

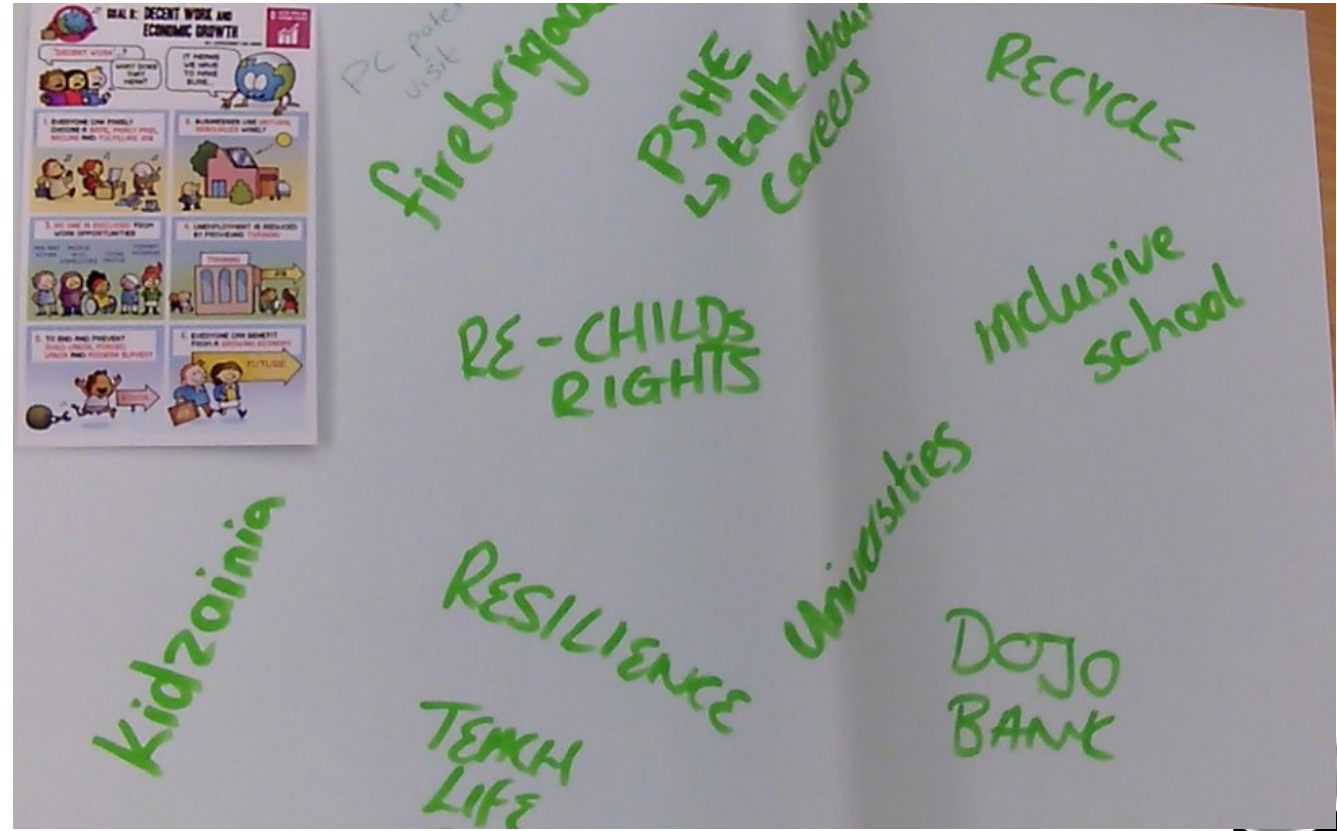
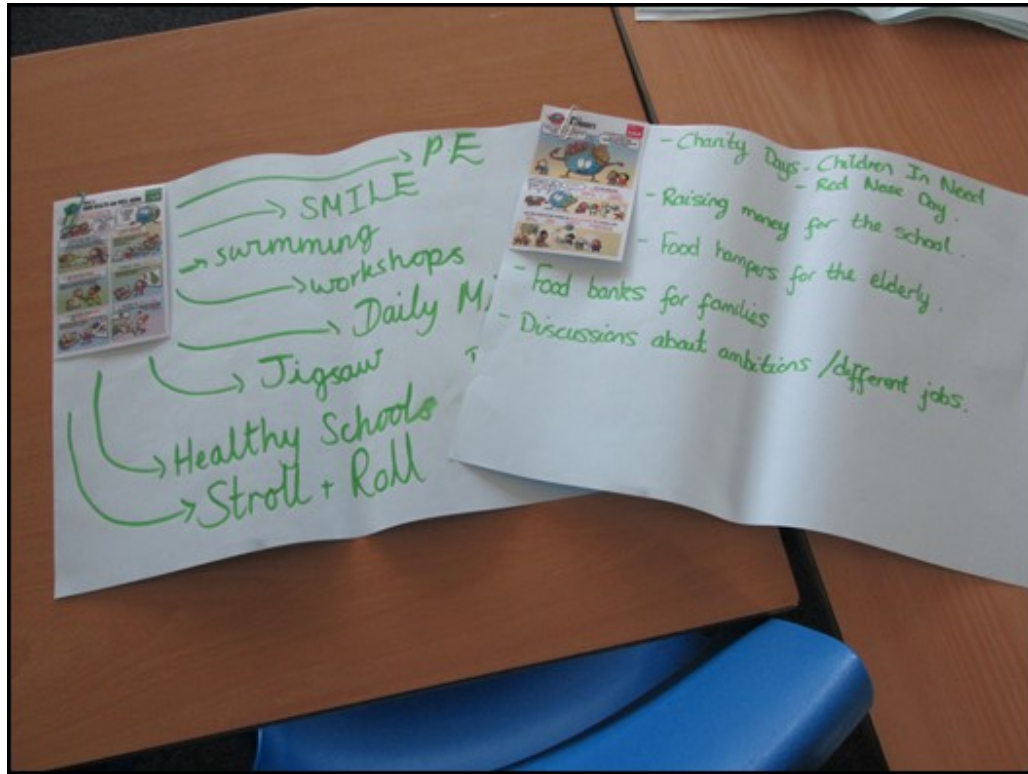
# Embedding The Global Goals for Sustainable Development into the Curriculum

