
BETTER ENERGY
SCHOOL AWARDS
FOR EXCELLENCE
IN ENVIRONMENTAL
EDUCATION
Sponsored by
TOTAL
Curriculum Guide
Key Stages 1 & 2
ypte
young people's trust
for the environment

Important note:

This Guide provides teachers with some starting ideas for projects that could be used to enter the Better Energy School Awards and shows how they can be linked with the new National Curriculum for England (Key Stages 1 & 2). It is not in any way intended to be prescriptive. There are many other opportunities to take part in the Awards and meet the objectives of the new National Curriculum. The only limits are your and your pupils' imagination and enthusiasm. We look forward to seeing lots of amazing ideas and work being entered into the Awards in future!

Please be advised that the priority when judging project entries is that they contain examples of the **students' own work**.

You can download all of the supporting documents for the Better Energy School Awards from http://betterenergyschoolawards.org/

The Young People's Trust for the Environment's website is a great source of environmental information for both teachers and children. You can find it at http://ypte.org.uk/

Teachers requiring further assistance should contact the Young People's Trust for the Environment on 01935 315025 or info@ypte.org.uk.

NATIONAL CURRICULUM: ENGLISH

PROJECT SUGGESTIONS	CURRICULUM STATUTORY REQUIREMENTS (including cross-curricular links)
Class Debate This could be held on a number of topical environmental issues, such as renewable vs non-renewable energies, climate change, whaling or badger culling. Pupils should articulate and justify answers, arguments and opinions. Debates could take place as role-plays, with participants playing the part of members of the public, representatives of companies, environmentalists etc. The debate could be recorded as a video and submitted with background information and supporting examples of the pupils' work. **Short Film or News Broadcast** This could focus on a topical environmental issue, such as deforestation, protecting endangered species, pollution or recycling. It should include key information and facts, as well as interviews with teachers/ parents/ pupils to find out people's views on the issue. Alternatively, it could document the activities and achievements of a school eco committee or gardening club. **Keeping a Journal** Write diary entries to document progress and achievement in environmental projects, such as the creation of a school allotment/garden or the work carried out by a school eco committee. Ideally, the journal should include photographs and/or pictures. **Poetry** Compose a poem on an environmental theme. The class could compile an illustrated book that showcases their poetry. **Designing Posters/ Leaflets** Design and produce posters and/or leaflets to communicate information and encourage action. This could be for circulation to pupils and parents for a school campaign e.g. anti-litter or recycling. Or it could be for wider circulation within the local area e.g. campaigning against the building of a new road that will endanger wildlife.	Many suggested projects are relevant for all year groups and can be tailored in their complexity to suit different ages/abilities. **English: Spoken Language - Years 1 to 6** • *Listen and respond appropriately to adults and their peers.* • *Ask relevant questions to extend understanding and knowledge.* • *Articulate and justify answers, arguments and opinions.* • *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.* • *Speak audibly and fluently with an increasing command of Standard English.* • *Participate in discussions, presentations, performances, role play, improvisation and debates.* • *Gain, monitor and maintain the interest of listeners.* • *Consider and evaluate different viewpoints, attending to and building on the contributions of others.* **Computing – Key Stages 1 and 2** **English Writing: Composition – Year 1** • *Write sentences* • *Discuss what they have written with the teachers or other pupils* • *Read aloud their writing clearly enough to be heard by their peers and the teacher* **English Writing: Composition – Year 2** • *Writing about real events* • *Writing poetry* • *Writing for different purposes*

Research Project

Carry out research on a chosen environmental topic or issue. The pupils should write up their findings in their own words and acknowledge any reference books/ websites used. They should also consider the structure and organisation of their research project, possibly including a contents page and organising information into relevant sections.

PowerPoint Presentation

Many project entries may be submitted as a PowerPoint presentation. Pupils should write the text for the slides themselves, choose appropriate images and, if possible, have a go at laying out the presentation themselves.

