



## Curriculum Overviews: Upper Key Stage 2

	National Curriculum Objectives								
	English	Maths	Science	Geography	PSHE	Citizenship	Careers:	Green Skills	UN Sustainable Development Goals
Assembly			x	x	x	x	x	x	x
Workshop			x	x	x	x	x	x	x
English Lesson									
Maths Lesson									
Science/PSHE Lesson									

## Key Stage 2 Assembly:

### Session Aims -

This assembly will explore the different uses of gas and electricity in our homes, where this energy comes from, and the impact it can have on the environment. It will then look at energy-related behaviour and what actions everyone can take to be more energy efficient.

English NC Links	Math's NC Links	Science NC Links
		<ul style="list-style-type: none"><li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li></ul>
Geography NC Links	PSHE NC Links	Citizenship NC Links
<ul style="list-style-type: none"><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Choices that support a healthy lifestyle and recognise what might influence these.</li><li>• How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li><li>• Everyday things that affect feelings and the importance of expressing feelings.</li></ul>	<ul style="list-style-type: none"><li>• Talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li><li>• To recognise and manage internal and external influences on decisions which affect health and wellbeing.</li></ul>

	<ul style="list-style-type: none"> <li>• Problem-solving strategies for dealing with emotions, challenges, and change.</li> <li>• how to predict, assess and manage risk in different situations.</li> </ul>	
Careers NC Links	Green Skills:	UN Sustainable Development Goals
	<p><u>UNESCO Key concepts</u></p> <p><u>1.2 Greenhouse gases</u></p> <ul style="list-style-type: none"> <li>• Raise the awareness of family members regarding greenhouse gas emissions due to people’s activities, which are causing global warming and associated problems.</li> </ul> <p>4.5 <u>Urgency and community action</u></p> <ul style="list-style-type: none"> <li>• Adopt sustainable practices such as turning off lights and electronics when not in use.</li> </ul> <p>5.4 <u>Energy consumption and carbon emissions</u></p> <ul style="list-style-type: none"> <li>• Observe energy use at home and other places.</li> <li>• Make informed choices about energy consumption.</li> </ul>	<ul style="list-style-type: none"> <li>• No poverty</li> <li>• Good health and well-being</li> <li>• Affordable and clean energy</li> <li>• Sustainable cities and communities</li> <li>• Climate action</li> </ul>

Upper Key Stage 2: Workshop

Session Aims –

- Identify a range of energy sources and their uses.
- Discuss different ways of saving energy and how energy-related behaviour might need to change.
- Explore ways to reduce carbon emissions by using renewable technology.

English NC Links	Math's NC Links	Science NC Links
		<ul style="list-style-type: none"> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>
Geography NC Links	PSHE NC Links	Citizenship NC Links
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity</li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>• Everyday things that affect feelings and the importance of expressing feelings.</li> <li>• Problem-solving strategies for dealing with emotions, challenges, and change.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li> </ul>

<p>relies on effective functioning of natural systems.</p>	<ul style="list-style-type: none"> <li>• How to predict, assess and manage risk in different situations.</li> </ul>	
<p>Careers NC Links</p>	<p>Green Skills:</p>	<p>UN Sustainable Development Goals</p>
<ul style="list-style-type: none"> <li>• By age 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Actively seeking to challenge stereotypical thinking and raise aspirations.</li> </ul>	<p><u>UNESCO Key concepts</u></p> <p>1.2 <u>Greenhouse gases</u></p> <ul style="list-style-type: none"> <li>• Take actions to reduce use of fossil fuels.</li> </ul> <p>1.6 <u>Renewable energy</u></p> <ul style="list-style-type: none"> <li>• Value and argue persuasively for the use of renewable energy, explaining how it can reduce the problems that global warming is causing and may cause in future to humans and ecosystems.</li> </ul> <p>4.5 <u>Urgency and community action</u></p> <ul style="list-style-type: none"> <li>• Demonstrate a sense of responsibility for participating in climate action at the school level.</li> </ul> <p>6.2 <u>Renewable energy use</u></p> <ul style="list-style-type: none"> <li>• Embrace the significance of using renewable energy in daily life as an effective alternative to fossil fuels.</li> </ul>	<ul style="list-style-type: none"> <li>• No poverty</li> <li>• Good health and well-being</li> <li>• Affordable and clean energy</li> <li>• Sustainable cities and communities</li> <li>• Climate action</li> </ul>