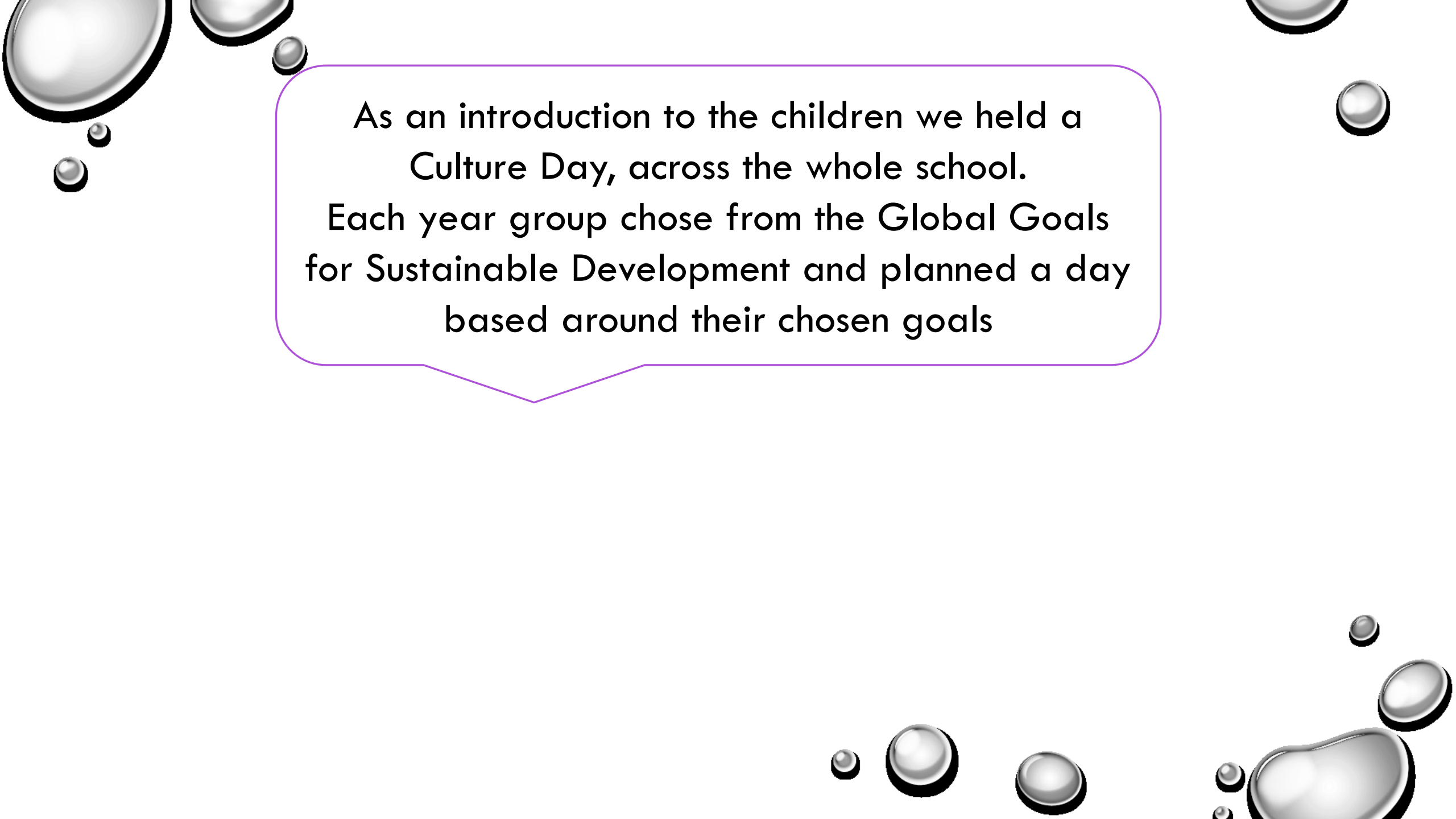




How can we make our children aware of these goals?

