



ESR Whole School Curriculum Pack

A complete Education for Social Responsibility curriculum for Year 1 to Year 6

What is the ESR Whole School Curriculum Pack?

- A series of ESR schemes of work arranged across seven strands of learning, each of which is covered once per phase group (KS1, LKS2 and UKS2)
- Each scheme of work contains three ready-to-teach Education for Social Responsibility lessons
- Each individual lesson includes a detailed plan, a slideshow presentation for the teaching input, differentiated activities and a range of printable resources.

Why use our ESR Whole School Curriculum Pack?

- Deliver lessons to help children prepare for the world they will inherit and teach your whole school about social responsibility, covering topics from climate change to ethical trading
- Embed consistency across year groups, phases and key stages
- Ensure confidence in teaching ESR from all staff members
- High-quality prepared planning written by experienced teachers
- Perfect to use as part of your PSHE provision.



21 ready-to-teach ESR schemes of work

Seven strands of learning: Ethical Trading; Fulfilled Lives; Ecosystems; Climate Change; Water Scarcity; Biodiversity; Finite Planet.

ESR Whole School Curriculum Pack : Year 1 to Year 6

SKU: bulk1095



	KS1	LKS2	UKS2
Ethical Trading	Thanks for Everything	What is Fair Trade?	Fast Fashion
Fulfilled Lives	Being Kind to You and Me	What is Happiness?	What is Wealth?
Ecosystems	Why is nature special?	I Speak for the Trees	What the Ocean Gives us
Climate Change	Our Changing World	Know Better, Do Better	People and Planet
Water Scarcity	What is Water?	Saving Water	Water in our World
Biodiversity	Linking Local Wildlife	What is biodiversity?	Just One Change
Finite Planet	Where does this come from?	Reduce, Reuse, Recycle	Circular Economies

Anatomy of a PlanBee ESR Lesson:

Slides to guide you and your class through the teaching input

A slide to bring your class back together for the plenary

Printable resources to support the differentiated main activity for children's independent learning

Printable resources for the alternative 'Fancy Something Different...?' activity

Why is Nature Special?

ESR **Year 1/2** **Lesson 2 of 3**

Learning Objective	Resources	
To understand what nature gives us	Slides Pollination Props Pollination Script Worksheet 2A/2B Word Bank Pollination Board Game (FSD? activity only) True or False Cards (FSD? activity only) Bee Counters and Pollen (FSD? activity only) Instructions (FSD? activity only) Dice (FSD? activity only)	
Teaching Input		
<ul style="list-style-type: none"> Tell the children that, as well as making us feel good, nature also gives us lots of things that we need in order to survive. Can you think of some examples of what nature provides for us? Use the slides to explain how nature helps to provide the air we breathe, the water we drink, much of the food we eat, some of the medicine we take, and the materials we use to build shelters. Explain that nature also inspires many artists, sculptors, photographers, writers and poets. Show the children a picture of a bee. Do you know why bees are so important? Use the slides to explain how bees help to pollinate plants. Explain that without bees, lots of the food we like to eat would not be available. Tell the children that as well as helping to provide food for us to eat, bees also pollinate plants that wild animals and farm animals eat, they pollinate plants that we use to make medicines, and they pollinate cotton plants that we use to make some of our clothes. 		
Main Activity		
<p>Lower ability:</p> <p>As a group, children use the Pollination Script and the Pollination Props to re-enact how a bee helps to produce the food we eat. (Adult Support may be required to read the script aloud whilst the children carry out the actions.) Children can then show their re-enactment to the rest of the class.</p>	<p>Middle ability:</p> <p>On worksheet 2A, children read each sentence about how a bee helps us to produce the food we eat. They draw a picture to represent each sentence.</p>	<p>Higher ability:</p> <p>On worksheet 2B, using the Word Bank, children first complete each sentence about how a bee helps us to produce the food we eat. They then draw a picture to represent each sentence.</p>
Fancy something different...?		
<ul style="list-style-type: none"> Children play the Pollination Board Game in pairs. They need a pre-cut-out set of the True or False Cards, pre-cut-out Bee Counters and Pollen, a dice and the instructions. You may wish to go over the instructions as a class to ensure children know how to play the game before they begin. 		
Plenary	Assessment Questions	
<p>Talk to your partner about what you have learnt about bees. Then, see if you can complete this sentence together.</p> <p>Bees are important because...</p>	<ul style="list-style-type: none"> Do children understand that nature provides us with many things that we need in order to live? Can children give some examples of what nature provides us with? Do children know why bees are so important to us? 	

Copyright © PlanBee Resources Ltd 2018 www.planbee.com

Assessment questions to help you track progress (free editable assessment grids available for each scheme of work)



ESR Curriculum Pack

Scheme of Work

Overviews



Thanks for Everything : ESR : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand things are provided by someone.	Children will think about what their favourite items are and where they came from. They will begin to understand products are made somewhere before they arrive in shops or their possession. Your class will then begin to think about actions or services, who provides them and how we can thank them. They will start to understand that more than one person might be involved in getting them the thing they use. They will end the lesson by thinking about how they can show they appreciate people for the things they do.	<ul style="list-style-type: none"> • Can children identify the things they have? • Can children say who gives them the things they have? • Can children identify ways to thank people? 	<ul style="list-style-type: none"> • Slides • Think About Cards • People Cards • Worksheet 1A/1B • Scenario Cards (FSD...? activity only) • Discussion Cards (Plenary only)
Lesson 2	To understand that children in some countries work hard to make the products we use.	Children will name and identify different jobs. They will learn what a selection of job roles entail and the training the workers go through. They will then begin to use this information to think about why children don't do these jobs and why it is important for them to go to school. The lesson activities give children the opportunity to find out about child workers in other countries or child workers in Victorian Britain. The lesson concludes by encouraging the children to think about fair trade products.	<ul style="list-style-type: none"> • Do children understand that all the physical things we have were made by someone? • Do children understand that not all children go to school because they need to work? • Can children find out where different things were made? 	<ul style="list-style-type: none"> • Slides • Case Study A/B/C/D • Worksheet 2A/2B • Fact Cards (FSD...? activity only) • Fact Sheet (FSD...? activity only) • Worksheet 2C (FSD...? activity only)
Lesson 3	To value what we have.	Children will discuss different actions and opinions, before exploring the impact different actions have. They will be encouraged to explore what they can do to help make their environment a better place, such as looking after people and things. The lesson finishes by asking the children to think about times they could have acted differently.	<ul style="list-style-type: none"> • Can children say something they value? • Can children explain how they look after their things and the people around them? • Do children understand that everything has value? 	<ul style="list-style-type: none"> • Slides • Discussion Cards • Scenario Cards • Challenge Cards • Leaflet Template A/B • Worksheet 3A/3B (FSD...? activity only)

