

UNESCO GREENING SCHOOLS CURRICULUM FRAMEWORK AND AUDIT GRID for EYFS and 5- 8

STRAND 1 : CLIMATE SCIENCE

	UNESCO objective 5-8 yr	<u>EYFS knowledge</u>	<u>How is this addressed in the curriculum currently ?</u> <u>ACTIONS?</u>
1.1 Weather, climate and climate change	<i>Key idea: “weather” describes daily experiences, while “climate” describes weather patterns over many years</i>	e.g identifying different local seasonal weather conditions, and also the different climates of countries around the world	
1.2 green house gases	<i>key idea; sunshine heats the earth’s surface</i>	e.g identifying the physical effects of the sun heating a container of water, the extra warmth we feel when entering a conservatory or greenhouse	
1.3 the carbon cycle	<i>Key idea: plant and animal life need clean air to help them grow</i>	e.g. observing plant growth in different locations	
1.4 the water cycle	<i>Key idea: life for humans, animals and plants depends on clean water</i>	e.g. identifying when plants need watering and assist them when appropriate. Caring for the needs of animals and wildlife	
1.5 avoiding pollution and conserving resources	<i>Key idea: Human activity affects air quality and water quality</i>	e.g identifying car soot on street signs, involving the children in litter picking activities	
1.6 renewable energy	<i>Key idea: fossil fuels and renewable energy</i>	e.g. identifying fossil fuels and alternative renewable energy	

		supplies from wind, solar and water	
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Strand 2 : ECOSYSTEMS AND BIODIVERSITY

	UNESCO objective for 5- 8 years	<u>EYFS knowledge</u>	<u>How is this addressed in the curriculum currently ?</u> <u>ACTIONS?</u>
2.1 Natural Environments: Ecosystems and Biodiversity (Land and Ocean)	<i>Key idea : Ecosystems are Animals and plants in interaction with Each other AND SOIL</i>	e.g Observing and identifying the interactions of species in diverse natural environments	
2.2 The evolution of Biodiversity Through Time and in the Future	<i>Key idea: Some animals used to live on our planet and are no longer here (such as dinosaurs)</i>	e.g learning about dinosaurs and more recently extinct and threatened species near where they live	
2.3 Ecosystems, Biodiversity and Ecosystem Services	<i>Key idea: We need nature</i>	e.g learning how the natural environment provides resources for food, clothes houses etc	
2.4 Human Relation to Nature: Domestication and Agriculture	<i>Key Idea: The food we eat comes from plants and animals</i>	e.g identifying different sources and production methods of food	
2.5 Human -Induced Biodiversity Loss and its Consequences	<i>Key idea: The impacts of humans on biodiversity</i>	e.g comparing the wildlife populations of cities, rural and wilderness areas	
2.6 Reconnecting with Nature and Protecting Nature	<i>Key idea: Human protection of Nature is essential</i>	e.g stewardship activities in support of local wildlife ;providing bird tables, bat and bird boxes , bug hotels etc	

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STRAND 3 RESILIENCE BUILDING

	<u>UNESCO objectives 5- 8 yrs</u>	<u>EYFS knowledge</u>	<u>How is this currently addressed in your curriculum ? ACTION</u>
3.1 Social impact of Climate Change	<i>Key idea: Weather patterns and climate affect us</i>	e.g identification of the impacts such as seeking shade and providing extra drinking water during a heat wave	
3.2 Navigating Climate Impacts: Strategies for Safety and Resilience	<i>Key idea: Climate change causes extreme weather</i>	e.g participating in a team as part of emergency drills for fire or floods	
3.3 Climate Anxiety and Constructive Coping	<i>Key idea: It is important to express our emotions</i>	e.g learning to identify and label basic emotions (happy, sad, scared, angry)	
3.4 Strength in Interconnectedness	<i>Key idea: Humans and other living things are dependent on the natural world</i>	e.g participating in conservation and sustainability activities that connect children with nature	
3.5 Urgency and Community Action	<i>Key idea: taking climate action is urgent</i>	e.g inviting community leader into the setting to explain their climate actions	
3.6 Tackling Climate Misinformation	<i>Key idea : We learn from many different information sources</i>	e.g identifying the differences between fact, fiction and opinions	

