

Sustainability across the curriculum

Giles Junior School | Years 3 to 6 | Website curriculum review 26 October 2026

Our curriculum provides foundations for understanding the natural world, using resources thoughtfully and contributing to communities. Science, geography and food technology offer the clearest subject links. English, mathematics, computing, art and personal development provide opportunities to investigate issues and communicate informed responses.

This map identifies content in the published documents and proposes ways to make sustainability learning explicit. A unit title alone does not demonstrate that an environmental objective is already taught. Suggested activities and outcomes below require subject-leader agreement; they are not claims of completed teaching or measured impact.

How to read the map

Label	Meaning
Explicit link	The published objective directly addresses an environmental or resource-related concept.
Foundation	The published content supplies useful knowledge or skills; the sustainability application is an interpretation.
Opportunity	An additional teaching context or activity proposed for planning.

Themes running through the map

Theme	Curriculum contribution
Nature and biodiversity	Plants, habitats, food chains, life cycles, classification and environmental change.
Water and energy	Water processes, electricity and informed use of resources.
Materials and consumption	Material properties, food origins, seasonality, designing and making.
Places and climate	Land use, resources, trade, local change and explicit Year 6 climate-change learning.
Community and action	Responsibility, collaboration, evidence, communication and realistic pupil participation.

Source and timing notes

The overview page provides Year 4 and Year 5 Word documents and a Year 6 PDF. No Year 3 annual overview was linked at the time of review, so Year 3 is mapped from subject plans. Terms are included only where clearly identifiable. Source codes refer to the final page. The published plans contain inconsistencies to resolve before adopting a final annual sequence.

Year 3 curriculum links

Published content is summarised in the first two columns. The teaching applications and evidence examples are proposed planning opportunities.

Subject and unit	Published connection and status	Suggested sustainability application	Evidence of understanding
Science plants and habitats [S4, S5]	Foundation: plant needs, growth, pollination and seed dispersal.	Explore how a small planting area can support living things; observe rather than disturb habitats.	Explain plant needs and suggest a reasoned habitat improvement.
Science rocks and soils [S5]	Foundation: natural materials and soil composition.	Compare soils and discuss why healthy soil matters for growing plants.	Describe soil components and link soil to plant growth.
Geography UK, rivers and mountains [S6]	Explicit link: water cycle, changing land use and natural resources.	Follow a local water journey; consider how litter or land use may affect a place.	Use a map or sketch to explain an environmental feature.
D&T structures and food [S7, S8]	Foundation: product design and food origins.	Compare suitable reused materials for a frame; trace ingredients to plants or animals.	Justify a material choice and describe where ingredients come from.
Art Monet [S13]	Foundation: landscape and exploration of media.	Observe local nature and use materials carefully in a landscape response.	Discuss observed features and responsible use of art resources.

Planning and assessment

Year team to confirm lesson placement and choose a small number of purposeful links. Keep subject knowledge central. Use discussion, short explanations, practical outcomes and selected work samples to check understanding rather than relying on photographs of activities alone.

Confirmed by: _____ Date: _____

Year 4 curriculum links

Published content is summarised in the first two columns. The teaching applications and evidence examples are proposed planning opportunities.

Subject and unit	Published connection and status	Suggested sustainability application	Evidence of understanding
Science states of matter, Spring 2 [S1, S4]	Explicit link: evaporation and condensation within the water cycle.	Connect water processes to a discussion of why clean water should not be wasted.	Explain the cycle; propose a sensible water-saving habit.
Science electricity, Summer 1 [S1, S5]	Foundation: electrical appliances and circuits.	Identify classroom electricity use and distinguish essential equipment from items that can be switched off safely.	Explain a circuit and give a justified safe-use suggestion.
Science habitats, Summer 2 [S1, S4]	Explicit link: effects of environmental change on living things.	Compare habitat conditions and discuss human actions that can help or harm organisms.	Explain an environmental change and its possible effect.
English Stroodles, Autumn 1; animals in parks, Summer 2 [S1]	Opportunity: published persuasive advert and balanced argument contexts.	Discuss material choices where relevant to the text; evaluate evidence on animal care without assuming the existing unit already covers sustainability.	Support a viewpoint and recognise alternative arguments.
D&T sewing, spring; food, Summer 2 [S1, S8]	Foundation: textiles and food origins.	Introduce repair and careful cutting; compare where recipe ingredients come from.	Demonstrate a joining skill and explain one resource-conscious choice.
Geography and art Greece, volcanoes, Warhol [S1, S6, S13]	Foundation: people and places, natural hazards and material exploration.	Discuss tourism pressures where suitable; use natural and manufactured printing materials thoughtfully.	Distinguish natural hazards from climate change; evaluate material use.

Planning and assessment

Year team to confirm lesson placement and choose a small number of purposeful links. Keep subject knowledge central. Use discussion, short explanations, practical outcomes and selected work samples to check understanding rather than relying on photographs of activities alone.