Eco Drama

Write a script collaboratively and perform a short drama on an environmental issue (see above for topic ideas). Let us see your initial ideas, your script and ideally, film a performance.

Letter / Newspaper Article

Write a letter to an identified (fictional or real) audience e.g. your local newspaper or MP about a **local environmental issue** that concerns you e.g.:

- The cutting down of a woodland
- The litter problem in a local park
- The building of a wind turbine
- A new housing proposal.

Give both sides of the argument and, if possible, visit your local area to gather evidence to use in your writing.

Or pupils may wish to write letters to politicians about a **national/global environmental issue** such as pollution in our oceans.

Alternatively, write a newspaper or magazine article based on the above.

Fictional Narrative

Write about a character who is involved with an environmental issue, such as:

- A conservationist who is trying to save an endangered species.
- A tribe that is trying to prevent their rainforest being cut down.
- An inventor who has discovered a new clean source of energy.
- Someone caught in a flood as a result of climate change.

English: Writing: Composition - Years 3 to 6

Pupils should be taught to:

- *Plan their writing*
- *Draft and write*
- *Evaluate and edit*
- *Proof read for spelling and punctuation errors*
- *Read aloud/ perform their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.*

Computing – Key Stages 1 and 2

- *Responsible, competent, confident and creative users of information and communication technology.*
- *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.*
- *Understand computer networks including the internet.*
- *Use search technologies effectively.*
- *Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.*

NATIONAL CURRICULUM: MATHEMATICS

PROJECT SUGGESTIONS	CURRICULUM STATUTORY REQUIREMENTS (including cross-curricular links)
Collect & Organise Data Taken from Observation of the Natural World You may wish to carry out a **bird feeding experiment** and study the frequency of visits to a bird table or feeding station. Analysis might include: • Are birds influenced by colour of the food or time of day? • Which species visit the feeding station and how often? • Do the species or frequencies of visits change over time? • Do different birds prefer different foods? When data has been collected, think of different ways of compiling and displaying the results e.g. tables, pie charts, graphs. Alternatively, you may wish to carry out a **statistical analysis of litter on a beach** - types of litter and changes over the seasons (or even years if this is an annual activity). What can be done to address this problem? **Create a Questionnaire** Create a questionnaire to collect people's opinions on a local environmental issue such as recycling, food miles, renewable vs. non-renewable energy. Think about ways to interpret and display the information collected. This could link with **Computing** if pupils use the computer to produce graphs and charts. **Audit of Waste Disposal** Carry out an audit of the class/school's habits with regard to waste disposal: • In week 1, estimate how many items are thrown away in the course of each lunch break. Weigh how much is thrown away and how much is recycled. • In week 2, everyone should make an effort to recycle more, throw less away and consider how food and snacks are packaged to try and reduce waste. Gather the same data as for week 1. • Was there an improvement in week 2? If so, how could that improvement be sustained?	Many suggested projects are relevant for all year groups and can be tailored in their complexity to suit different ages/abilities. **Mathematics: Statistics - Year 2** • *Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.* • *Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.* • *Ask and answer questions about totalling and comparing categorical data.* **Mathematics: Statistics - Year 3** • *Interpret and present data using bar charts, pictograms and tables.* • *Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.* **Mathematics: Statistics - Year 4** • *Interpret and present discrete and continuous data using appropriate graphical methods.* • *Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.* **Mathematics: Statistics - Years 5 & 6** • *Solve comparison, sum and difference problems using information presented in a line graph.* • *Calculate and interpret the mean as an average.* **Computing – Key Stages 1 and 2**