What is Fair Trade? : ESR : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the concept of fair trade and why it is important.	Children will start by making some shopping decisions of their own before going on to explore why fair trade is becoming more and more of an important factor in consumer choice. They will find out what fair trade is and why it is necessary, and what fair trade organisations do to support farmers and workers.	<ul style="list-style-type: none"> Do children understand what trade is and that many of the items we consume are made in developing countries? Can children describe the impact of unfair trade practices on workers in developing countries? Do children understand what fair trade is? 	<ul style="list-style-type: none"> Slides Shopping Cards (teaching input) Shopping Sheet (teaching input) Fair Trade Wheel and Wheel Cover Question and Answer Cards 1A/1B Worksheet 1A Information Cards (FSD? activity only) Fair Trade Mindmap (FSD? activity only)
Lesson 2	To explore ways in which we can support fairly traded goods.	Children will start by considering which foods they would and wouldn't be able to eat at breakfast if they could only have foods produced in Britain. They will then recap what fair trade is and why fair trade organisations are necessary, before going on to consider ways in which they can support fair trade.	<ul style="list-style-type: none"> Can children explain what fair trade is and why it is important? Can children identify fair trade items? Do children know that decisions they make can have a big impact on people around the world? 	<ul style="list-style-type: none"> Slides Breakfast Food Cards (teaching input) Fair Trade Cards 2A/2B Worksheet 2A/2B/2C/2D Challenge Card 2A/2B (FSD? activity only)
Lesson 3	To plan and carry out a project to encourage people in their local community to purchase fair trade goods.	Children will have the opportunity to plan and carry out a project of their own to help support fair trade products or a fair trade organisation. They will identify that, even though they are children, they have the power to make important changes. Children are encouraged to think of as many ways as they can to support fair trade.	<ul style="list-style-type: none"> Can children define what fair trade is? Can children discuss various ways in which they can support the fair trade movement? Can children plan and carry out a presentation to encourage fair trade in their local community? 	<ul style="list-style-type: none"> Slides Planning Sheet 3A/3B/3C Challenge Cards 3A/3B/3C

Fast Fashion : ESR : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what fast fashion is and why we have this industry.	Children will learn about the changing attitudes to clothing we have now and how this compares to the attitudes of the past 100 years. They will be challenged to reflect on their own clothing habits and think about the difference between want and need when deciding to buy new clothes. They then begin to look at the process of making clothing and use this to think about why we have the fast fashion industry.	<ul style="list-style-type: none"> • Can children give a brief description of the fast fashion industry? • Are children able to reflect on their own clothing habits? • Can children present their ideas clearly and confidently, giving reasons where appropriate? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A • World Map Sheet 1A • Challenge Card 1A • Access to the internet/atlasses • Items of clothing • Fast Fashion Statement Cards 1A (FSD? activity only)
Lesson 2	To explore the impacts that the fast fashion industry has on people and the environment.	In this lesson the children will explore the fast fashion industry throughout the process of making clothing. They will look at the environmental impacts of cotton farming, the workers' rights in garment factories and how consumers' attitude to cheap and disposable clothing is impacting our environment through increased waste.	<ul style="list-style-type: none"> • Can children name people involved in the process of making clothes? • Are children able to name a way that clothing production affects the environment or people? • Can children present their ideas clearly and confidently, giving reasons where appropriate? 	<ul style="list-style-type: none"> • Slides • Script Cards 2A • Optional: Costumes for role play • Would You Rather...? Cards • Worksheet 2A/2B • Rana Plaza Information Cards • Debate Cards 2A (FSD? activity only)
Lesson 3	To explore methods of combating the fast fashion industry personally, locally and globally.	Using their knowledge of the fast fashion industry from the previous two lessons, the children will begin to think about ways to combat the issues they learnt about. They will think about their role as a consumer and how their actions and choices can voice their opinions and reduce the waste that is being produced from disposable fashion. They are challenged to reach out to the wider community by filming videos or planning an event to prolong the life of clothing.	<ul style="list-style-type: none"> • Do children understand that, as a consumer, they have a voice? • Can children name one way that someone could combat the fast fashion industry? • Can children reflect on their own actions and apply their learning to their own lives? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B (optional Worksheet 3C) • Challenge Card 3A/3B/3C • Video recording devices • Worksheet 3D (FSD? activity only) • Item of clothing to up-cycle per child (FSD? activity only) • Sewing equipment (FSD? activity only)

Being Kind to You and Me : ESR : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore how kindness affects people around us.	In this first lesson the children will use the story 'Have You Filled a Bucket Today?' to help them sort kind and unkind actions and see the effects that these actions have on ourselves and others. They use the story to guide their discussions about a fictional character's bucket and what might happen to the bucket after different events throughout the character's day. They then practise their ideas but trying out a few kind words or actions on their classmates and discussing how it felt and how the other children might feel after their kind actions.	<ul style="list-style-type: none"> • Can children recognise a kind action? • Can children recognise an unkind action? • Are children able to think about how kindness affects themselves and others? 	<ul style="list-style-type: none"> • Slides • Have You Filled a Bucket Today?-Carol McCloud story • Paper cups • Marbles or similar • Henry's Bucket Cards • Worksheets 1A/1B • Star Template 1A • Picture Cards 1A • Discussion Cards 1A • Art materials (FSD? Activity only) • Name labels (FSD? Activity only)
Lesson 2	To recognise ways we can be kind to others.	Children put their ideas from the previous lesson into action as they become secret friends for one another and practise kind actions with people they might not normally be close to. They recall the kind actions discussed in the previous lesson and apply them to this new context.	<ul style="list-style-type: none"> • Can children name ways to be kind to their classmates? • Are children able to perform a kind action for someone else? • Are children able to explain how their actions make themselves and other people feel? 	<ul style="list-style-type: none"> • Slides • Names of class to be picked for secret friends • Kindness Certificate • Kind Action Cards • Worksheet 2A/2B • Wet-play games, word-searches etc (FSD? Activity only)
Lesson 3	To understand how we can be kind to other people in our community as well as our family and friends.	Children will shift the focus of being kind to others into their wider community. They will think about how they can be kind to people who may not be in their family and friends circle. They will discuss the differences in their actions for different people and why it is important to be kind to people, even those who aren't close to us. There is an opportunity to reflect on the rewards that we get from being kind and how these rewards might not be a physical thing, but the feeling of doing something good and getting a 'Thank you' for it.	<ul style="list-style-type: none"> • Do children understand that it is important to be kind to everyone? • Are children able to determine nice actions for different people? • Can children put their ideas into practice in their school community? 	<ul style="list-style-type: none"> • Slides • Person Cards 3A • Worksheet 3A/3B/3C • Action Cards 3A (FSD? Activity only)