First, I needed to ensure that the staff were aware of the Global Goals!





As an introduction to the children we held a  
Culture Day, across the whole school.  
Each year group chose from the Global Goals  
for Sustainable Development and planned a day  
based around their chosen goals

# Let's investigate



**Discuss the pictures in your envelope  
and my two glasses of water.**

**Which Global Learning Goals do you think  
we are going to be considering?**





WALT - understand the causes and effects of water pollution.

MUST - be able to define water pollution

SHOULD - be able to state and outline some of the causes of water pollution

COULD - describe the global inequality of access to clean water





In this lesson we are going to consider what water pollution is, what causes water pollution and the effects of water pollution on life below water.

The *Global Learning Goals* we are considering are:

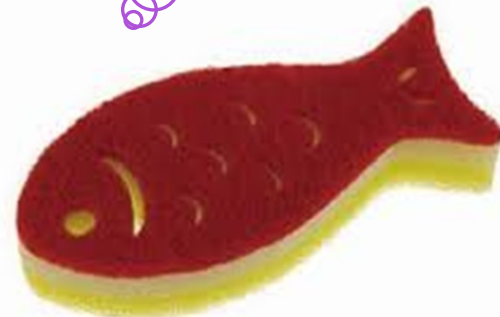


Imagine a clean river as it meanders through a protected wilderness area. In this river lives Fred the Fish. How is Fred? Fred has lived in this stretch of the river all his life. But now he is going on an adventure and travel downstream.

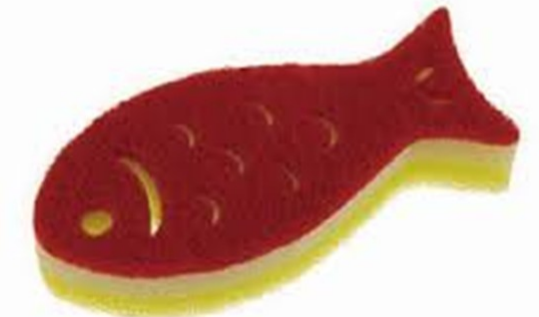




Fred swims into farm country. He passes a freshly plowed riverbank. It begins to rain and some soil erodes into the river. (Dump soil in into Fred's jar.) How is Fred?



Fred hears a housing development. Some fertilizer from the pastures and lawns washed into the river awhile back. (Place brown sugar in Fred's jar.) The fertilizer made the plants in the river grow very fast and thick. Eventually the river could not furnish them with all the nutrients they needed, and so they died and are starting to decay. Their decomposition is using up some of Fred's oxygen. How is Fred?



Fred swims beside a large parking lot. Some cars parked on it are leaking oil.

The rain is washing the oil into the river below. (Pour pancake syrup into Fred's

jar.) How is Fred?



During a recent cold spell, ice formed on a bridge. County trucks spread salt on the road to prevent accidents. The rain is now washing salty slush into the river. (Put salt in Fred's jar.) How is Fred?

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Fred swims past the city park. Some picnickers didn't throw their trash into the garbage can. The wind is blowing it into the river. (Sprinkle paper dots into Fred's jar.) How is Fred?

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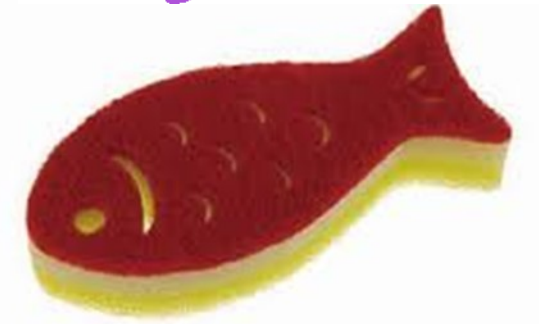




Several factories are located downstream from the city. Although regulations limit the amount of pollution the factories are allowed to dump into the river, factory owners are not abiding by them. (Pour warm soapy water into Fred's jar.) How is Fred?



The city's wastewater treatment plant is also located along this stretch of the river. Also a section of the plant has broken down. (Squirt two drops of red food coloring into Fred's jar.) How is Fred?

