting Global Citizenship through religious festivals.
RE	4	Promoting Global Citizenship through religious festivals. Listening to stories with morals linked to creating the world and looking after the world.
RE	5	Promoting Global Citizenship through religious festivals. Listening to stories with morals linked to creating the world and looking after the world.
RE	6	Promoting Global Citizenship through religious festivals. Listening to stories with morals linked to creating the world and looking after the world.
RE	7	Place of Worship Church – Christianity across the world, being a Global Citizen. Gurdwara – Healthy Living (looking at a vegetarian diet). Buddhism – The significance of water.
RE	7	Birth Christianity – Symbolism of water. Hinduism – The importance and symbolism of clean water.
RE	8	Sacred Text All texts looked at promote being a Global Citizen, respecting others beliefs and values, living a healthy life and looking after the environment.
RE	9	Inspirational Leaders Black Civil Rights leaders fighting for a Global World and equality.
RE	9	Evil and Suffering Global warming linked to natural disasters. Moral evil and the importance of humans looking after the world.

	RE	10	Year 10 ASDAN Eco charities
Healthy Living	ASDAN	KS4	ASDAN: Home Management Unit
	Food Technology	4/8	Recognising, tasting and using fruit and vegetables in simple dishes. Why it is important to lead a healthy lifestyle
	Maths	8	Using money to purchase goods for fruit salad.
	Maths	3/4/8	Year 8 organise a Teddy Bear's picnic for younger pupils.
	MFL	8	Pupils learnt the French words for different market stalls. They then visited Doncaster market and found the different stalls purchasing ingredients to make a fruit salad. They also made jam using fruit from the school allotment (to try with some croissants).
	Music	4/6	Learning about healthy foods and tapping out food rhythms with a visiting musician, Dyzelle.
	Music	8	Tapping rhythms in response to tapping the question 'What's for tea tonight'. Coming up with healthy meal ideas.
	Music	9	Tapping rhythms in response to tapping the question 'What's for tea tonight'. Coming up with healthy meal ideas.
	PE	6	To understanding the term of fitness and identify fitness testing activities. To demonstrate and name two health and skill related, components of fitness. To identify what the terms anaerobic and aerobic exercise means.
	PE	7	To recognise a component of fitness with a suggested activity e.g., flexibility – touching your toes. To learn how to measure and record fitness levels with support. To recognise fitness testing equipment and learn how to use it safely. To understand and use a heart monitor to show the effects on your body. E.g. does your heart rate get faster or slower.
	PE	8	To recognise and demonstrate at least 2 components of fitness e.g. speed, agility, hand eye co-ordination, strength and flexibility. To measure and record fitness results with prompted support throughout. To identify names of fitness equipment and show how to use them safely with minimal prompts. To recognise the effects of a range of activities on their bodies.
	PE	9	To identify and demonstrate some fitness components relating to skills. E.g. speed, agility, hand eye co-ordination, strength & flexibility. To independently measure and record your individual fitness levels. To understand how to safely use fitness equipment and put it away correctly.
HWB	3/4/5/6	Pupils know the importance of visiting the dentist and brushing teeth. Pupils know the role of the doctor. Pupils know how to shower and why it is important. Pupils understand how to keep fit. Practical sports session. To know how to make healthy food choices. To recognise changes to our bodies.	
HWB	7	Pupils know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	
HWB	9	To research factual information about legal and illegal substances, including alcohol, volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis.	