What is Happiness? : ESR : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore what makes us happy.	Children will think about the things that make them happy and consider some vocabulary to describe happiness and other emotions. Children will compare two scenarios and consider which would make them happier, giving reasons for their choices. They will also explore how many of the things that make us happiest are not material things.	<ul style="list-style-type: none"> Can children use a range of vocabulary to describe their emotions? Do children recognise that some of the things that make us happiest are not material things? Can children decide which out of a range of scenarios is likely to make them happiest, giving reasons for their choices? 	<p>Slides</p> <p>Happy Words sheet (teaching input)</p> <p>Scenario Cards 1A/1B</p> <p>Worksheet 1A/1B/1C</p> <p>Emotion Statements (FSD? activity only)</p> <p>Booklet Template (FSD? activity only)</p>
Lesson 2	To explore the idea that everyone has a right to be happy and healthy.	Children will start by considering what the basic things that everyone needs in life to be happy are, and whether everyone deserves these things. They will then go on to explore human rights, looking particularly at the UN Rights of the Child document, and establish that not everyone in life is given the same opportunities for a happy and healthy life. They will then consider things they are thankful for in their own lives.	<ul style="list-style-type: none"> Do children understand that everyone has the right to be happy and healthy? Can children describe some of the human rights that everyone is entitled to? Can children name some things they are grateful for, explaining their reasons? 	<p>Slides</p> <p>Statement Cards 2A/2B</p> <p>Worksheet 2A/2B/2C</p> <p>Article Sheet</p> <p>Thankfulness Dice (FSD? activity only)</p> <p>Leaf Templates (FSD? activity only)</p>
Lesson 3	To find out what philanthropy is and how generosity can contribute to happiness.	Children will start by thinking about how they would feel if they won the lottery before learning what philanthropy is and considering if money alone can make you happy. They will find out about some different forms of philanthropy and consider how and why giving to people who need help can contribute to our own happiness and fulfilment in life. In their independent learning, they can either review what they think happiness is, or plan how they would spend £100, choosing from a range of philanthropic and personal purchases.	<ul style="list-style-type: none"> Do children understand what philanthropy is? Do children understand that money alone cannot make people happy? Do children understand that helping others can increase of feelings of happiness and fulfilment? 	<p>Slides</p> <p>Worksheet 3A/3B/3C</p> <p>Poem Template 3A/3B</p> <p>Getting and Giving Cards (FSD? activity only)</p>

What is Wealth? : ESR : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand that there are different types of wealth	In this first lesson, children will be encouraged to think about what their definition of wealth is. They will learn about the uneven distribution of wealth around the world, and discuss whether they think this is fair. Children will then explore other types of wealth, including: family relationships, friendship, health, knowledge and education, self-esteem and confidence, and peace and relaxation. In their independent activities, children will think about how important each of these different types of wealth are to them. Alternatively, children will be given a set of scenarios from which they identify in what ways each person is wealthy, and how happy they think this wealth is making them.	<ul style="list-style-type: none"> Do children understand that there are different types of wealth? Can children explain their own opinions of the value of these different types of wealth? Can children infer how an abundance or lack of these different types of wealth might make other people feel? 	<ul style="list-style-type: none"> Slides Different Types of Wealth Cards A Measure of Wealth worksheets 1A/1B/1C Who is the Wealthiest of Them All? Scenario Cards (FSD? activity only) Notes Sheet (FSD? activity only)
Lesson 2	To understand the different ways in which wealth can be shared	Children will first discuss whether we should share our wealth, and if so, how. They will explore what a charity is, why there are so many of them, and how they help people in need. Children will learn how we can help charities in ways other than donating money, and will think about the positive effects for both the giver and the receiver. In their independent activities, children will use character decision cards to explore the reasons why people might or might not decide to donate money, unwanted belongings or time to charities. Alternatively, children will discuss how we can share other types of wealth with people closer to home, and are challenged to carry out some of these actions.	<ul style="list-style-type: none"> Do children have a basic understanding of what a charity is and how it works? Do children understand how money-based wealth can be shared to the benefit of others? Do children understand that other types of wealth can be shared too? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C Character Decision Cards Share Your Wealth Challenge Sheet (FSD? activity only) Challenge Outcomes Cards (FSD? activity only)
Lesson 3	To know how we can increase our wealth and the wealth of others	In this final lesson, children will first recap on the different types of wealth. They will think about how we could increase our wealth in each of these areas. Children will compare some different activities, and discuss how they might be changed slightly to create even more wealth, both for them as individuals and others. In their independent work, children sort and discuss different activities according to the type of wealth they could increase. In the alternative activity, they will create a class booklet entitled, 'How to Increase your Wealth', using the knowledge they have gained.	<ul style="list-style-type: none"> Do children understand the importance of wealth in different areas in relation to our happiness and well-being? Do children know how they can increase their own wealth? Do children know how they can increase the wealth of others? 	<ul style="list-style-type: none"> Slides Challenge Cards A/B/C Activity Cards Types of Wealth Sorting Sheet Chapter Challenge Cards (FSD? activity only) How to Increase your Wealth Booklet Cover (FSD? activity only)