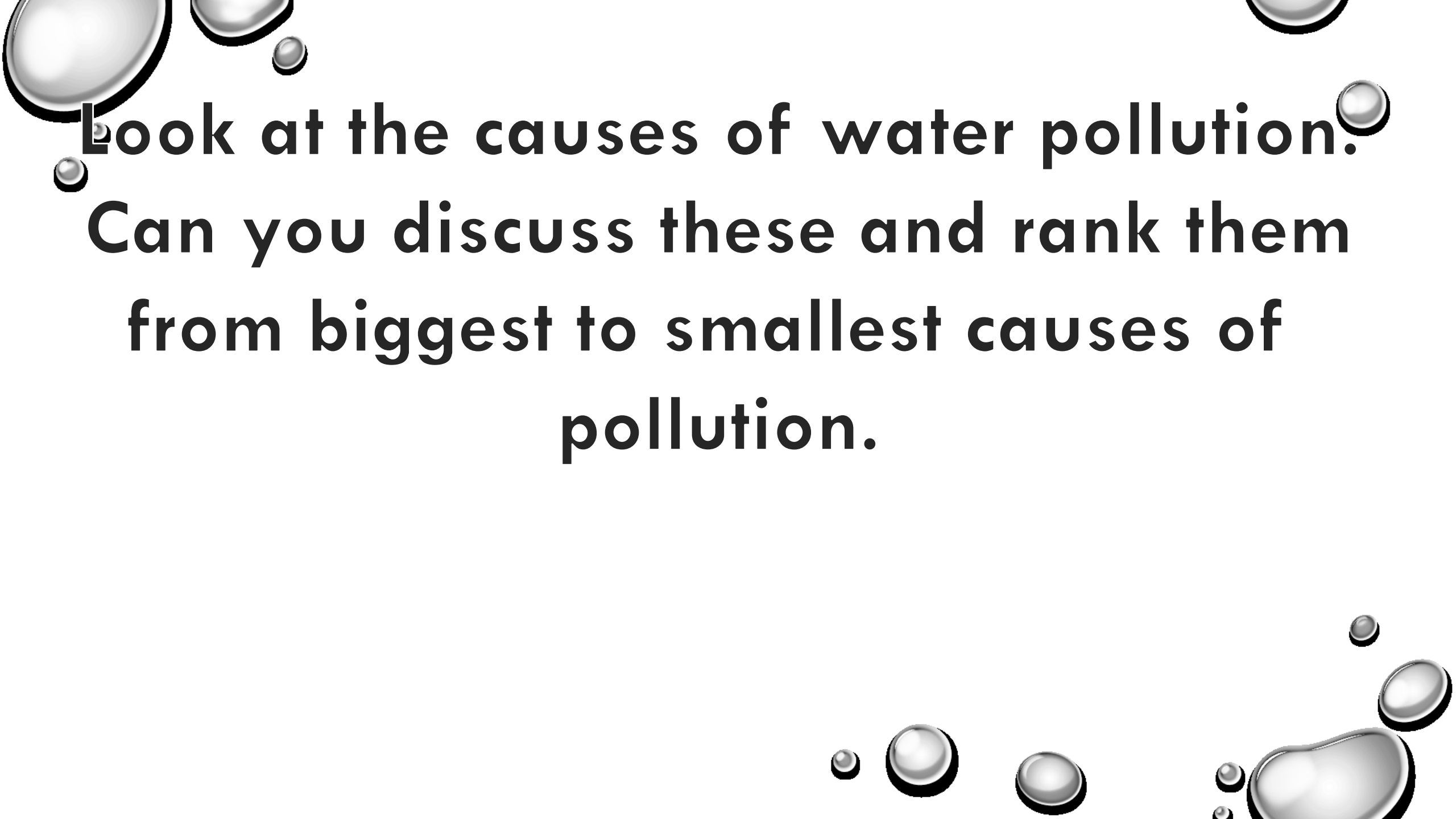


Finally, Fred swims past hazardous waste dump located on the bank next to the river. Rusty barrels of toxic chemicals are leaking. The rain is washing these poisons into the river. (For each leaking barrel, squeeze one drop of green food coloring into Fred's jar.) How is Fred?