If carried out as a whole school initiative, this could also include activities such as poster/leaflet design to raise awareness or a presentation in assembly. Alternatively, carry out an audit of **energy usage** or **water consumption** at home or at school. Results should be presented in tables/graphs/charts and the project could be written up as an investigation with introduction, method, results, conclusion etc. What solutions can pupils come up with to reduce energy or water usage? **Small Business Enterprise** If your school has an allotment or vegetable/ flower garden and there is sufficient produce, could you start a small business? Pupils could sell vegetables/flowers to parents and/or the local community, perhaps using the school's website to run the scheme. They could be involved in working out costs, setting prices and calculating profits, as well as taking money and giving change to customers. This project has potential to be highly cross-curricular with opportunities for the following: • Gardening • Website and logo design • Marketing – posters and leaflets etc. There is also plenty of scope for widening the scope of this project e.g. could pupils devise healthy recipes, using the produce sold, to be available in a recipe book or on the website?	**English - Spoken Language and Writing: Composition** **Computing** **English / Art and Design** **Design and Technology: Nutrition**

NATIONAL CURRICULUM: SCIENCE

PROJECT SUGGESTIONS	CURRICULUM STATUTORY REQUIREMENTS (including cross-curricular links)
Local Wildlife Guide for Visitors Create a guide to your local area's wildlife. Spend time out of doors observing, sketching, photographing and describing the plants and animals you can see in your local area. Get an understanding of how the local environment changes throughout the seasons. Make booklets or folders to inform visitors about the plants and animals they can see. Create illustrated food chains to show how they are interrelated. Use photography and/or video footage of the children at work to illustrate your project. **Nature Diary** Spend time in the outdoors around the school to observe seasonal changes in plants and animals. Document the changes in a 'nature diary" with written descriptions, drawings, paintings, photographs etc. **The Zoo at My School** Take a detailed look at the **micro-habitats** to be found in the school grounds. For example, identify and document the variety of mini-beasts to be found under a stone or log pile and think about why they are suited to living there. Pupils could sketch and label each mini-beast's key features, and may also start to think about how they can be grouped into different types. You could take a look at the school (or local) **pond** and find out which species live there. **Create a Mini-Beast Hotel** Using materials such as wooden pallets, dead wood, old bamboo canes, blocks of wood, straw and hay, dry leaves and loose bark, create your very own mini-beast mansion. The more you can use recycled or reclaimed materials the better. Carry out a full investigation of the species found using a mini-beast identification key. Look at simple classification - is it an insect, an arachnid or something else? Do different food types attract different mini-beasts? Or you may wish to create a **hedgehog house**.	Many suggested projects are relevant for other year groups and can be tailored in their complexity to suit different ages/abilities. **Science - Year 1** • *Identify and name common local wild plants, including evergreen and deciduous trees.* • *Identify and describe the basic structure of a variety of common flowering plants, including trees.* • *Identify and name common animals including fish, amphibians, reptiles, birds and mammals.* • *Identify and name common animals that are carnivores, herbivores and omnivores.* • *Describe and compare the structure of a variety of common animals.* • *Observe changes across the four seasons.* **Science - Year 2** • *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.* • *Identify and name a variety of plants and animals in their habitats, including micro-habitats.* • *Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.*

Start or Increase Vegetable Growing at School

Let each child plant, care for and ultimately taste a range of fruit and vegetables. Perhaps they could cook with them or even set up a small business to sell them (see **Mathematics** project suggestions). Grow flowering plants too. Carry out experiments to find out the best conditions for growing simple plants like cress e.g. in full or partial sunlight, in darkness, with different amounts of water.

School Ground Improvements

Think about how your school grounds could be improved. Pupils could carry out a survey/questionnaire to find out what teachers and pupils feel is needed to improve the school's outdoor space. Ideas to focus on:

- Develop a neglected pond area or create a new school pond – the perfect place to study the life cycle of a frog.
- Plant some trees to encourage more wildlife, create shaded areas and perhaps grow fruit for the school.
- Create a small urban garden in a school with limited grounds – there are lots of clever things you can do to make the most of the space you have and maximise opportunities for outdoor learning.
- Start making your own compost.