Why is Nature Special? : ESR : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand how nature can make us feel	In this first lesson, children will talk about what nature is, and how it makes them feel. They will begin to understand that spending time outdoors and experiencing nature is good for our well-being. In their independent activities, children will look at different natural settings, and record how being in this setting would make them feel. Alternatively, children will be challenged to create their own artwork of a natural setting which they would feel happy in.	<ul style="list-style-type: none"> Do children understand what nature is? Can they explain how nature makes them feel? Can they identify and explain their favourite type of natural setting? 	<ul style="list-style-type: none"> Slides Natural Settings Picture Cards Worksheet 1A/1B/1C Feelings Word Bank Challenge Cards (FSD? activity only)
Lesson 2	To understand what nature gives us	Children will learn that nature provides us with lots of things that we need in order to survive. They will then focus on the important role that bees play in pollinating the flowers of different plants, and how this provides us with lots of different fruit and vegetables to eat. In their independent activities, children will re-enact or draw pictures to represent the bee's role in pollination. In the alternative activity, children will play a game which assesses their understanding of a bee's role in pollination through answering true or false questions.	<ul style="list-style-type: none"> Do children understand that nature provides us with many things that we need in order to live? Can children give some examples of what nature provides us with? Do children know why bees are so important to us? 	<ul style="list-style-type: none"> Slides Pollination Props Pollination Script Worksheet 2A/2B Word Bank Pollination Board Game (FSD? activity only) True or False Cards (FSD? activity only) Bee Counters and Pollen (FSD? activity only) Instructions (FSD? activity only) Dice (FSD? activity only)
Lesson 3	To understand how nature can help us to recycle	Children will learn that everything that was once living will, over time, break down and decay. They will begin to understand that dead plants can be recycled by being used to make compost. Children will explore what compost is, and how it can be made, including the use of worms. In their independent activities, children will 'create' their own compost bin on the worksheets. In the alternative activity, in groups, children will make their own worm farms, observing and recording what happens over a period of time.	<ul style="list-style-type: none"> Do children understand that all things that were once living will decay? Do children understand that dead plants and other organic materials can be recycled by nature? Can children explain in simple terms how a compost bin works? 	<ul style="list-style-type: none"> Slides Compost Picture Cards Worksheet 3A/3B/3C Instructions for Making a Worm Farm (FSD? activity only) Worm Farm Diary Template (FSD? activity only)

I Speak for the Trees : ESR : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To read and understand the story of <i>The Lorax</i> .	Children will read <i>The Lorax</i> by Dr. Seuss, stopping periodically to discuss its events and answer a variety of questions about it. They may then either undertake a variety of reading comprehension tasks according to their preference and ability, or role-play interviewing the character of the Once-ler, noting their questions and answers.	<ul style="list-style-type: none"> Can children identify and explain the main ideas in <i>The Lorax</i>? Can children infer the feelings, thoughts and motives of the Once-ler and the Lorax? Can children ask and answer questions to improve their understanding of <i>The Lorax</i>? 	<ul style="list-style-type: none"> Slides <i>The Lorax</i> by Dr. Seuss Worksheet 1 Blank writing/drawing frames Once-ler Interview sheet (FSD...? activity only) Large, fluffy jumper – optional! (FSD...? activity only)
Lesson 2	To compare events in <i>The Lorax</i> to deforestation in the real world and identify some causes and effects of deforestation.	Following on from the previous lesson, children will consider why the character of the Once-ler cut down all of the Truffula trees. They will go on to consider reasons why we cut down trees, what deforestation is, and some of its effects not only in surrounding ecosystems, but globally, too. Following this, children may then either work in groups to produce an information booklet about deforestation, or write a persuasive text on behalf of the character of the Lorax.	<ul style="list-style-type: none"> Can children identify useful products from forests? Can children identify ways in which plants and animals in an ecosystem are affected by deforestation? Can children identify ways in which interconnected ecosystems are also affected by the deforestation of an area? 	<ul style="list-style-type: none"> Slides <i>The Lorax</i> by Dr. Seuss Deforestation Links sheet All About Deforestation cover page All About Deforestation 2A/2B/2C sheets Lorax Speech sheet (FSD...? activity only) Blank speech writing frame
Lesson 3	To discover what is already being done by others to restore and protect forests, and how we can help, too.	Returning to <i>The Lorax</i> , children will consider the meaning of the ending. They will learn about the work done by non-governmental organisations (NGOs) to protect forests and consider what actions they, and their school community, could take to help protect forests, too. Children may then either design posters sharing information about protecting forests or develop story plans for a sequel to <i>The Lorax</i> .	<ul style="list-style-type: none"> Can children identify ways in which others take action to restore and protect forests? Can children identify ways in which they can act to help restore and protect forests? Can children create texts to inform and/or persuade others of the importance of acting to restore and protect forests? 	<ul style="list-style-type: none"> Slides Save The Forests Statements Save The Forests Explanations Poster Rubric 3

What the Ocean Gives Us : ESR : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what an ecosystem service is.	Children are introduced to the term 'ecosystem services' and explore the different ways nature provides for us which support, sustain and enrich our lives. The children will explore the ways in which the rainforest provides us with different ecosystem services before using this understanding to research the different ways the ocean provides, regulates and gives us cultural benefits.	<ul style="list-style-type: none"> • Do children understand what an ecosystem service is? • Can children name the different types of ecosystem service? • Can children name ways in which the ocean provides us with ecosystem services? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Fact Sheet 1A • Worksheet 1D (FSD? Activity only) • Access to the internet (FSD? Activity only) • Challenge Cards 1A/1B/1C (FSD? Activity only)
Lesson 2	To reflect on why ecosystem services are important.	Children will investigate the ocean's ecosystem services in more detail, categorising different services as well as thinking about the impacts these services have on their lives. They think about the importance of each service and are challenged to justify their thoughts with reasons why a service is so important to human life.	<ul style="list-style-type: none"> • Can children name several ecosystem services the ocean provides us with? • Can children express their thoughts and ideas clearly and with reasoning? • Can children use their knowledge and understanding to create clear, thoughtful arguments? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B • Ecosystem Service Cards • Cultural Cards 2A • Poetry Card 2A
Lesson 3	To explore the effects of taking the ocean's ecosystem services for granted.	Children use the saying 'you don't know what you have until it's gone' to put humans' treatment of the ocean into context. They look at different ecosystem services and what might happen if these stopped, slowed or changed. They explore the effects that this would have on human life as well as animals. The children are challenged to become ocean researchers, taking a problem and looking forward to see what kind of effects this might have on the ocean and its services.	<ul style="list-style-type: none"> • Are children able to identify problems humans have created in the ocean's ecosystem? • Can children describe an effect that one of these problems might create? • Can children identify ways in which they can help combat these effects and change how they see ecosystem services. 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Storyboard Template (FSD? Activity only) • Cameras/Tablets (FSD? Activity only) • Modelling clay, model figures, art materials (FSD? Activity only)