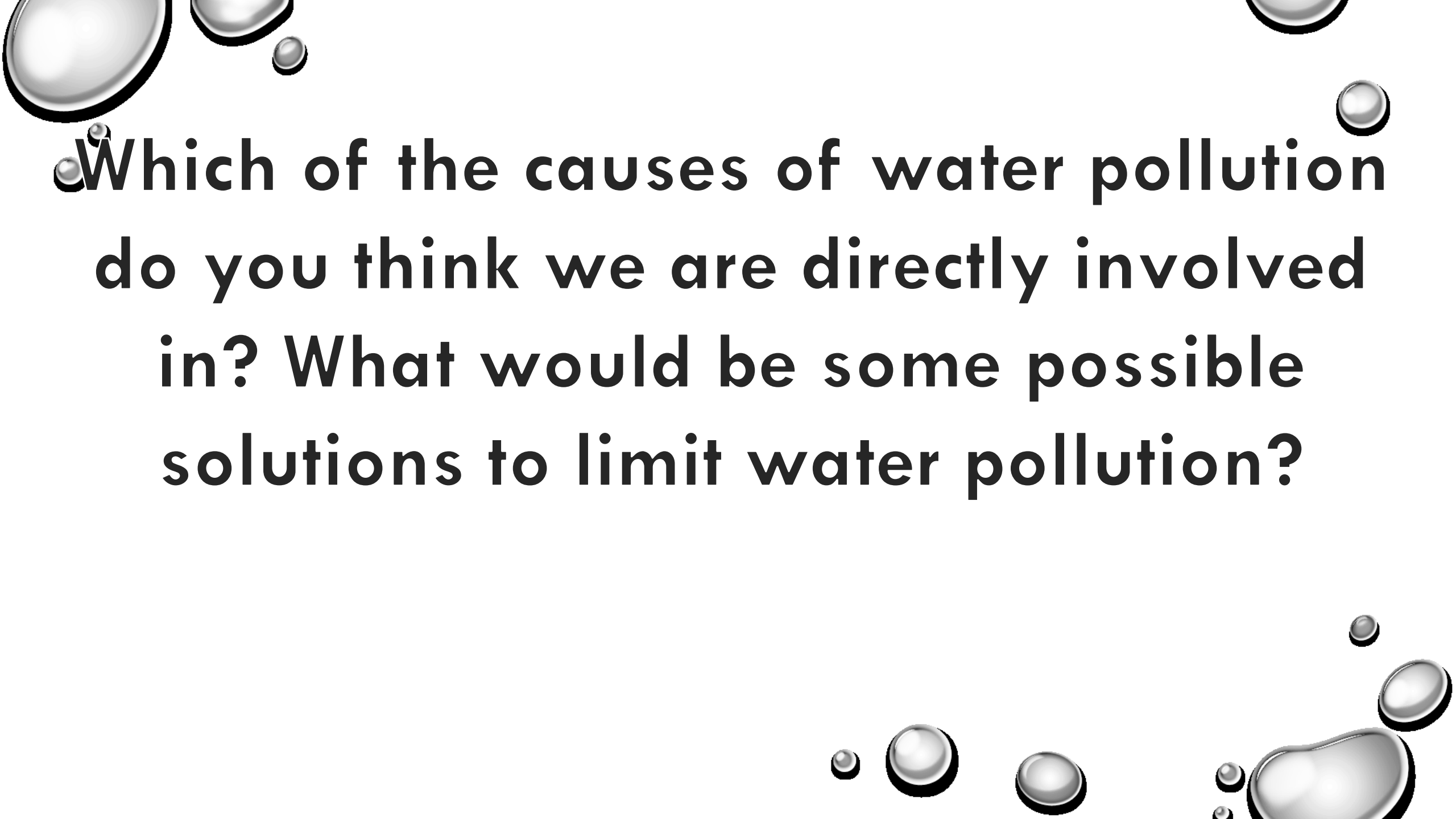
As we told the story, we added ingredients to our 'river water' visually showing the children the effects of the pollution!



