

# Key Stage 3

## Curriculum Fit

## Climate Action Heroes: It's your world!

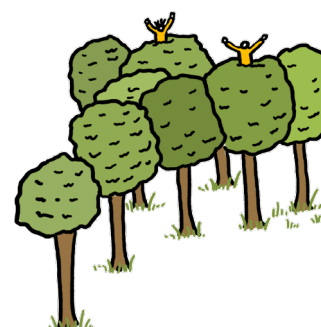
### Learning Opportunities and Objectives

Tomorrow Projects provides great opportunities for students to develop their creative and problem solving skills. Additionally:

- To understand that inventions are all around us, that invention is a way to create solutions to problems or challenges
- Students will learn about climate change and human impact on the natural world
- They will be introduced to the importance of biodiversity
- Learn about the threats to wildlife and their habitats
- Investigate how they can create inventions inspired by animals
- Explore food chain and food webs
- Learn about sustainable living and the biggest reasons for climate change
- Be introduced to non-renewable and renewable energy sources
- To articulate and communicate their ideas in drawing, writing and speech for an audience, as well as to plan and evaluate their writing
- Expand skills in STEM learning
- Become innovative designers through use of a deliberate design process for generating ideas

By promoting creative thinking and problem-solving skills, Tomorrow Projects offers many opportunities to link to several curriculum areas with an integrated approach.

This holistic project can be integrated into your school's [Climate Action Plan](#).



## Curriculum links

This project can be used to support curriculum knowledge and skill development in English, science, art and geography, alongside enhancing nature education, with age appropriate adaptations.

Some cross-curricular links to a variety of objectives, include:

### Science

Students can base their invention ideas on observations of the world around them that present opportunities for innovation. They can:

- Learn that environments can change and that this can sometimes pose dangers to living things
- Introduced to fossil fuels and energy sources
- Students can learn about the sustainability of different forms of power and how to reduce their impact on the environment
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
- Ask relevant questions and using different types of scientific enquiries to answer them
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings and labelled diagrams
- Understand that the production of carbon dioxide by human activity and the impact on climate

### Geography

Students will learn about human geography. They can:

- Learn about the distribution of natural resources including energy, food, minerals and water
- Consider types of settlements and land use
- Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems

## Citizenship

Students can learn to take some responsibility for themselves and their environment

They can:

- Understanding environmental issues
- To realise that people and other living things have needs, and that they have responsibilities to meet them
- What improves and harms their local, natural and built environments and about some of the ways people look after them

## English and Literacy

Students can write both descriptively and persuasively. They can plan and evaluate their writing and communicate their ideas in speech. They can:

- Use language to represent their idea
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn
- Elaborate and explain clearly their understanding and ideas

## Art and design

Students can produce creative work and explore their ideas using drawing, design and optionally craft. They can:

- Use drawing to develop and share their ideas, experiences and imagination
- Optionally, use a range of materials creatively to design and make products
- Be exposed to the work of craft makers and designers