Our Changing World : ESR : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand how climate change affects the weather.	Children are introduced to the idea that pollution is causing the planet to warm up and change the climates around the world. They discuss what pollution is and where it comes from and explore some different climates from around the world.	<ul style="list-style-type: none"> • Can children describe what pollution is? • Are children able to name a climate from around the world? • Can children describe how pollution is affecting the environment? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Picture Cards 1A (FSD? activity only) • Discussion Questions 1A (FSD? activity only) • Large paper (FSD? activity only)
Lesson 2	To identify some of the effects of climate change.	Children recap what they learnt about climates and climate change from the previous lesson. They investigate how some of the climates are changing and how this can cause some different effects such as flooding, droughts and melting ice caps.	<ul style="list-style-type: none"> • Can children describe how climate change is changing some climates? • Can children name some of the effects of climate change? • Are children able to discuss how climate change might affect living things in each area? 	<ul style="list-style-type: none"> • Slides • Effect Cards 2A • Worksheet 2A/2B/2C • Worksheet 2D (FSD? activity only) • Picture Cards 2A (FSD? activity only) • Hoops and countable objects e.g. cubes (optional) (FSD? activity only)
Lesson 3	To investigate some alternative energy sources.	Children begin to look at different ways that they can reduce the pollution being created, especially by power stations. They discuss methods they could use to reduce how much energy they use and conduct investigations into renewable energy sources such as wind and solar energy.	<ul style="list-style-type: none"> • Can children name a way of saving electricity at home or in school? • Can children name a clean, renewable energy source? • Are children able to describe what a renewable, clean energy source is? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Teacher Notes 3A • Coloured paper (must have at least black and white) • Ice cubes • Pinwheel Template (FSD? activity only) • Pinwheel instructions (FSD? activity only) • Pipe cleaners/straws (FSD? activity only) • Challenge Cards 3A (FSD? activity only)

Know Better, Do Better : ESR : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what climate change is, what causes it and how it affects the planet.	Children will start to understand what climate change is, what causes it, and the negative impact global warming is having on our planet. They will look specifically at some of the major contributors of greenhouse gases and what some of the most common greenhouse gases (carbon dioxide and methane) are, and begin to explore specific ways in which they are making the climate unstable.	<ul style="list-style-type: none"> Do children know what climate change is? Can children explain how climate change happens? Can children describe some of the human activity that causes climate change? 	Slides Sentence Cards 1A/1B Question Cards Leaflet Template Information Sheet Fact Cards (FSD? activity only) Heading Cards (FSD? activity only) Worksheet 1A (FSD? activity only)
Lesson 2	To explore different ways in which people can take action against climate change.	Children will recap what climate change is and what is causing it before looking at the Industrial Revolution and how this changed the way we lived. They will then go on to look at how consumers have the power to make companies change the ways they behave. They will consider how they can encourage companies to behave in more eco-friendly ways.	<ul style="list-style-type: none"> Can children explain what climate change is and the impact it is having? Do children understand why it is important to take action against climate change? Do children know that everyone has the power to act against climate change? 	Slides Climate Change Cause Cards Go Green Board Game (FSD? activity only) Game Cards (FSD? activity only) Blank Game Cards (FSD? activity only) Counters and dice (FSD? activity only)
Lesson 3	To find ways of encouraging other people to take positive steps to reduce climate change.	Children will continue the idea of their own voices being powerful in the fight against climate change as they consider ways they can teach adults how to make more eco-friendly choices in their daily lives. They will think about some of the ways they can teach adults to change their bad habits and what the impact of this might be.	<ul style="list-style-type: none"> Do children understand that everyone has a responsibility to act against climate change? Do children understand that they have power to enforce change? Can children some ways people can change their behaviour to act against climate change? 	Slides Action Cards Label Cards Worksheet 3A/3B (FSD? activity only)

People and Planet : ESR : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify some causes of climate change, and consider reasons why some people do not believe in climate change or do not take action on climate change.	Children will identify some causes of climate change, including what some greenhouse gases are and how human activity produces more of them in Earth's atmosphere. They will go on to gain an understanding of how there is a scientific consensus about the causes of climate change, then either produce texts giving evidence to counter common arguments made by climate change sceptics, or study climate change data graphs to find patterns.	<ul style="list-style-type: none"> Can children interpret given information to identify causes of climate change? Can children use evidence to refute common claims of climate change sceptics/deniers? Can children suggest ways in which those who feel unable to act on climate change can do something to help? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Climate Change ebook Art software (optional) Challenge Card 1 (FSD...? activity only) Spreadsheet software (FSD...? activity only)
Lesson 2	To identify some effects of climate change on people at home and abroad.	Children will learn about some clearly observable effects of climate change, both where they live and in other parts of the world, then go on to discover other effects which climate scientists predict will occur more often in the near future. They may then either consider in greater detail how climate change has wide-ranging consequences for the entire planet, or learn more about how climate change is already affecting some citizens of North Carolina, USA.	<ul style="list-style-type: none"> Can children begin to consider why climate change effects such as rising temperatures can affect some regions worse than others? Can children identify some regions which are likely to be badly affected by some specific consequences of climate change such as rising sea levels? Can children consider wide-reaching consequences of the effects of climate change in one specific, localised area? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C Climate Change Consequences diagram Internet access Challenge Card 2 (FSD...? activity only)
Lesson 3	To find out about 'green' careers which are related to action on climate change and improving the environment.	Children will consider ways in which they already help improve the environment, then go on to think about how we can do more as we get older. They will find out a little about 'green' careers, then either look more closely at some green career profiles and decide which appeals to them, or imagine what green jobs might exist in the future.	<ul style="list-style-type: none"> Can children identify ways in which those older than themselves can do more to care for the environment? Can children suggest ways in those working in green careers improve the environment? Can children suggest ways in which businesses could do more to care for the environment? 	<ul style="list-style-type: none"> Slides Green Job Profiles cards Challenge Cards 3A/3B/3C Large sheets of paper, felt pens Green Careers... Tomorrow! sheet (FSD...? activity only)

Where is Water? : ESR : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know where our water comes from	In this first lesson, children will begin by thinking about where water can be found. They will then learn that over half of the world is covered in water. They will look at the differences between seawater, frozen water and freshwater, where they can be found, and whether we can drink them or not. In their independent activities, children will match up pictures and sentences to show what happens to water before it arrives in our taps. In the alternative activity, children will discuss true and false statements about water.	<ul style="list-style-type: none"> • Can children name some sources of water? • Do children understand that only a small amount of the world's water is drinkable? • Can children explain where their drinking water comes from? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Picture Cards • Word Bank Cards • True or False? Water Drops (FSD? activity only) • All the Water in the World Sheet (FSD? activity only) • Discussion Cards (FSD? activity only)
Lesson 2	To know about the different uses of water	To begin, children will be asked to list all the different ways in which we use water. They will start to think about whether certain water uses are vital, necessary or unnecessary, and go on to compare uses of water in terms of their importance. In their independent activities, children will discuss and sort different uses of water. In the FSD? activity, children will complete a simple survey about how they use water at home, and then discuss these results as a class.	<ul style="list-style-type: none"> • Can children list some different uses of water? • Do children understand that some of the ways in which we use water are vital, some are necessary, and some are unnecessary? • Can children talk about their own uses of water? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Uses of Water Cards • Blank Uses of Water Cards • Water Detectives Survey Sheet (FSD? activity only)
Lesson 3	To know some ways that we can save water	In this final lesson, children will learn that not everyone in the world has easy access to water. They will find out how much water the average person in the UK uses per day, and then explore what activities this is used on around the home. Children will begin to understand why it is important to save water, and look at ways in which we could use less water. In their independent activities, children will advise a family on how to use less water. Alternatively, children will play a board game which reinforces their understanding of different ways of wasting water and saving water.	<ul style="list-style-type: none"> • Do children understand that not everyone in the world has easy access to water? • Do children know some ways in which water can be saved? • Are children beginning to understand why it is important to save water? 	<ul style="list-style-type: none"> • Slides • The Waterwise and Wastewater Families Sheet • Word Bank Cards • Activity Cards • Worksheet 3A/3B/3C • A Bucketful of Water! Board Game (FSD? activity only) • Water Drop Points and Water Buckets (FSD? activity only) • Water Uses Cards and Instructions Cards (FSD? activity only)

Saving Water: ESR : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the uses of water for personal uses as well as virtual water uses.	Children are asked to think about the different ways they use water. They then discuss the wider, more indirect uses of water and define the term 'virtual water'. They are challenged to think about the amount of water their daily lives use and are extended by including the different ways they use virtual water by eating different foods and using different products.	<ul style="list-style-type: none"> • Can children name a way they use water every day? • Are children aware that water is a finite resource? • Can children name a way they use virtual water? 	<ul style="list-style-type: none"> • Slides • Litre of water (optional) • Measuring cylinder showing ml (optional) • Worksheet 1A/1B • Challenge Card 1A • Picture Cards 1A (FSD? activity only) • Measurement Cards 1A (FSD? activity only)
Lesson 2	To consider why we need to conserve water and look at ways to save water in a drought.	Using their learning from the previous lesson the children think about water as a finite resource which can run out if used irresponsibly. They study and discuss the early 2018 Cape Town drought and how people survived on a daily 50 litre water ration. They use these ideas to help give advice on how to manage a water ration during a drought.	<ul style="list-style-type: none"> • Can children explain what a water-stressed country is? • Can children name a source of water that might be used by humans? • Can children describe a way in which people can conserve water? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A /2B • Leaflet Template 2A • Case Study Sheet 2A • Worksheet 2C (FSD? activity only) • Clipboards (FSD? activity only)
Lesson 3	To design different methods and products that could help us conserve water.	Children will discuss and explore some different inventions that have been designed to help people reduce or reuse water. They assess each one then look at and think about advantages and disadvantages of each and think about any improvements they would make. They then design their own water-saving device or a device to fix a specified problem given to them.	<ul style="list-style-type: none"> • Are children able to describe the impacts of water shortage on themselves, a community and other communities around the world? • Can children design a product that fits a desired purpose? • Can children assess the practicality of their designs and add features to make them easy to use? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B • Challenge Cards 3A

Water In Our World : ESR : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn about bottled drinking water, problems associated with it, and sustainable alternatives.	Children will find out about different types of bottled drinking water and consider whether it is good value. They will go on to derive some negative consequences of various stages in the production and consumption of bottled water, based on given facts and statistics. Children may then either develop, draw and label diagrams showing plastic water bottle production and consumption, or create an appealing design for a reusable, refillable water bottle.	<ul style="list-style-type: none"> Can children express their own opinions about the sale of bottled water? Can children identify some negative consequences of bottled water production? Can children suggest some alternative approaches to buying bottled water? 	<ul style="list-style-type: none"> Slides Making Bottled Water Diagram 1A/1B Making Bottled Water Cards Diagram Example Challenge Cards 1A/1B/1C Reusable Bottles sheet (FSD...? activity only)
Lesson 2	To consider reasons why many people in developing countries have limited access to water, and to identify some consequences of limited water access.	Children will find out where in the world water is scarce, and learn about a number of reasons why it is scarce, such as economic water scarcity, industrial activity, war, and the practices of big drinks companies. Children may then either watch videos showing information about the lives of people in water-scarce regions and answer questions about them, or conduct a practical activity to identify difficulties associated with daily fetching and carrying of water in water-scarce regions.	<ul style="list-style-type: none"> Can children identify difficulties faced by those without running water in their homes? Can children identify reasons for water scarcity in other parts of the world? Can children identify some risks faced by those without access to safe, clean water? 	<ul style="list-style-type: none"> Slides Water Scarcity Stories 2A/2B/2C We All Need Water fact sheet (FSD...? activity only) Several 5 litre buckets or water bottles, filled (FSD...? activity only) Tape measures/trundle wheels and stopwatches (FSD...? activity only)
Lesson 3	To consider ways in which we can help ensure that, in future, everyone in the world has access to clean, safe water.	Children will recall ways in which they can 'do their bit' by conserving water and using refillable water bottles. They will go on to learn about the work of water charities and NGOs and consider ways in which we can all do more to help those in water-scarce regions. Children may then either plan fundraising or awareness-raising activities for a water charity of your choice, or discuss and identify ways in which everyone can conserve water and help those in water-scarce regions.	<ul style="list-style-type: none"> Can children identify ways in which charities and NGOs help those in countries where water is scarce? Can children identify degrees to which people can do more than the minimum to help address water scarcity issues? Can children devise practical ways in which they can do more to address water scarcity? 	<ul style="list-style-type: none"> Slides Challenge Cards 3A/3B/3C Nine Ways to Help sheet (FSD...? activity only)

Linking Local Wildlife : ESR : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the variety of plants and animals found in the local area.	Children will be shown pictures of a variety of animals. They have to decide whether or not they would find these animals in their local area. They will go on to consider a variety of habitats before exploring their local area to see what different plants and animals they can spot. Alternatively, they can sort the plants and animals that a fictional character found on their own hunt around the local area.	<ul style="list-style-type: none"> Do children understand that plants and animals around the world live in different habitats? Can children suggest and identify plants and animals that can be found in the local area? Do children know that any one habitat will have lots of different types of plants and animals? 	<p>Slides</p> <p>Hunt Sheet 1A/1B/1C</p> <p>Magnifying glasses (optional)</p> <p>Result Cards (FSD? activity only)</p>
Lesson 2	To explore how plants and animals are linked.	Children will start to understand that plants and animals are linked and all depend on each other for survival. They will look at some examples of specific plants and animals that are interdependent and make simple links between familiar plants and animals.	<ul style="list-style-type: none"> Do children know that animals and plants depend on each other for survival? Do children know that taking away one organism from a habitat can have negative effects on the other organisms in the habitat? Can children suggest ways in which we can protect plants and animals in our local area? 	<p>Slides</p> <p>Worksheet 2A/2B/2C</p> <p>Apple Tree Web sheet</p> <p>Living Things Cards (FSD? activity only)</p> <p>Sentence Cards (FSD? activity only)</p>
Lesson 3	To be able to plan and create a bug hotel.	Children will establish that animals, just like humans, need a safe place to live. They will explore some reasons why animal habitats are destroyed or disturbed, then look at what bug hotels are and how they support the plants and animals in the local environment. Children will then design and make their own bug hotels.	<ul style="list-style-type: none"> Can children give some reasons why animals may find themselves without a safe place to live? Do children know why it is important to help provide safe places for animals to live? Can children plan and make a suitable bug hotel? 	<p>Slides</p> <p>Worksheet 3A/3B</p> <p>Challenge Card</p> <p>Materials for making a bug hotel (e.g. tin cans, boxes, leaves, twigs, pine cones, etc.)</p> <p>Pallets and bricks (FSD? activity only)</p>

What is Biodiversity? : ESR : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what biodiversity is and why it is important	In this first lesson, children will learn what biodiversity is, and how important it is not only for plants and animals, but for humans too. They will explore the biodiversity of one of the largest ecosystems in the world - the coral reef. In their independent activities, children will create their own coral reef, and then complete sentences or answer questions about it. In the alternative activity, children will explore the symbiotic relationships of the plants and animals of the coral reef.	<ul style="list-style-type: none"> • Can children explain what biodiversity is? • Do children understand the importance of biodiversity? • Can children use the example of a coral reef ecosystem to talk about biodiversity? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Coral Reef Cut-outs Sheets • Reef Relationships Information Sheet (FSD? activity only) • Who Helps Who? Sheet (FSD? activity only)
Lesson 2	To know what extinction is and how this affects biodiversity	In this lesson, children will focus on rainforests, and will begin to learn about this ecosystem by exploring some simple food chains that can be found there. They will find out what extinction is, and how this is a threat to the biodiversity of the rainforest by exploring its possible effect on food chains. In their independent activities, children will further explore and discuss the effect of extinction on different plants and animals. In the FSD? activity, they will focus on deforestation as one of the causes of extinction, and create posters or write letters to raise awareness of the effect this is having on the biodiversity of the rainforest.	<ul style="list-style-type: none"> • Do children understand that plants and animals rely on each other for survival? • Can children explain what extinction means? • Are children beginning to understand what low biodiversity is, and how it could affect humans? 	<ul style="list-style-type: none"> • Slides • Food Chain Strips & Extinction Cards • Worksheet 2A/B • Deforestation Information Sheet (FSD? activity only) • Worksheet 2C/2D (FSD? activity only)
Lesson 3	To understand the important role birds play in biodiversity	Children will find out about the important role birds play in many of the world's ecosystems. They will be encouraged to think about what the world would be like without birds. They will discover that the bird population is declining, and will talk about some small ways in which they could help the birds that visit their garden. In their independent activities, children will design and make a bird feeder. Alternatively, children will be challenged to write a poem, story, song, play or presentation, or create a poster or piece of artwork, which demonstrates the importance of birds.	<ul style="list-style-type: none"> • Can children explain why birds are important to us? • Can children explain what would happen if there were no birds? • Do children know how we can protect birds? 	<ul style="list-style-type: none"> • Slides • Bird Feeder Ideas Sheet • Worksheet 3A/3B/3C • Variety of materials for making bird feeders • Bird seed • Challenge Cards (FSD? activity only)

Just One Change : ESR : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what biodiversity is and how it benefits nature.	Children define what biodiversity is and how high and low levels of biodiversity can affect the animals and plants living within an ecosystem. They use Yellowstone National Park as a case study to show how one change can create a cascade of effects within the ecosystem, leading to big, small and even physical changes to the environment.	<ul style="list-style-type: none"> • Can children describe what biodiversity is? • Are children able to describe how high levels of biodiversity are beneficial to nature? • Can children describe the consequences of making a change in an area of low biodiversity? 	<ul style="list-style-type: none"> • Slides • Access to the internet to watch video • Worksheet 1A (blown up to A3 if possible) • Ecosystem Labels 1A • Large paper • Felt tips (optional) • Worksheet 1B (FSD? Activity only)
Lesson 2	To understand how human populations can threaten the biodiversity of different areas.	Children research and discuss the different ways humans are threatening the biodiversity of different areas in their local area and around the globe.	<ul style="list-style-type: none"> • Can children name at least one human behaviour that is threatening the biodiversity of an ecosystem? • Are children able to describe why certain human behaviours are harming biodiversity? • Can children name a specific ecosystem's biodiversity that has been harmed by humans? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A • Leaflet Template/Plain paper • Teacher Notes 2A (FSD? activity only) • Gym mats (FSD? activity only)
Lesson 3	To reflect on the ways in which we can help and encourage biodiversity locally and globally.	Children revisit the different threats to biodiversity from the previous lessons and research ways to combat them to help rebuild, repair and sustain biodiversity in these areas. They think about the biodiversity of their local area as well as global biodiversity.	<ul style="list-style-type: none"> • Are children able to identify ways in which biodiversity is being threatened? • Can children name a way in which biodiversity benefits humans? • Can children make suggestions for ways in which humans can protect or sustain higher levels of biodiversity? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A • Challenge Card 3A/3B/3C • Face Sheets 3A/3B/3C • Laptops and access to the internet • Worksheet 3B (FSD? Activity only) • Wildflower seeds (optional) (FSD? Activity only)