			To know the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke. To understand the safe use of prescribed and over the counter medicines.
	RE	7	Marriage Islam – Design a healthy wedding menu.
	RE	8	Sacred Items Islam – The importance of walking to health, walking challenge around the school grounds. Linked to the walking challenge at Mecca.
Litter	MFL	7	Pupils studied monuments and looked at stained glass windows (Notre Dame). Pupils created a stained glass window using litter (sweet wrappers).
	HWB	3/4/5/6	Pupils research the importance of recycling.
Marine	Humanities	4	Pupils name the 'World's Oceans' Located Oceans and Seas (on life size map) and named them. Studied the different marine life in warm and cold seas. Researched live coral and watched YouTube vids linked to marine wildlife. Make 3D fish. Study educational rhyming book, linked to warming of the seas and environmental impact.
	Music	7	Making a song called 'plastic in our oceans'.
	Projects	8	Looking after the ocean/beaches topic.
	HWB	3/4/5/6	To understand the effects of global warming. To investigate the effects of plastic pollution.
	RE	8	Creation Christianity – Evolution V Science, link to Biodiversity and Marine.
School Grounds	ASDAN	KS4	ASDAN: Horticulture Unit
	Music	6	Exploring the school grounds and making up a song.
	Outdoor Learning	3	Pupils explore materials that help them with chores such as sweeping, pouring, digging or feeding pets. Pupils explore tackling a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets.
	Outdoor Learning	4	Pupils can design practical, attractive environments, e.g. The allotment.
	Outdoor Learning	7	Pupils to begin to look closer at plants. Pupils to explore the plants in and around the school grounds. Pupils can recall some properties and features of plants. Pupils understand basic ecological concepts such as adaptation, biodiversity and abundance.
	Outdoor Learning	10	Pupils know about the growth of food plants from planting the seeds through to harvesting. Pupils can work as a team and share the responsibility for caring for other living organisms. Pupils have a sense of achievement from producing food. Pupils can keep a diary or scrapbook of the process.
	HWB	7	To know what improves and harms their local, environments.
	Science	4	Identify and name a variety of common garden plants. Begin to describe the basic structure of a variety of common flowering plants. Name some parts of a plant.

			Name some parts of a tree.
	Science	5	Identify and name a variety of common, wild and garden plants. Describe the basic structure of a variety of common flowering plants. Name the petals, stem, leaf and root of a plant. Name the roots, trunk, branches and leaves of a tree.
	Science	6	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Describe the basic structure of a variety of common flowering plants, including trees. Name the petals, stem, leaf and root of a plant. Name the roots, trunk, branches and leaves of a tree.
	Science	7	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses. Respond to pupil question on suitability of cardboard for making chairs to take their weight. Research, design, make a prototype and then full-scale chair to test – recycle cardboard from new screen delivery. Wider world community context – find out why the Japanese have used cardboard to make furniture for the 2020 Olympic Village. Explore sustainability of bed and mattress materials (cardboard and plastic).
Transport	Computing	8	New inventions to create new renewable energy sources e.g. hybrid-electric cars. Pupils learn about how real and imaginary simulations - using technology can help test usefulness and purpose.
	Maths	8	Use of local train and bus services to visit Doncaster Market.
	Maths	10	Use of local bus and train services to visit Meadowhall
	Music	5	Creating a song based on how we get to school.
	HWB	3/4/5/6	To explore forms of transport.
Waste	Food Technology	8	Recycling, how and why we recycle. Recycling plants and productions. How food outlets and schools recycle.
	Outdoor Learning	9	Pupils have explored what soil is and know how it is formed. Pupils understand how waste material can be made into compost.
	Projects	Upper School	Reusing materials as part of model making STEAM project (mythical creatures).
	Design Technology	9	Recycling: Re-use of wood to make useful products
Water	Food Technology	4	How and where water is sourced and the importance of drinking water.
	Outdoor Learning	5	Pupils have explored how much water we use every day. Pupils realise that we often wastewater and have discovered what we can do to reduce this.
	Outdoor Learning	6	Pupils understand the water cycle and its importance to life. Pupils understand the importance of water as a resource.
	Music	3/4	Learning 'water' songs about oceans and rivers.
	Science	10	Group together and compare materials according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

			<p>Create a Mini Water World and observe water cycle in action, growing cress seeds without needing to add any further water. Discuss the implications of flooding in the context of the water cycle and extreme local flooding in Doncaster.</p>
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