Confirmed by: _____ Date: _____

Year 5 curriculum links

Published content is summarised in the first two columns. The teaching applications and evidence examples are proposed planning opportunities.

Subject and unit	Published connection and status	Suggested sustainability application	Evidence of understanding
Geography North America, Autumn 1; mountains, Spring 2 [S2, S6]	Explicit link: resources, trade, biomes and climate zones.	Consider competing needs when resources and places are used for trade or tourism.	Explain one benefit and one pressure associated with resource use.
Science materials, Spring 2 [S2, S4]	Foundation: material suitability and reversible changes.	Investigate properties, then consider durability, reuse and the limits of recycling.	Use test evidence to justify a material choice.
Science habitats, Summer 1 [S2, S4]	Foundation: reproduction and life cycles.	Investigate how suitable habitats support different stages of a life cycle.	Explain why an organism needs particular conditions.
D&T pizza, Autumn 2; mechanisms, spring and summer [S2, S8]	Explicit link in progression: origins and seasonal effects on food.	Compare seasonal ingredients; plan quantities and reduce avoidable preparation waste.	Explain seasonality and evaluate a practical food choice.
English and computing Attenborough, Autumn 1; podcasts, Summer 2 [S2]	Opportunity: nonfiction and audio communication.	Research a carefully chosen conservation issue and produce an accurate short information piece.	Separate evidence from opinion and communicate an achievable action.
Mathematics and PSHE statistics, spring; Being Me [S2, S9]	Foundation: data interpretation and community responsibility.	Graph an adult-provided waste sample and agree a small collective improvement.	Interpret a trend and explain how a shared action could be evaluated.

Year 6 curriculum links

Published content is summarised in the first two columns. The teaching applications and evidence examples are proposed planning opportunities.

Subject and unit	Published connection and status	Suggested sustainability application	Evidence of understanding
Geography local study, timing to confirm [S3, S6]	Explicit link: local climate change and traffic fieldwork.	Investigate a local question about travel or environmental quality using safe fieldwork.	Use evidence to recommend an achievable local improvement.
Science classification and evolution [S3, S4]	Foundation: grouping organisms and adaptation.	Explore why diversity and suitable habitats matter. Distinguish inherited adaptation across generations from immediate individual responses.	Explain a classification and link survival to conditions.
Science electricity [S3, S4]	Foundation: circuits and controlled investigation.	Connect scientific explanations to responsible electricity use; do not treat circuit experiments as a measurement of whole-school energy savings.	Evaluate evidence and explain the limits of an investigation.
D&T food and textiles [S3, S8]	Explicit link in progression: origins and food processing.	Compare processing and packaging; plan ingredients and textile use carefully.	Evaluate a product against function, waste and resource choices.
English and art Varmints; Nnenna Okore [S3]	Opportunity: narrative and artist study named in overview.	Explore environmental interpretations only after checking the chosen text and artwork; consider a reuse-based response.	Explain an interpretation and justify a creative material choice.
PSHE and computing Healthy Me; Data Matters [S3, S10]	Explicit PSHE example: walking instead of a short car journey; data skills offer an application.	Compare realistic travel choices and present anonymised class findings. Avoid judging families whose circumstances limit options.	Discuss health, access and environmental considerations using evidence.

Planning and assessment

Year team to confirm lesson placement and choose a small number of purposeful links. Keep subject knowledge central. Use discussion, short explanations, practical outcomes and selected work samples to check understanding rather than relying on photographs of activities alone.

Confirmed by: _____ Date: _____

Connections across subjects

These applications extend published subject content. They should be selected where they improve learning, rather than added to every unit.

Subject	Published starting point	Proposed application
English	Persuasion, argument, nonfiction and narrative in year overviews [S1–S3].	Write an evidence-based recommendation, compare viewpoints or discuss environmental themes in a selected text.
Mathematics	Measurement, fractions, statistics and ratio in reviewed overviews [S1–S3].	Use real, anonymised water, energy or waste data; compare like periods and teach units accurately.
Computing	Programming progression; podcasts and Data Matters in year overviews [S2, S3, S11].	Create a data presentation or information resource; evaluate sources and accessibility. Do not claim an environmental computing unit is already specified.
History	Historical societies and change over time [S1–S3, S12].	Compare how people obtained materials, food and energy in a studied period. Treat this as an application, not a verified sustainability objective.
Religion and World Views	River Ganges, gifts, community and charity in reviewed materials [S14].	Explore why places and shared resources matter to different people. Confirm any specific stewardship teaching in lesson plans.
Spanish	Animal, fruit, vegetable, clothing and home vocabulary in plans and overviews [S1, S2, S15].	Use familiar vocabulary in a seasonal food or reuse display while retaining the planned language objective.
Music	Instrumental learning, composition and performance in overviews [S1–S3].	Compose a nature-inspired response or communicate a message. This is an enrichment opportunity, not evidenced environmental coverage.
PE and wellbeing	Physical activity in overviews; Year 6 walking example in PSHE [S1, S10].	Link suitable active journeys and outdoor enjoyment to health and care for shared spaces. Adapt for disability and family circumstances.
Pupil leadership	Responsibility, community participation and role models in PSHE [S9, S10].	Give pupils manageable roles in reporting findings or sharing reminders. Adults retain responsibility for safety, maintenance and resource management.