Where Does This Come From? : ESR : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand that we need to use our resources responsibly	Children will think about the different resources they use in their classroom, and whether they use them in a wasteful way or a responsible way. In their independent work, children will identify wasteful and responsible uses of different resources. In the alternative activity, children will choose a resource to be responsible for, and make a responsibility tie which they then wear to remind everyone that they need to use this resource responsibly.	<ul style="list-style-type: none"> Do children understand that resources can run out and need to be replaced? Do children know the difference between using resources wastefully and using resources responsibly? Can children suggest how to use resources responsibly? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Wasteful or Responsible? Cards Responsibility Tie Template (FSD? activity only) Approx. 70cm x 4cm strips of card (FSD? activity only)
Lesson 2	To know where our paper comes from and how it is made	Children will be encouraged to think about where paper comes from, and how it is made. They will look at the different steps involved in the paper-making process. In their independent work, children will show their understanding of how paper is made by ordering, matching and writing explanations for pictures. In the FSD? activity, children will make their own recycled paper.	<ul style="list-style-type: none"> Can children list some of the different ways that we use paper? Do children understand that paper is made from trees? Can children talk about the paper-making process? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Picture Cards Word Bank Cards Teacher Notes (FSD? activity only) Job Title Cards (FSD? activity only)
Lesson 3	To know why we should reuse and recycle	In this lesson, children will find out what happens to the rubbish we throw away, and how we can try to reduce the amount we discard by reusing and recycling as much as we can. In their independent activities, children will sort, show or explain how objects made from different materials can be recycled. In the alternative activity, children will be challenged to up-cycle a used object.	<ul style="list-style-type: none"> Do children know what 'reuse' and 'recycle' mean? Do children know what can be recycled and how? Do children understand why it is important to reuse and recycle as much as we can? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Sort It! Cards Picture Cards (FSD? activity only) Question Cards (FSD? activity only) Up-cycling Challenge Sheet (FSD? activity only)

Reduce, Reuse, Recycle: ESR : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the possibilities of recycling.	Children will explore what sort of materials can be recycled and how they are recycled at a recycling centre. They are asked to sort objects based on whether they can be recycled or not and learn about the reasons why some items may not be recycled in their local area. Children also have the opportunity to create a 'Can it be recycled?' quiz to show what they have learned.	<ul style="list-style-type: none"> • Can children give a concise description of recycling? • Can children give reasons why recycling is a good thing to do? • Are children able to name several materials that are recyclable and a few objects that are not? 	<ul style="list-style-type: none"> • Slides • Various food packaging (suggestions on Teacher Notes 1A) • Teacher notes 1A • Worksheet 1A/1B/1C • Can It Be Recycled Quiz (FSD? activity only) • Access to laptops and the internet (FSD? activity only)
Lesson 2	To explore the life of plastic objects.	Children explore the life of a plastic bottle, how it's made and how recycling reduces the amount of new material and energy used to make new products. They investigate the linear life of some plastics which, once recycled once, will end up as waste in the end. They are challenged to think carefully about the single-use plastics they use and any alternatives they could use or ways to reuse the item after they're finished with it.	<ul style="list-style-type: none"> • Are children aware that there are multiple types of plastic? • Can children describe the life of a plastic bottle? • Can children name an alternative to using a plastic item? 	<ul style="list-style-type: none"> • Slides • Different kinds of plastic (optional) • Worksheet 2A/2B/2C • Worksheet 2D (FSD? activity only) • Plastic bottles, one per child (FSD? activity only)
Lesson 3	To explore ways we can reduce the amount of materials we use and waste.	Children look at the waste that people produce and how this waste can be reduced by using alternatives or not using items that create waste. The children create informative posters and campaigns to help their peers and local community to reduce the amount of waste they create.	<ul style="list-style-type: none"> • Can children describe what the three Rs are? • Can children identify plastics that are single-use? • Are children able to think of alternatives or plastics they can live without? 	<ul style="list-style-type: none"> • Slides • Lined or plain paper • Challenge Card 3A/3B/3C • Challenge Card 3D (FSD? activity only)

Circular Economies : ESR : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To describe and understand the differences between a linear and a circular economy.	Children will learn what an economy is and the differences between linear and circular economies. They are encouraged to discuss the societal and environmental benefits that a circular economy provides and begin to understand how a circular economy works, using nature as an example.	<ul style="list-style-type: none"> • Can children give a simple definition of an economy? • Can children describe what a linear and/or a circular economy is? • Are children able to highlight some differences between circular and linear economies? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Storyboard Sheet 1A (FSD? activity only) • Challenge Cards 1A (FSD? activity only) • Filming equipment (FSD? activity only)
Lesson 2	To understand how circular economies could affect consumers.	Children will learn and discuss different ways that producers can change the ways in which their customers consume their products. The children will investigate how products can be leased to consumers and how this can reduce waste and the amount of finite resources and materials we are taking from the earth.	<ul style="list-style-type: none"> • Do children understand what 'designed for the dump' means? • Are children able to describe what EPR or product take-back initiatives are? • Can children make suggestions for ways to improve the way we use products to fit in with a circular economy? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B • Small devices to dismantle e.g. torches (FSD? activity only) • Screwdrivers (FSD? activity only) • Worksheet 2C (FSD? activity only)
Lesson 3	To understand what collaborative consumption is and how communities can support and benefit from it.	Children discuss the concept of collaborative consumption and how this is not a new idea, but that it is a necessary step towards joining a circular economy. The children explore the different ways communities are already participating in collaborative consumption and are encouraged to think of ways to introduce a collaborative consumption initiative in their own community.	<ul style="list-style-type: none"> • Do children understand what is meant by collaborative consumption? • Are the children able to give an example of collaborative consumption within a community? • Can children identify problems with an idea and provide ways to overcome these challenges? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A • Challenge Cards 3A/3B/3C • Statement Card 3A (FSD? activity only) • Discussion Card 3A (FSD? activity only) • Worksheet 3B (FSD? activity only)