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STRAND 4: CLIMATE JUSTICE

	<u>UNESCO objectives 5- 8 yrs</u>	<u>EYFS knowledge</u>	<u>How is this represented in your curriculum currently ?</u> ACTION
4.1 Contemporary Manifestations	<i>Key idea: Climate events affect different groups in different ways</i>	e.g encouraging support and empathy for different groups such as the elderly, those in more vulnerable environments locally and abroad	
4.2 Social Determinants	<i>Key Idea : Where we are and the circumstances that we live in can create more negative experiences</i>	e.g encouraging support and empathy for groups and individuals treated unfairly	
4.3 Historical Economic and Political Processes	<i>Key Idea: Human actions in the past have long term positive and negative impacts</i>	e.g celebrating past actions such as the Paris Accord	
4.4 Transformed Futures	<i>Key idea: We all have a role to play</i>	e.g involving children in awareness raising or practical campaigns supporting environmental sustainability	

UNESCO GREENING SCHOOLS CURRICULUM**STRAND 5: POST CARBON ECONOMIES**

	<u>UNESCO objectives 5- 8 yr ols</u>	<u>EYFS knowledge</u>	<u>How is this currently addressed in your curriculum ? ACTION</u>
5.1 Economic growth and development	<i>Key idea : resources are essential and often scarce</i>	e.g identifying the difference between needs and wants and the importance of sharing	
5.2 Circular Economy and everyday life	<i>Key idea: there are better ways to deal with things that you no longer need</i>	e.g Involve the children in Recycle, Reuse Repair Giving Sharing activities	
5.3 Climate Change and economics	<i>Key idea: Different weather conditions can affect people's daily lives</i>	e.g Identifying the effects of extreme weather on the availability of food items	
5.4 Energy consumption and carbon emissions	<i>Key idea: energy is required in everyday life</i>	e.g learning about energy sources and the importance of reducing energy consumption	
5.5 Our roles in a post carbon economy	<i>Key idea: Care of our Environment will contribute to our individual and social wellbeing</i>	e.g celebrating the sustainable actions of the pre school, local national and international community	

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STRAND 6 : SUSTAINABLE LIFESTYLES

	<u>UNESCO objectives 5-8 yr old</u>	<u>EYFS knowledge</u>	<u>How is this addressed in your current curriculum offer?</u> <u>ACTION</u>
6.1 Engagement with Nature	<i>Key idea: Humans beings have an innate need to connect to nature</i>	e.g providing regular experience of the positive impact of nature	
6.2 Renewable energy Use	<i>Key idea: there are different sources of renewable energy existing naturally (such as solar, wind, hydro, geothermal, marine and bioenergy) as an effective alternative to fossil fuels</i>	e.g identifying, painting drawing and modelling renewable energy technologies	
6.3 Responsible consumption	<i>Key idea: material possessions do not bring a lifetime of happiness</i>	e.g differentiating between needs and wants and learning about over consumption	
6.4 Sustainable living spaces	<i>Key idea: everyone needs sustainable living spaces</i>	e.g learning about ingenious and indigenous housing from around the world	
6.5 Sustainable mobility	<i>Key idea: there are different forms of transportation</i>	e.g producing a tally of the forms of transport used by children and staff and identifying more sustainable alternatives	
6.6 Sustainable diets	<i>Key idea: some people do not have enough food while others eat too much</i>	e.g supporting campaigns for healthy diets and for famine relief	
6.7 Sustainable waste practises	<i>Sustainable waste practises aim to keep materials in use for as long as possible</i>	e.g engaging children in the development, promotion and management of a pre-school community competition on the most	

		innovative idea for the reuse of a household product that is commonly wasted	
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