Progression and next actions

	Proposed sustainability progression
	Notice and describe plants, materials, places and everyday resource choices.
	Explain simple relationships, environmental effects and reasons for caring for resources.
	Investigate evidence and consider trade-offs in food, materials, habitats and resource use.
	Evaluate local issues, recognise limits in evidence and justify realistic collective action.

Priorities for completing the map

Action	Lead and proposed timing	Completion evidence
Confirm the current Year 3 annual sequence and add term locations.	Year 3 lead and subject leaders; next planning review.	Agreed annual map with source dates.
Resolve Year 6 geography discrepancy: North America in annual overview, South America in subject plan. Confirm art focus: Nnenna Okore in overview, Ikuko Iwamoto in subject plan.	Year 6, geography and art leads; before publication.	One consistent current set of plans.
Check science progression copy errors: Year 4 Animals and Habitats sections repeat unrelated content.	Science lead; next curriculum review.	Corrected objectives and vocabulary.
Agree explicit objectives for resource use, waste prevention and climate learning where they are currently only opportunities.	Sustainability lead and subject leaders; this academic year.	Amended medium-term plans and selected assessment examples.
Use the school energy, waste and water audit as a data context where appropriate.	Subject leaders with site/business staff; after baseline collection.	Accurate anonymised data and pupil explanations.
Check access and impact through planning review, work sampling and pupil voice.	SLT and subject leaders; termly.	Brief review identifying knowledge secured and next steps.

Inclusion and balanced teaching

Use concrete resources, visuals, vocabulary teaching, adapted recording and accessible fieldwork so all pupils can participate. Discuss practical choices without blaming families or implying that pupils are responsible for solving global problems. Distinguish weather from climate, and natural hazards from human-driven climate change. Revisit key ideas and celebrate informed, achievable action.

Sources and verification notes

Documents and subject pages reviewed from the school website on 26 October 2026. Source titles indicate the published material, not confirmation of classroom delivery. Links below can be copied into a browser. Annual overview dates are not assumed where the file itself does not state them.

S1 Year 4 Overview 26–27

https://gilesjm.herts.sch.uk/docs/long_term_plans/Year_4_Overview_26-27.docx

S2 Year 5 Curriculum Overview

https://gilesjm.herts.sch.uk/docs/long_term_plans/Year_5_Curriculum_Overview.docx

S3 Year 6 Long Term Plan

https://gilesjm.herts.sch.uk/docs/long_term_plans/Year_6_Long_Term_Plan.pdf

S4 Science Long Term Plan

<https://gilesjm.herts.sch.uk/docs/imported/science/sciencelongtermplan.docx.pdf>

S5 Science Skills Knowledge and Vocabulary

<https://gilesjm.herts.sch.uk/docs/imported/science/scienceskillsknowledgeandvocab24.pdf>

S6 Geography Long Term Plan

<https://gilesjm.herts.sch.uk/docs/imported/geography/geographylongtermplan.docx.pdf>

S7 D&T Long Term Plan

<https://gilesjm.herts.sch.uk/docs/imported/design-and-technology/dtlongtermplan.docx>

S8 D&T Skills and Knowledge Progression

<https://gilesjm.herts.sch.uk/docs/imported/design-and-technology/dtskillsandknowledgeprogression.docx>

S9 Year 5 PSHE Medium Term Plan

<https://gilesjm.herts.sch.uk/docs/imported/pshe/mtpyear5pshe.pdf>

S10 Year 6 PSHE Medium Term Plan

<https://gilesjm.herts.sch.uk/docs/imported/pshe/mtpyear6pshe.pdf>

S11 Computing Long Term Plan

https://gilesjm.herts.sch.uk/docs/imported/computing/Computing_Long_Term_Plan.pdf

S12 History Long Term Plan

<https://gilesjm.herts.sch.uk/docs/imported/history/historylongtermplan.pdf>

S13 Art Long Term Plan

https://gilesjm.herts.sch.uk/docs/imported/art/Art_-_Long_term_plan.pdf

S14 Religion and Worldviews Long Term Plan

<https://gilesjm.herts.sch.uk/docs/imported/religious-education/religionandworldviewslongtermplan.docx.pdf>

S15 Spanish Long Term Plan

<https://gilesjm.herts.sch.uk/docs/imported/mfl-spanish/spanishlongtermplan.docx>

Also checked: curriculum overview and subject pages, including Year 3 and Year 4 PSHE plans. Overview page:

<https://gilesjm.herts.sch.uk/Curriculum/Curriculum-Overview/>