

Evaluation of International Activity 2022

Activity title: Climate Action

Activity Lead: Liam Wong, Kath Fitzgerald

SDG Links: 7,11,12,13

Activity Summary

Developing children's understanding of the world is a priority at Whiston Willis – we are committed to providing children with the knowledge and skills to be respectful future citizens of Whiston, Knowsley and beyond. Our curriculum provides opportunities for children to develop an understanding of worldwide issues that may impact their future, so that they will be able to act positively to influence the world around them now and in the future. To this end, we began the year with a whole school project of writing "Promises to the planet" which were sent to world leaders during Cop26.

Our geography curriculum is designed to challenge children's curiosity of the World and the people that inhabit it. In EYFS, children are encouraged to care for the natural world around us, staff are constantly encouraging children to act responsibly and look after their environment. In KS1, children have completed a unit of work on 'Our Local Area and The United Kingdom' – here, children have completed a field study of their local area, where they began to recognise the impact humans have on the local community (rubbish, pollution and land-use). In LKS2, children completed a unit of learning on 'Amazon Rainforest'. The unit of learning ended with a lesson on 'How do humans impact the rainforest?' Children developed their knowledge and understanding of the negative impacts humans have on the rainforest, this included the reasons for deforestation: logging, farming, mining, roads, hydroelectric power and population. Children consolidated their learning by writing an essay answering the question 'Why is the Amazon Rainforest so important?' – making reference to the human impact. In UKS2, children's understanding of the world continued during the unit of learning 'Polar Regions'. Children learnt about the physical changes that are affecting our Polar Regions and were able to recognise the causes of this. Furthermore, children recognised the causes of global warming and how humans can prevent/reduce it. To conclude their learning, children wrote an essay answering the question 'Humans have a negative effect on the world's Polar Regions, do you agree?'

In addition to our geography curriculum, opportunities for children to engage in 'Climate Action' have been threaded through our literary curriculum via carefully selected texts: Dinosaurs and all that Rubbish, The Polar Bear Explorers' Club, Incredible Journeys, The Wild Robots, If All the World Were..., Shackleton's Journey, The Tin Forest, Tar Beach and The Promise – these texts are spread across all key stages and have encouraged discussions around global issues such as deforestation and climate change.

As a school challenging worldwide problems, we have engaged in the #IWill project led by the LFC Foundation. Classes in KS2 identified problems within their community and worldwide before voting on a project to focus on. Children are currently undergoing a project that will make a difference to either their local community or the world. Some of the projects chosen are: equal opportunities for people with disabilities, climate change and animal cruelty.

Pupil evaluation comments (please include year group):

- what did you enjoy about this activity?
- what new ideas and information have you learned?
- what would you like to learn/do next?

Teacher evaluation comments (please include Key Stage):

- what was effective about this activity? How could it be improved next time?
- what impact did this have on you and any other staff involved?
- what impact did this activity have on the pupils? on the school generally or on the wider community?

Parent/Visitor/Governor/Wider community evaluation comments:

- what impact has this activity had on your child?
- what impact has this activity had on you?
- how could we improve this activity next time?