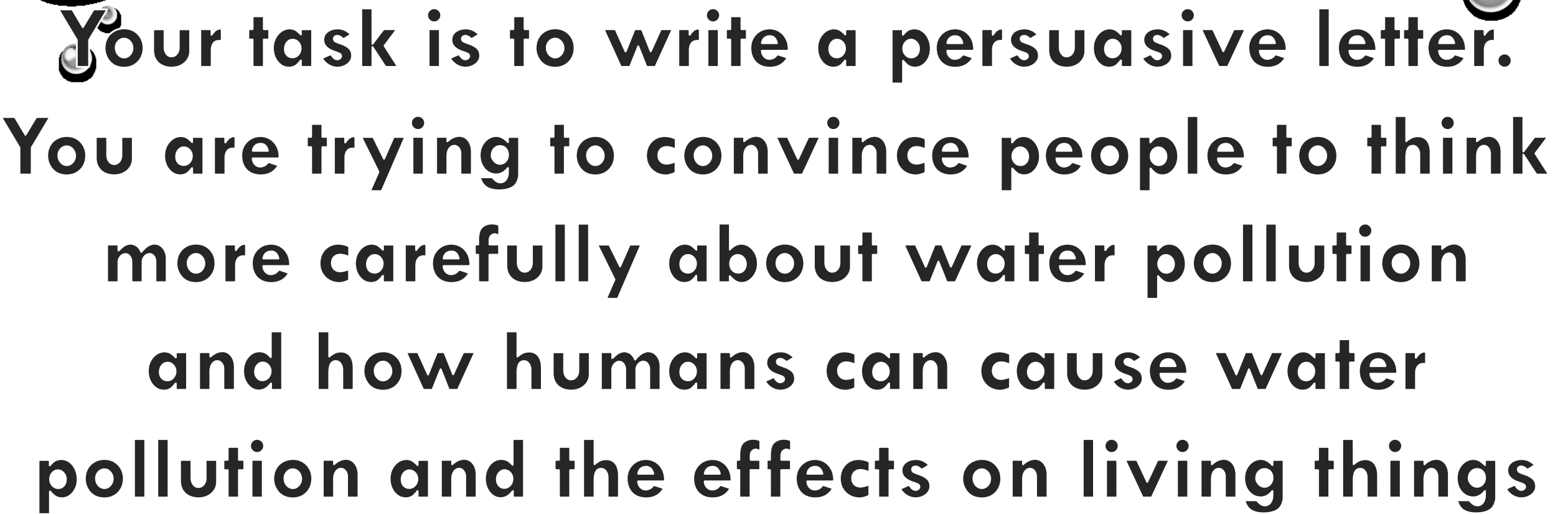


**Look at the causes of water pollution.  
Can you discuss these and rank them  
from biggest to smallest causes of  
pollution.**





**Which of the causes of water pollution do you think we are directly involved in? What would be some possible solutions to limit water pollution?**



**Your task is to write a persuasive letter.  
You are trying to convince people to think  
more carefully about water pollution  
and how humans can cause water  
pollution and the effects on living things**

Wednesday 23<sup>rd</sup> May 2018

CULTURE DAY LESSON - GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT

WALT - write in an appropriate form to persuade the reader.

In today's lesson, we considered two of the Global Goals:



We considered how humans cause water pollution and considered the severity of the situation.

Your task is to write in a persuasive manner, to the Prime Minister, in the format of a letter.

Dear Prime Minister

At our school, we have started <sup>learning</sup> ~~learning~~ about water pollution for October goals. In year five, we have been closely looking at water pollution (goals six and fourteen). Pollution has a huge effect on wildlife, it can badly harm them in many ways.

People throw away litter every day and the trash goes into the ~~seas~~ and into the seas and rivers. We have discovered many ways that pollution can harm wildlife under the sea like when you wash your clothes and the coloured dyes come out from our clothes and washes out into the streams and rivers. <sup>through</sup> By our ~~washes~~ <sup>washes</sup>, we have discovered that by pollution and chemicals 3000 sea birds have been affected by the cause of ~~all of this~~ <sup>all of this</sup> PB being leaked into our rivers, streams and seas.

We have found out that ~~this~~ <sup>there</sup> has been recent spillages all though out the United Kingdom that has been tragic to <sup>much</sup> ~~most~~ wildlife in the sea by dumping ~~harmful~~ <sup>harmful</sup> chemicals going through our ~~seas~~ <sup>seas</sup> into the ocean killing under water ~~water~~ <sup>water</sup> wildlife. When you throw ~~trash~~ <sup>trash</sup> on the floor, it goes through the ~~sewers~~ <sup>sewers</sup> and into the ocean ~~with~~ <sup>with</sup> fish eat these ~~poison~~ <sup>poison</sup> into the crabs, ~~scabs~~ <sup>scabs</sup> and ~~suppose~~ <sup>suppose</sup> themselves. <sup>So</sup> ~~the~~ <sup>the</sup> ~~work~~ <sup>work</sup> would appreciate is that we can ~~help~~ <sup>help</sup> make our water cleaner and healthier.

The ~~eggs~~ <sup>eggs</sup> of ~~droppings~~ <sup>droppings</sup> litter on the floor is very tragic to animals under the sea because when the litter goes through the ~~sewer~~ <sup>sewer</sup> and into the ocean, fish eat these ~~poison~~ <sup>poison</sup> into the crabs ~~scabs~~ <sup>scabs</sup> and ~~suppose~~ <sup>suppose</sup> themselves. <sup>So</sup> ~~the~~ <sup>the</sup> ~~work~~ <sup>work</sup> would appreciate is that we can ~~help~~ <sup>help</sup> make our water much cleaner and healthier.

There are many ~~differeces~~ <sup>differeces</sup> that we can make to help the ~~scabge~~ <sup>scabge</sup> ~~save~~ <sup>save</sup> with pollution like stop throwing rubbish on the floor and ~~wait~~ <sup>wait</sup> till you find a bin and ask when you see a ~~thamen~~ <sup>thamen</sup> please make sure your ~~at~~ <sup>at</sup> ~~cons~~ <sup>cons</sup> are ~~safely~~ <sup>safely</sup> ~~offered~~ <sup>offered</sup> on your boat when your ~~setting~~ <sup>setting</sup> sailing.