Grow Butterflies from Caterpillars to Adults

Get a butterfly growing kit and keep caterpillars in the classroom. Take care of them and observe them as they change into a pupa and then an adult butterfly. Learn about the life cycle of a butterfly from egg to adult and find out why butterflies are important in an ecosystem. Write a report on what happens during the lifecycle, with annotated drawings etc.

Visit a Local Farm

Arrange several visits to a local farm so that the children can observe young animals – what they need for survival and how they grow. Write a report on observations, which could include writing, artwork, photos and perhaps video.

Growing Experiments

Plant seeds in a variety of different areas in the school grounds. Pick areas where it is lighter/ more shaded/ drier/ wetter. Add compost and fertiliser to some and observe the differences in growth. Learn about how different conditions suit different plants better than others. Document findings with written work, artwork, a presentation, photography, a video or website.

- *Observe and describe how seeds and bulbs grow into mature plants.*
- *Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.*

- *Notice that animals have offspring which grow into adults.*
- *Find out and describe the basic needs of animals for survival.*

Science - Year 3

- *Identify and describe the functions of different parts of flowering plants.*
- *Explore the requirements of plants for life and growth and how they vary from plant to plant.*

Create a 'Haynes Manual' of Plants

Show how plants function and how water and nutrients are transported within them. Create a flower rainbow to illustrate how water travels up the stem of a plant using white carnations and a selection of coloured waters. Look at flowering plants and the similarities and differences in the structure of their flowers. Investigate the ways in which plants disperse their seeds; for example, explain a sycamore's 'helicopter' seeds, an acorn, a 'dandelion clock' and the 'burrs' on a burdock.

- *Investigate the way in which water is transported within plants.*
- *Explore the part that flowers play in the life cycle of flowering plants.*

You Are What You Eat

Compare the bodies of various different animal species, including mammals, birds, reptiles and fish. How do predators differ from prey in terms of their skeletons, muscles etc.? How do prey protect themselves? Make your findings into a folder, presentation or website using a selection of written work, artwork and photography. You may wish to include models too.

- *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*
- *Identify that humans and some other animals have skeletons and muscles for support, protection and movement.*

What I Need to Live and Grow

If you have a school allotment/growing area, this can be used to explore different types of food and what makes a healthy diet for humans. It is great if the children can be involved in the whole process, from planting to harvesting their fruit and vegetables. Can they use their produce to cook healthy dishes, learning about the nutrients they contain and how they can be part of a balanced diet?

Animal Olympics

Find out the fastest runners, fliers and swimmers, the longest and highest jumpers, the biggest eaters etc. How can this information be presented in an original and creative way?

Create a Guidebook for Visitors

Provide detailed descriptions and illustrations of animals and plants that visitors will find in the local area. Using sections, divide the animal species into their groups e.g. mammals, reptiles, amphibians, birds and plants into types e.g. trees, flowering pants, mosses, ferns. Create food chains to show how they are interrelated.

Science - Year 4

- *Recognise that living things can be grouped in a variety of ways.*
- *Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment.*

Create a Key
Take a detailed look at the wildlife to be found in your school grounds. Use a key to identify and document the variety of animals (including mini-beasts) found. You could include a look at the school (or local) pond and see how this micro-habitat is home to a wide variety of animals, including amphibians and insects. Create a classification key to help people identify these animal species and Illustrate it with photos or drawings. Devise your own system for identification of insects, arachnids, molluscs, birds, mammals etc.

Our Disappearing Rainforests
Learn about the huge diversity of animals and plants to be found in the rainforests of the world. Find out how deforestation is having an adverse effect on creatures like orangutans and learn how they can be saved.

Local Developments
Are there any proposed developments in the local area e.g. a road/motorway, new housing development? Find out how this development would affect the local plants and animals. This could be presented as a class debate, a role-play or perhaps letters written to the developer or local council.

