Sustainability

Overview

Thomas Hickman School is committed to being a sustainable and environmentally friendly school. We aim to reduce our carbon footprint and to implement and pursue practices which will help to foster an awareness and understanding of the environment in both pupils and staff. Sustainability is teaching and promoting practices that meet the needs of the present without compromising the ability of future generations to meet their own needs. It often includes environmental education, waste reduction, energy conservation, and fostering a sense of responsibility for the planet among students. We have a duty to prepare future generations with the knowledge and skills to manage the world's resources wisely. Pupils are expected to demonstrate an active interest in and concern for all-natural environments. We will be preparing all young people for a world impacted by climate change through learning and practical experience.

Thomas Hickman School is committed to fostering a culture of sustainability among students, staff, and the wider community. This policy outlines the principles and guidelines for sustainability education.

Specific Policy Aims

Experiential Learning: Facilitate hands-on experiences, such as nature walks, community projects, and eco-friendly initiatives. Foster a sense of responsibility through practical applications of sustainability principles.

Partnerships and Community Engagement: Collaborate with local organisations and experts to enrich sustainability education. Engage parents and the community in school initiatives promoting sustainable practices.

Environmental Stewardship: Model sustainable practices within the school environment, including waste reduction, energy conservation, and recycling. Encourage students to actively participate in eco-friendly initiatives within the school.

Communication: We keep parents and guardians informed about the school's sustainability initiatives. We utilize our communication channels to share success stories and updates on our sustainability in education.

Sustainability throughout the school

Reduce carbon in school - We are currently in the process of obtaining solar panels for Thomas Hickman School from 'Solar for Schools'. This will reduce our carbon footprint by 9tonnes.

Reduce energy and water use in school - We have a 'Saving Swan' in each class who are dedicated to turning off the lights, switching off the power at the plugs at the end of each day, closing all doors to ensure the classrooms are warm and turning off any taps that have been left running. – The more we can act in a co-ordinated fashion, the more effective the result, and the more likely that action will be sustained. Teachers to make pupils aware of the link between water use and financial cost. Establish and raise awareness of simple actions that can cut down on water use substantially. Recycling to be promoted through assemblies, and form times. Paper is to be collected in recycling boxes in each classroom.

Sustainable purchasing in school- We will use library services instead of buying new books and resources to support the children's learning. We will reach out to colleagues and the community before purchasing. Resources are researched to ensure have bought items

that link to our needs. Staff are encouraged to use electronic devices or online resources where possible instead of paper. Staff and pupils are asked to use the paper bins to recycle all paper. Paper use is monitored via a monthly print management report.

Sustainable school travel - We are part of 'Travel Tracker' scheme where children input their data as to how they travel to school. This collected and children are awarded on how they travel to school to support the environment.

Reduce waste in school - School meals are ordered to ensure that we have less food waste in school.

School food and catering services - Our hot lunches are delivered in reusable containers each morning. They are washed and picked up the following day. There are two containers that use single-use plastic (salad bar and the dessert container).

Develop the global dimension in school – We have joined the Global School Alliance which we have started to share good practice globally. We enter Aylesbury in Bloom each year and ensure our plants support the environment.

Areas where we incorporate Sustainability

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recycling **Substantive – what they are learning** **Disciplinary – when they put it in action**	Our wonderful world **Lesson 4** Woodlands, hedgerows and meadows. describe ways to protect natural environments, such as woodlands, hedgerows and meadows	Lets Explore the world Lesson – Sustainability Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.			Investigating our world. Lesson – Sustainable manufacturing processes. Identify and explain ways that people can improve the production of products without	

	walk to a local woodland, hedgerow or meadow				compromising the needs of future generations. Write a persuasive letter to local manufacturers	
Electricity **Substantive – what they are learning** **Disciplinary – when they put it in action**	Electricity Unit (Summer Term) To know where electricity comes from. Identifying other ways to make electricity that are sustainable for the environment. Looking at solar panels, water power and wind turbines.			Electrical conductors (Autumn2) What materials conduct and which are good conductors. Make circuits for a burglar alarm. Discussion points about electrical cars on the environment.		Electricity Summer 2 Circuits linking the way components work to the number of cells in the circuit and explain how a switch works? Making circuits
Habitats **Substantive – what they are learning** **Disciplinary – when they put it in action**			Describe how a significant geographical activity has changed a landscape in the short or long term.	They will describe altitudinal zonation on mountains. They will be able to discuss the four different zones, pointing out the differing climates, conditions and living things.		
Climate **Substantive – what they are learning**	Identify the similarities and differences between two places.		Identify the five major climate zones on Earth. Children will use a Climate zone map and use the key to identify the	Explain climatic variations of a country or continent. Children will be able to read a map and identify the countries in North and	Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.	Explain how climate change affects climate zones and biomes across the world

Disciplinary – when they put it in action	Locate hot and cold areas of the world in relation to the equator.		characteristics of each of the climate zones	South America and they will be able identify the equator to support knowledge of the climate zones. Explain how the physical processes of a river, sea or ocean have changed a landscape over time. Describe and explain the transportation of materials by rivers. Identify, describe and explain the formation of different mountain types. Children will use illustrations and information to help develop their awareness of each type and encourage them to begin to make comparisons. Use specific geographical vocabulary and diagrams to explain the water cycle. They will describe altitudinal zonation on mountains.They will be able to discuss the four different zones, pointing out the differing climates, conditions and living	Describe how soil fertility, drainage and climate affect agricultural land use. To know that climate zones are areas with distinct climates, weather patterns, latitude, plants and animals. Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. Explain how the climate affects land use.- Children to decide which type of farming they think is best suited to each of the environmental region Describe how soil fertility, drainage and climate affect agricultural land use. To identify where produce can grow.	Describe the climatic similarities and differences between two regions. Explain how climate change affects climate zones and biomes across the world. - to identify important facts and information and consider the cause and effects of climate change. Compare and describe physical features of polar landscapes.

				things. (cross over for habitats)		

EYFS GLD - Understanding of the world

- Describe their **immediate environment** using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between **life in this country and life in other countries**, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Explore the **natural world** around them, **making observations** and drawing pictures of animals and plants.
- Know some similarities and differences between the **natural world around them and contrasting environments**, drawing on their experiences and what has been read in class.
- Understand some **important processes and changes in the natural world** around them, including the **seasons and changing states of matter**.

Adapting the curriculum for pupils with SEND in Sustainability

• Adaptive teaching takes place.

• For sensory or physically impaired pupils, learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.

• Dyslexic pupils may benefit from well-spaced print.

• Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller ‘steps’ than those taken by other pupils to avoid overloading the working memory.

• A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.