I hope you can make a ~~differece~~ <sup>differece</sup> to water pollution.

Signed  
Elle

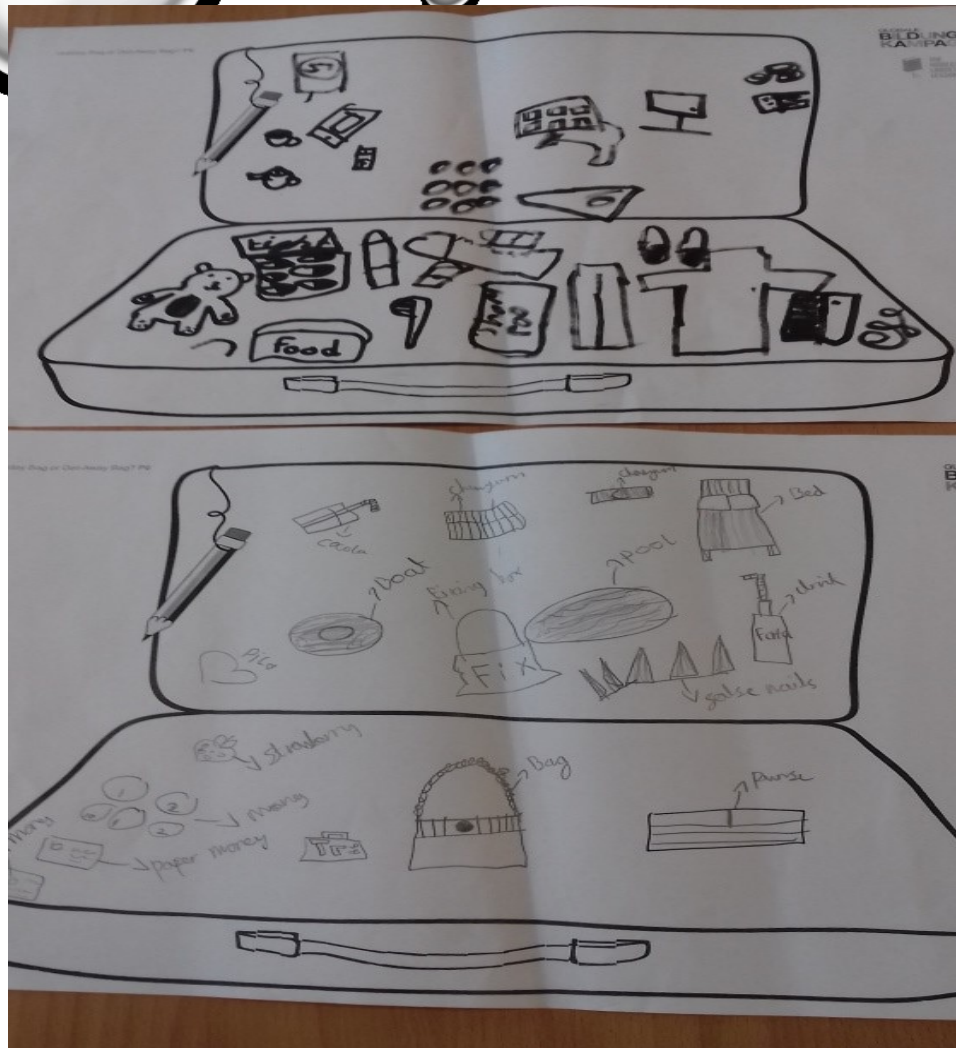
Cross curricular links – persuasive writing to the Prime Minister to try to convince people to be more considerate of the environment!



Under the sea art ideas.