Food Chains Around the World
Look at examples of predator/prey relationships from countries around the world. Study similarities and differences between them. Compare the size of the predators and prey and how they hunt and evade being caught. Learn how many herbivores have evolved special ways to digest their food e.g. cows and rabbits.

Life Cycles Comparison
Observe and compare the life-cycle changes of animal and plant species found in the local environment with other plants and animals around the world e.g. in the rainforest, the Sahara Desert, the Atlantic Ocean, the Arctic or the Antarctic. This should include a combination of written work and drawings/ diagrams. Pupils should think about how they organise their project, to ensure that comparisons are clearly shown.

Art and Design

- *Recognise that environments can change and that this can sometimes pose dangers to living things.*

English: Spoken Language and Writing

- *Construct and interpret a variety of food chains, identifying producers, predators and prey.*

Science – Year 5
- *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.*
- *Describe the life processes of reproduction in some plants and animals.*

Geography

Our School Chickens

If possible, observe and report on the development of chicks from egg to adult. Compare this with a mammal species e.g. rabbits or guinea pigs. How do different animals reproduce and grow?

Nature Documentary

Study the work of a naturalist or animal behaviourist e.g. David Attenborough or Steve Backshall. Film a documentary video that adapts and/or mimics a chosen style and reports on the way that plants and animals in the school grounds and local area change over the seasons, identifying and profiling key species and explaining their lifecycles.

Explorers

Pupils take on the role of naturalists and explorers who are on a mission to discover all there is to know about the animals and plants in the school grounds or **local environment**. They may use keys to help them identify the animals and plants they find and should make up their own classifications to help group the species according to their specific characteristics. Write a report or create a documentary video about their discoveries. They could choose to focus on a specific group – for example mini-beasts and discover how they interact in a micro-habitat, creating food chains to explain relationships between key predators and prey.

Pupils could also research **unfamiliar plants and animals from other habitats** e.g. the rainforest, desert or ocean – can they decide where they belong in the classification system?

Building the Perfect Animal

Look at the ways in which certain animal species are adapted to live in a particular habitat or to eat a specialised diet. How have they changed over time? What did they evolve from? Ideas include:

- Why do giraffes have long necks and have they got longer over time?
- Why do hummingbirds fly the way they do?
- How do polar bears stay warm in the Arctic and why does their fur appear white?
- Why does the fennec fox have such big ears?
- Why do owls have such big eyes and why are their ears asymmetrically placed?

- *Find out about the work of naturalists and animal behaviourists, for example David Attenborough and Jane Goodall.*

Science – Year 6

- *Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.*
- *Give reasons for classifying plants and animals based on specific characteristics.*

- *Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.*

NATIONAL CURRICULUM: ART AND DESIGN

PROJECT SUGGESTIONS	CURRICULUM STATUTORY REQUIREMENTS (including cross-curricular links)
Recycled Arts and Crafts Think about what can be made from recycled everyday materials – perhaps a collection of Christmas decorations or paper weights/ ornaments. **Environmental Display** Produce an eye-catching display for the classroom wall or school hall. This could be about an important environmental issue such as recycling, giving important information and telling people what they can do to help. Or your display could be a celebration of nature and biodiversity. Make sure your display includes a good balance of written work and art work/photographs. Or you may wish to create an environmentally themed mural. Take photos of your display and send them to us. **Our Environment in Art** Create a set of drawings, paintings and/or sculptures to represent aspects of the local environment or global environmental issues. Use a variety of techniques, utilising recycled materials whenever possible. These could perhaps illustrate how the local environment changes through the seasons or provide detailed illustrations of plant and animal species found or observed locally. **Taking Inspiration from Great Artists** Learn about environmental artists like Andy Goldsworthy. Make and photograph your own environmental art pieces, using materials found in the local environment or in nature. **Environmental Sculptures** Create sculptures on an environmental theme e.g. the rainforest, the Arctic, eco super heroes, recycled materials etc. **Our Eco Sketch Books** Use sketching to document animal and plant species in the local environment. Document how they change through the seasons. Also, look at how the landscape changes through the seasons.	**Art and Design: Key Stage 1** • *Use a range of materials creatively to design and make products.* • *Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.* • *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.* • *Learn about a range of artists, describing the differences and similarities between different practices and disciplines, making links to their own work.* **Art and Design: Key Stage 2** • *Create sketch books to record their observations and use them to review and revisit ideas.* • *Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.*

