

## Climate Curriculum Learning Output: Pupils know that trees help to cool the world down. Year -1

**Overview :** This objective has come from the Big Ideas Document under ‘Scientific Background’ It is an objective that should be taught by the End of Year 2. In this instance it was taken as a Year 1 lesson.

### Year 1 Long Term Curriculum Plan.



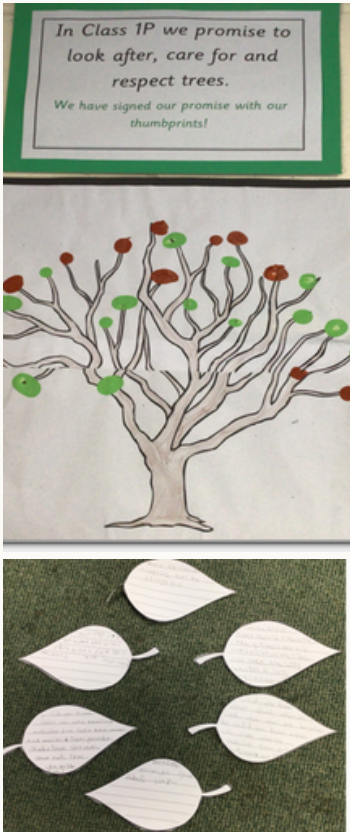
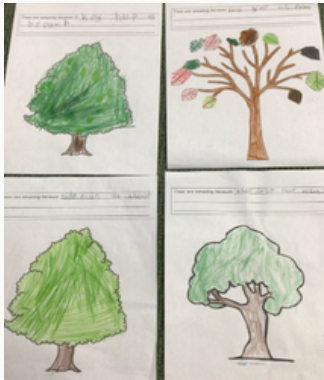
Topic Title	This is me
Lesson	Geography
Topic Summary	<p>Where is Leeds? Where in the world is Leeds? Looking at four countries in UK.                      We will compare Leeds to towns and villages surrounding. What makes Leeds a city?                      We will identify and use the language of house ,farm,city ,shop.                      We will focus on ourselves-which school do I go to ?Where do I live? What is the weather like?                      Investigating places-Leeds in the UK                      Using maps and atlases, Looking at human features including town ,village,farm,house,office and shop</p>
Climate curriculum Learning Outcomes	<ul style="list-style-type: none"> <li>• Pupils understand to distinction between "weather" and "Climate"</li> <li>• Pupils know that trees help to cool the world down.</li> </ul>
Experiences	Church visit and local walks
Lesson	Science
Topic Title	Our Changing World -plants using sense

This is our Long Term Plan for Year 1 in the Autumn Term.

The objective has been embedded into the Science Curriculum which links into our Plants topic

Challenges to combining subjects to objectives	Personal recount of strategies used in project.
This objective lends well to science and outdoor learning.	It is very important to instil a love for the world and nature in early education. The children will feel more passionate about the need to look after the world and the effects of climate change if they have had this early experience.

LESSON CASE STUDY EVIDENCE

<p><i>Lesson Plan Document</i></p> <p><i>Trees Lesson</i></p>	<p><i>Slides/Resources used in the lessons</i></p> <p><a href="https://docs.google.com/presentation/d/1uGL8qj8Mww5O_aEpzks8vYqLLJ3p1eAr/edit#slide=id.p1">https://docs.google.com/presentation/d/1uGL8qj8Mww5O_aEpzks8vYqLLJ3p1eAr/edit#slide=id.p1</a></p>	<p><i>Pictures of Children working in lesson</i></p> 
<p>Pictures of children completing learning task/activity</p> 	<p><i>Pictures of Completed work with children</i></p> 	<p>Feedback or quotes from children and teachers about the lessons and learning.</p>  <p>help us to breathe          'They give animals homes and even give us medicine'</p>

Next Step/What comes next?

