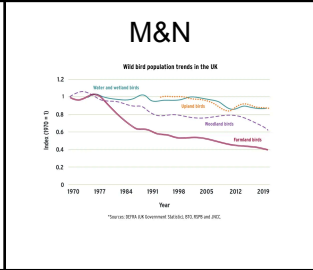


Environmental Change “How is our environment changing, and how can we help protect the future of our part of Wales?”

How can we shape a better future?

Essential Questions
 What does it mean to live sustainably?
 How can we balance people’s needs with protecting the planet?

What renewable energy is used in Wales?
 Who is most affected by environmental change?
 How can we influence others to act?
 What action can we take in our school or community?



Why am I learning this?

To help me to:
 Develop a reflective understanding of how actions affect my own and others wellbeing, and the environment. Become more responsible in the decisions I make. Develop the ability to evaluate decisions about wellbeing, recognising consequences and implications. Contribute to group decision-making through shared commitments

To help me to:
 Communicate my viewpoints clearly and respectfully, using evidence to justify opinions. Make evaluative and critical judgements about the ideas and viewpoints. Listen to and consider perspectives that differ from my own. ask “increasingly sophisticated questions” and develop my communication skills.

To help me to:
 Engage with “challenges and opportunities that face humanity, Understand the consequences of human choices on communities and environments. Think critically about fairness, responsibility and change. Explain how places, spaces and environments have changed over time.

To help me to:
 Interpret data using different scales, identify trends. Use mathematical reasoning to support decision-making. Apply mathematical concepts to real-world situations. Use measures such as mean to assess whether data supports an argument.

To help me to:
 Investigate real-world environmental problems through hands-on inquiry. Apply scientific thinking and technological approaches to design, test and refine possible solutions. Analyse how scientific and technological solutions address societal needs.

To help me to:
 Plan and communicate creative work for different audiences, purposes and outcomes. Refine skills across disciplines to express increasingly complex meaning. Draw on knowledge and experience to plan and communicate creative work for specific audiences

My learning experiences

<p>Explore the immediate and local area to notice how the environment affects wellbeing.</p> <p>Consider how environmental changes influence people's physical, social and emotional wellbeing.</p> <p>Explore how collaboration in community projects strengthens relationships</p> <p>Work together to set shared commitments to environmental sustainability</p> <p>Consider situations where conflicts arise between human wellbeing and environmental wellbeing and explore responsible responses.</p>	<p>Develop reasoned spoken or written arguments about real environmental dilemmas affecting their community.</p> <p>Explore texts (non-fiction, media, digital texts) that represent different perspectives on environmental change and evaluate the credibility of information.</p> <p>Interview local residents to understand how environmental issues affect them and synthesise responses.</p> <p>Compare contrasting viewpoints to consider how people decide what is "fair" and what evidence they use.</p>	<p>Meet with local councillors/residents to discuss ongoing local environmental issues.</p> <p>Case study: Llanishen/Lisvane reservoirs - how an environmental disaster was avoided.</p> <p>Explore how human decisions in the past have shaped present-day environmental conditions in the local area.</p> <p>Consider the ethical implications of different uses of land in the community.</p> <p>Work with local community groups on environmental sustainability</p>	<p>Collect school-based or local environmental data (biodiversity, light levels, waste volume, traffic flow).</p> <p>Represent patterns and comparisons using appropriate graphs, tables or charts.</p> <p>Analyse variability in data to make reasoned statements about environmental conditions or trends</p> <p>Calculate the potential impact of small environmental actions (e.g., reducing waste, energy usage).</p> <p>Use numeracy to test claims (e.g., "Does our class produce more waste on certain days?")</p>	<p>Investigate environmental questions through systematic enquiry (soil absorption, plant growth, microhabitats)</p> <p>Design simple prototypes or models to address a local environmental issue (shade structures, water-collection ideas, biodiversity supports).</p> <p>Research renewable energy projects in Cardiff.</p> <p>Consider the ethical dimensions of using technology to address environmental problems.</p> <p>Use digital modelling or mapping tools to explore environmental change.</p>	<p>Create expressive pieces that communicate messages about responsibility in environmental change.</p> <p>Perform or compose pieces that express personal or collective responses to environmental change.</p> <p>Imagine and represent alternative futures for their local area through drama.</p> <p>Exploring how artists and creatives influence public action and reflecting on the role of creativity in shaping change.</p> <p>Collaborate to re-tell stories from the local community about how environmental change has been experienced.</p>
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Suggested novels: Run Wild by Gill Lewis.

Suggested Launch: Environment musical challenge: Stage - a musical for a younger audience that teaches them about environmental responsibility.

Suggested Landing Perform the musical to the rest of the school and parents.

Pupil voice opportunities Choose the musical - Research renewable energy projects in Cardiff.