NATIONAL CURRICULUM: DESIGN AND TECHNOLOGY

PROJECT SUGGESTIONS	CURRICULUM STATUTORY REQUIREMENTS (including cross-curricular links)
Recycled Fashion Show Design and make a range of clothing from recycled materials. You could hold a fashion show where pupils model the garments they have made on the catwalk! **School Bird Sanctuary** Create a range of nest boxes, bird tables and bird feeders to attract more birds to the school grounds. Expand the scope to the local community by selling nest boxes, bird feeders etc. to parents. Recycled materials can be used to make many of the objects e.g. bird feeders from plastic bottles or drink cartons, nest boxes from old planks with roof coverings from old tyres. Document your work using photography and written narrative. **Build a Plastic Bottle Greenhouse** Use old plastic bottles to create a greenhouse. Document the process using photography, written narrative and/or video footage. What can be grown inside the new greenhouse? **Junk Orchestra** Make a variety of percussion and stringed instruments using recycled materials. Refine them to maximize their volume and musical potential. Could they be used for composition and performance in Music? **Solving a Problem** Can you design a product that provides a solution to an environmental problem? Possible ideas: • Too many cups are being thrown away in coffee shops – can you design an effective alternative to the disposable cup? • Cars are causing pollution – can you design an environmentally friendly car? • We are using up too much energy – can you design and make an environmentally friendly lighting system? Use recycled components and low-voltage bulbs.	**Design and Technology: Key Stage 1** • *Design purposeful, functional, appealing products for themselves and other uses based on design criteria.* • *Select from and use a range of tools and equipment to perform practical tasks.* • *Select from and use a wide range of materials and components.* • *Evaluate ideas and products against design criteria.* • *Build structures, exploring how they can be made stronger, stiffer and more stable.* **Design and Technology: Key Stage 2** • *Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.* • *Evaluate ideas and products against their own design criteria.* • *Apply understanding of how to strengthen, stiffen and reinforce more complex structures.* • *Understand and use mechanical systems in their products.* • *Understand and use electrical systems in their products.* **Music**

Recycled Raft Race Make a raft from recycled material e.g. plastic milk bottles, plastic barrels etc. If possible, use it to compete in a local officially organised raft race. **Appropriate risk assessments should be carried out and safety equipment worn as required.** **Recycled Kart Competition** Within class or year groups, organise a competition to build and race go-karts made from recycled materials. The karts should be unpowered and tested on a safe slope free from road traffic. **Appropriate risk assessments should be carried out and safety equipment worn as required.** Perhaps prizes could be given to the fastest/ most capacious/ most agile karts. Document activities using photography, written narrative and/or video. **Renewable Energy Vehicles** Construct model vehicles that use a source of renewable energy e.g. solar power to propel them. Build appropriate circuits incorporating small electric motors. Find out which vehicle can travel furthest/ fastest. Discuss alterations to designs that can improve them. **Sculptures from Rubbish** Collect a stock of large items that people or businesses are throwing out. These could include items such as chairs, desks, old car wheels, bike frames etc. Use the collected materials to create large scale and long-lasting sculptures on an environmental theme for the school grounds. Either photograph sculptures or create a video documenting the building process and reactions to the finished result. **COOKING AND NUTRITION** **Low Food Miles Cookbook** Create and cook recipes made using ingredients that are as far as possible sourced locally and in season. If possible, visit a local farm to find out how food is grown there. Photograph the cooking process and the completed recipes or compile a video. Hold a tasting session for the local head teacher /staff/ pupils and include their comments in the project. If possible, source some ingredients from the school's garden or greenhouse.	**Art and Design** **Cooking and Nutrition – Key Stage 2** • *Understand and apply the principles of a healthy and varied diet.* • *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.* • *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*

Food Miles Survey Ask the children to look at the contents of their fridge or food cupboards. Note down the items and where they come from in the world. Work out how many miles the food has travelled. Suggest local alternatives. **Building an Oven** With help from someone who has the necessary experience, build a cob oven in your school grounds. Pupils can take part in preparing and cooking meals, such as pizza. It would be fantastic if they can grow the tomatoes, onions, herbs etc. themselves in the school garden. They can then think about what makes a healthy meal.	**Mathematics**

NATIONAL CURRICULUM: GEOGRAPHY

PROJECT SUGGESTIONS	CURRICULUM STATUTORY REQUIREMENTS (including cross-curricular links)
Compare and Contrast 1 Compare life in the children's home locality with that of people living in the rainforest/ the African Savanna/ the Sahara Desert/ the Arctic Circle etc. Differences studied should have an environmental theme, such as: • What's different about the weather? • What does the landscape look like? • What are the plants and animals that live there? • Where do they get heat and light? • What do they eat and where do they get their food from? **Compare and Contrast 2** Compare life in the children's home locality with life in northern Sweden, the Swiss Alps or the Azores and the Brazilian Amazon, Alaska or the desert of New Mexico. Comparison should primarily focus on environmental themes, such as those listed above. **Partner School** Do you have a partner school? If so, this is an invaluable way of learning about another country and their culture. Carry out a comparison of their country and way of life with your own. Can you learn anything from them about living more sustainably? Or maybe there are things you can teach them? Areas to look at include their diet, where their food comes from, waste and recycling, water supply, travel, housing, climate and natural hazards. **Our Amazing World** Research one or more aspect of physical geography e.g. biomes and vegetation belts or climate zones (try to link to plants and animals that live in these zones). Present findings as a reference guide, using artwork and written work as needed. The work could also be presented as a PowerPoint presentation or as a website.	**Geography – Key Stage 1** • *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.* **Geography – Key Stage 2** • *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.* • *Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.*

NATIONAL CURRICULUM: HISTORY	
PROJECT SUGGESTIONS	CURRICULUM STATUTORY REQUIREMENTS (including cross-curricular links)
My Town in 1940 Research what life was like in the children's home area during World War 2, paying particular attention to environmental issues such as: • How did rationing affect people? • Did people grow more of their own food? • Did people recycle/reuse more then? • Did people make use of public or private transport?	**History – Key Stage 2** • *Study a site dating from a period beyond 1066 that is significant in the locality.*

NATIONAL CURRICULUM: MUSIC

PROJECT SUGGESTIONS	CURRICULUM STATUTORY REQUIREMENTS (including cross-curricular links)
Junk Orchestra Create musical instruments from recycled materials. Write a composition that can be played either individually or as a group to express the importance of taking action to help the environment through for example recycling, not dropping litter, leaving the car at home, turning off appliances rather than leaving them on standby etc. **Write and Record a Song** With adult assistance, pupils should compose a song, write the lyrics, record the song and create a pop video to accompany the song. The song should have a strong environmental message, such as: • Saving the rainforests • Reducing global warming • Using renewable energies • Recycling	**Music – Key Stage 1** • *Use their voices expressively and creatively by singing songs and speaking chants and rhymes.* • *Play tuned and untuned instruments musically.* • *Experiment with, create, select and combine sounds using the inter-related dimensions of music.* **Music – Key Stage 2** • *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.* • *Improvise and compose music for a range of purposes using the inter-related dimensions of music* **Technology**