This lesson will be repeated and added to our whole school long term plan. A trip to the local woodland will be planned alongside it and the children will study trees in different seasons as part of their science learning. The children are keen to engage in more outdoor learning and a tree planting morning has been arranged as a parent event.

## Case Study Template – Whole School Climate Learning Assessment Case Study

### Overview

Assessment questions were formed by the Erasmus team from the long term plan objectives for each school term (Aut/Spr/Sum).

A case study to investigate the implementation and effectiveness of Climate learning assessment in school across Y1 to Y6.

Classroom assessments were carried out in two different formats in-line with the changing assessment policy across the rest of the school during the project.

1. Firstly, the assessments were carried out with a pre- and post- assessment grid and completed in class groups as a discussion task. The answers were filled in digitally by the class teacher and returned to the climate team in school via saving the files on the network.

### CC4CA Climate Audits.pptx

1. Secondly, the assessments were carried out using the website quizzing application ‘Kahoot!’ - which was developed as an assessing tool in school with foundation subjects. Therefore, the children were used to the assessment format and able to complete the task successfully. (See the Assessment Code document to see the QR codes to allow the children to access the quizzes)  
Climate Audit Spring 2023 Assessment Codes.docx

Outcomes were varied from both formats of assessment.

### Strengths

The pre/post assessment showed the depth and breadth of knowledge of the children in class (as all answers were recorded by the class teacher), where the Kahoot assessment tool gave formative information for each individual pupil - giving scores and correct answers for each question.

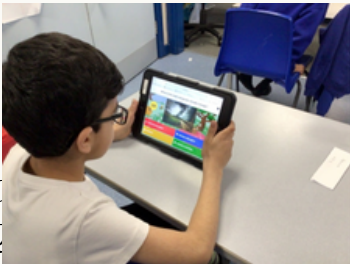
### Limitations

The pre/post grids would be completed as a class, therefore showing the ideas from the whole group rather than individuals - this would limit the assessments of LA and quieter pupils, whereas the Kahoot assessments are a multiple-choice quiz - meaning children may land on the correct answer by guessing, limited the true representation of the knowledge learned in class. Kahoot quizzes were also not completed by the younger year groups (Y1/Y2) as the year groups were not familiar or had used the Kahoot before in school.

Challenges to combining subjects to objectives	Personal recount of strategies used in project
<p>Challenges to link to objectives did not present due to the nature of the task - however, the challenges that were encountered when using the assessment ‘grids’ meant that planning was not informed about any gaps or misconceptions. This lack of guidance from the grids did not ensure progress for all pupils in the class. Kahoot (although used for a limited amount of time) has shown to give the teacher these assessment gaps and would be able to influence future planning for a complete cover of the knowledge..</p>	<p>Trying to make the assessments in-line with the other school foundation subject assessments has allowed for an easier transition of a new assessment in school. The documents have been easily shared across email, but getting them completed and returned has proven tricky - with constant reminders and chasing certain staff has occurred.</p>

## LESSON CASE STUDY EVIDENCE

*Pictures of children completing learning task/activity*



Pictures of Completed work with children



Feedback or quotes from children and teachers about the lessons and learning.

“That quiz was really easy”  
RL 2023

“The kids really enjoyed completing the quiz, they were all trying to get the high score and realised they needed to read the question carefully to get the most points” Teacher of Y4, 2023

“I think I only missed one question about carbon footprints - and I can't really remember anything about that” - SR, 2023.

Next Step/What comes next? - (See Reports document in Kahoot Folder) [Reports - Kahoot!.pdf](#)

Review of the completed questions on the Kahoot will identify gaps in the children's knowledge - which will identify needs in the teacher's planning. This would be addressed in future lesson plans to include some learning about the misconception or gaps in the children's knowledge.

Repetition of the same assessment would allow the teacher/leader to identify the retention of the climate learning.

Summer Kahoot assessments would introduce a new set of questions for the learning completed in the summer term at school - the objectives are identified from the LTP of the school with the embedded objectives.