Climate Action Toolkit - Curriculum Links

Lesson	Science	Geography	English	Maths	History	Art, Design & Technology	PSHE/Citizenship	Computing
1 Net Zero	**Living Things/Habitats** - Recognise that environments can change and that this can sometimes pose dangers to living things - Examples of human impact (both positive and negative) on environments. Here human CO_2 production is contributing to climate change - Biology (Plants): Plants use CO_2 in air for their growth	**Human & Physical** - Basic intro to climate zones & global warming - How human processes (factories, transport) and physical ones (forests, oceans) affect environments - Energy use and resource distribution	**Spoken Language:** Listening, answering questions, discussing story content, presenting ideas **Reading Comprehension:** Distinguish fact from fiction **Writing (Composition):** Explanation or persuasive text	- Data Handling: Sorting and classifying (statistics) - Addition/Subtraction: Balancing positive and negative values - Measurement: find combinations that equal the same amount		- Creative Work: Use visual elements to convey key messages	**Living in the Wider World** Understanding how our actions affect the planet Recognise need for local and global responses **Responsibilities, Communities and social action** Big and small actions needed for climate solutions Communicating climate truths to peers or the community Discussing how to spread awareness (link with advocacy lesson) **Critical Thinking and debate** Recognising and challenging misinformation	(optional) Could be integrated if posters are made digitally (design software, online communication). This would most likely be as part of a longer session. We do not think that there is scope within a single lesson to do this and it would be a standalone extension.
2 Stay or Go	- Recognise that climate change is a long-term process affecting different environments. - Links to the concept that environmental changes can pose risks to living things and habitats. - Understand how environmental changes (e.g. sea level rise, drought) can force adaptation.	**Human & Physical** Pupils examine how climate change affects global environments, influencing resource availability and settlement patterns—sometimes prompting migration. They also compare how climate impacts vary by region, exploring how changing conditions drive new ways of living or relocating.	**Spoken Language:** Pupils listen to the script and share why certain decisions lead to losing or gaining money. Group discussion to interpret facts and weigh up decisions. Pupils practise clear explanation and summarising.				**Living in the Wider World** Builds empathy and awareness of varying global challenges. Develops a sense of global citizenship, prompting pupils to consider implications of migration. **Responsibilities, Communities, and Social Action** Encourages reflection on fairness, resilience, and community impact. Fosters active listening and empathy for different scenarios **Critical Thinking and Debate** Develops decision-making skills as pupils form a reasoned stance. Prompts structured discussion, evaluating multiple perspectives on shared issues.	
3 Hopeful climate futures	**Living things & their habitats** - how environmental changes (weather/climate) affect living things - Demonstrates how renewable energy, low-impact food systems, etc., reduce harm to ecosystems. - how different habitats/environments might need different strategies for sustainability.	**Human & Physical** Integrates factors such as climate, location, and resources, designing islands that illustrate how transport, energy, and housing can be sustainable	**Spoken Language:** Pupils collaborate to share ideas and explain their island's features **Reading Comprehension:** Interpreting special roles for designing the island			- Creativity and drawing of imaginary islands. Could link to D&T if considering design principles/materials for sustainability.	**Living in the Wider World** To encourage hope in the face of global challenges **Responsibilities, Communities, and Social Action** Builds teamwork and awareness of societal solutions—how communities can collaborate for climate resilience. Encourages reflection on lifestyles, values, and choices that impact environmental sustainability.	
4 Making the Future	**Living Things & Their Habitats** - Human impact (both positive and negative) on environments. Pollution, climate change, renewable energy - Working Scientifically: Problem-solving mindset, linking ideas of technology/design to real-life issues - (optional addition) Uses of everyday materials: you could draw this out in the labelling of the inventions, think about what materials their inventions are made from	**Human & Physical** - Understanding how changes in transport reflect social and economic factors, plus environmental impact - Sustainability and the environment	**Spoken Language:** Listening to the story and responding to prompts. Explaining their idea, justify their choices, answer peers' questions, Presentation skills, giving and receiving feedback		- Understand historical concepts such as continuity and change, cause and consequence - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	- Realising that everyday items start as ideas/inventions - Using creativity and imagination to design solutions to real and relevant problems, considering their own and others' needs. - Generate, develop and critique ideas through drawing, labelling and discussing how they work.	**Living in the Wider World** Recognising social and environmental changes drive new inventions Encouraging problem-solving for societal needs **Responsibilities, Communities and social action** Big and small actions needed for climate solutions Communicating climate truths to peers or the community Discussing how to spread awareness (link with advocacy lesson) **Critical Thinking and debate** Recognising how different inventions affect quality of life	
5 Advocacy	Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary					