



	Autumn	Spring	Summer
EYFS	16 Peace, Justice and Strong Institutions What should happen to teenager who steal something from teacher to make money? What would a peaceful world look like? What's the first thing you would do as a new leader on an island? (This can be a practical activity as part of fieldwork – use the sand area etc to choose the things needed for a “civilisation” Do armed police ensure we are at peace? Who should get the most money of the three emergency services? Who is responsible for looking after refugees? What should a country do if they have harmful leader?	12 Responsible Consumption and Production How can we reduce number of cars on the road? (Traffic survey – count the number of cars) How can we reduce the amount of plastic in the ocean? Responsible consumption contributed to war effort, what can we do today? How does the internet contribute to overconsumption? What can we do to minimise production? What could we do with food left over from lunch? (How much lunch is wasted – or how much fruit?) What impact is fast fashion and fads having on planet?	9 Industry, Innovation and Infrastructure Why do some children take difficult journeys everyday to get to school? (Data collection of how children get to school) How do mobile phones improve our lives? How do we take fresh water for granted? Does infrastructure make a difference to communities? How does effective transport improve communities? How does infrastructure improve progress of communities? What can be done to improve infrastructures when natural disasters are more common?
Year 1	6 Clean Water and Sanitation Does all water have to be clean? What happens if your only choice is dirty water? Are these school toilets good enough? (Take photographs of the toilets – judge the “best toilet” How can our toilets be improved? Questionnaire/survey the school)	15 Life on Land Should we cut down trees? Recycling centres can't keep up, how do we help? Should we keep animals in captivity? What can we do to save bees?	10 Reduced Inequalities Do we live in a fair world? Who would you hire as a teacher? Should girls play football? Should we treat everyone the same? What would happen if we shared wealth?

	<p>Should all countries provide free water? Why use solar ball? What should we do about water waste?</p>	<p>(Which area is best for bees?) Field survey and map results How can we protect wildlife near our homes and school? How can we protect animals from poachers? How can we stop others from littering? Which area is the worst for littering? Field survey and map results</p>	<p>Who is more likely to be faced with inequalities? What can be done about rich and poor gap?</p>
Year 2	<p>2 Zero Hunger Where will food come from if crops fail? Using global map – pinpoint where majority of food comes from; what comes from UK which foods come the furthest? Using a "shopping bag" Why do people queue for a food bank? Why does food cost different amounts in different countries? How do we help people access healthier foods? Should children get free school dinners? Should we be responsible for growing our own food? Who is responsible for feeding children?</p>	<p>5 Gender Equality 'I need two strong boys to carry the table to the hall' -what do we think? Should boys have to wear trousers when girls can wear dresses? Can women be doctors and men nurses? Should women be able to work as frontline soldiers? Why are primary teachers mostly female? Is there a gender pay gap? What makes a woman a great leader?</p>	<p>4 Quality Education Should children be forced to go to school? Which subject is most important? Girls are four times more likely to be out of school globally is it fair? Is University accessible for all? Should all teachers have a university degree? How many children should be in a class? Should teachers only teach one subject?</p>
Year 3	<p>9 Industry, Innovation and Infrastructure Why do some children take difficult journeys everyday to get to school? How do mobile phones improve our lives? How do we take fresh water for granted? Does infrastructure make a difference to communities? How does effective transport improve communities? How does infrastructure improve progress of communities?</p>	<p>12 Responsible Consumption and Production How can we reduce number of cars on the road? (Repeat traffic survey – outside of school grounds) How can we reduce the amount of plastic in the ocean? Responsible consumption contributed to war effort, what can we do today? How does the internet contribute to overconsumption? What can we do to minimise production?</p>	<p>11 Sustainable Cities and Communities What do we need to maintain our town? What do we need to make our town better? How can we ensure safety of people in our community? What does our community do to bring people together? Is our community accessible for all? How does our community support the poor and homeless? How does our community support the elderly?</p>

	What can be done to improve infrastructures when natural disasters are more common?	What could we do with food left over from lunch? What impact is fast fashion and fads having on planet?	
Year 4	<p>3 Good Health and Wellbeing</p> <p>What does a healthy country look like? Should we pay to use a hospital? How can we reduce air pollution? (Survey air pollution. Where is the air the worst on site?) How do busy lifestyles affect our weight? How can the government encourage people to be more active? Should schools give children unhealthy food? Interview catering staff to find out how they plan a “healthy menu”</p>	<p>7 Affordable and Clean Energy</p> <p>How does it affect lives if you do not have access to electricity? What could we use in UK to produce more clean energy? Should we build a windfarm in Oakley Vale? Use digimap to plot solar and wind in the locality. Compare/contrast with east coast or other location How can we reduce energy consumption at home? What are benefits of solar power? How does electricity improve lives? Should we destroy habitats to build hydro dams?</p>	<p>1 No Poverty</p> <p>Who eats dinner tonight (only enough food for three people not four) What can you buy for 90p per day? Should we give money to people in need? Do we need a food bank in Corby? Dad and mum ill, who pays for food and bills? Why can't we print money and give it to everyone? Why do rich countries have poor people? How can the government reduce poverty in the UK?</p>
Year 5	<p>14 Life Below Water</p> <p>What will happen if we destroy our oceans? Are we all responsible for looking after aquatic animals? Should we continue to fish by trawling? Should we dump waste into the ocean (rivers!!!!)? Visit a BW lake and do a transect and look at litter/take samples of water quality What should we do about fishing quotas? What should we do about bycatch? How can we reduce plastic pollution?</p>	<p>9 Industry, Innovation and Infrastructure</p> <p>Why do some children take difficult journeys everyday to get to school? (Revisit EYFS survey – have habits changed? How/why?) How do mobile phones improve our lives? How do we take fresh water for granted? Does infrastructure make a difference to communities? How does effective transport improve communities? accessible? Investigate bus routes and times – can I get to the shops? Are buses accessible?</p>	<p>5 Gender Equality</p> <p>'I need two strong boys to carry the table to the hall' -what do we think? Should boys have to wear trousers when girls can wear dresses? Can women be doctors and men nurses? Should women be able to work as frontline soldiers? (Revisit Y2 ideas) Why are primary teachers mostly female? Is there a gender pay gap? What makes a woman a great leader?</p>

		<p>How does infrastructure improve progress of communities?</p> <p>What can be done to improve infrastructures when natural disasters are more common?</p>	
Year 6	<p>8 Decent Work and Economic Growth</p> <p>Why do we have a national minimum wage?</p> <p>Who should get paid more – doctors or farmers?</p> <p>Should we pay more for chocolate to make sure farmers get a living wage?</p> <p>What should minimum working age be?</p> <p>Should certain jobs have certain minimum age requirements?</p> <p>Should a disability stop someone from getting a job?</p> <p>What happens to the economy when citizens earn less money?</p>	<p>13 Climate Action</p> <p>How are humans harming health of our planet? (Link with Flooding topic)</p> <p>What are we doing to restore the earth?</p> <p>What are the pros and cons of clean air zone?</p> <p>Research evidence of ULEZ</p> <p>The climate doesn't affect me, why should I bother?</p> <p>What changes can you make daily to help climate action?</p> <p>Are world leaders doing enough to stop climate change?</p> <p>How can we support brands who are making an effort to combat climate change?</p>	<p>16 Peace, Justice and Strong Institutions</p> <p>What should happen to teenager who steal something from teacher to make money?</p> <p>What would a peaceful world look like?</p> <p>What's the first thing you would do as a new leader on an island?</p> <p>Revisit EYFS activity/map/"sheet activity"</p> <p>Do armed police ensure we are at peace?</p> <p>Who should get the most money of the three emergency services?</p> <p>Who is responsible for looking after refugees?</p> <p>Link with Migration topic</p> <p>What should a country do if they have harmful leader?</p>