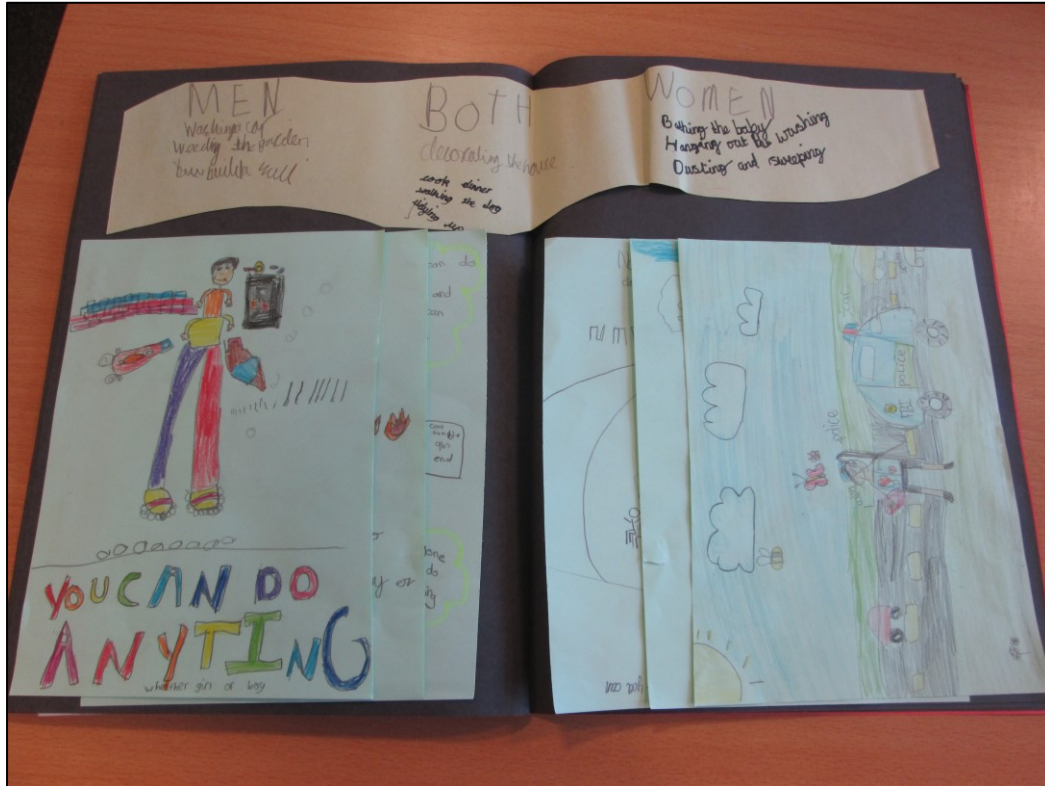


They looked at what it would be like for them if they found themselves in a country whose language they didn't understand at all, they couldn't speak to anyone and couldn't even read the writing because the alphabet is different. They set up different language signs around the playground. The pupils had to identify what was the supermarket, doctors, bank, etc. They then discussed what that would be like when moving to another country where you wouldn't speak the language. The children were given the two scenarios opposite to consider and were asked to draw what would be in their suitcases for the two different scenarios.

**Year three**





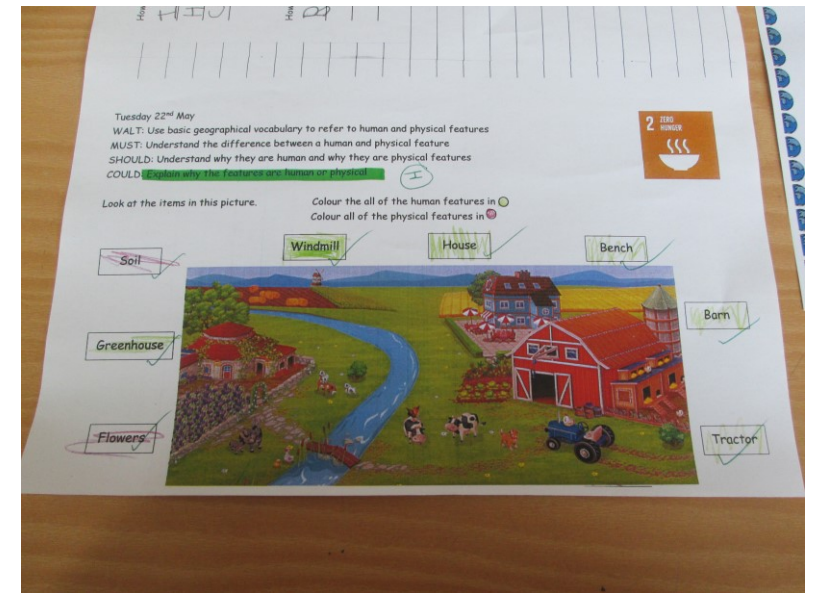


For quality education, the children looked at how education is different between boys and girls across different cultures and countries. Then they discussed why it is important for all children to get an education. The children created posters showing what they appreciate about our own education.

Our year one team started to consider the Global Goals and looked more closely at goal number two (Zero Hunger). They linked their study of this Global Goal to their science topic and also built on their geography skills. The children considered where they thought food came from and then focused in on what type of food we get from farms and how important it is to support our local farms. They were then asked to compare human and physical features of farms (geography link). Throughout the day, they then started to develop their own skills for planting and growing seeds (science link). The year one children then continued their learning and understanding by producing a set of instructions on how to plant, care for and grow a radish seed.



Year one



Moving forwards this year we are starting to make further links within our topics covered across the curriculum.

What do you already know about \_\_\_\_\_?



What would you like to find out about \_\_\_\_\_?



What have you learnt about \_\_\_\_\_?



My Questions



Global Goal:



Year five

# Topic on Extreme Environments

WALT: understand the effects of climate change.  
Must: understand what climate change is.  
**Should: Understand the effects of climate change.**  
Could: explain how humans can stop the effects of climate change. (see enquiry book)



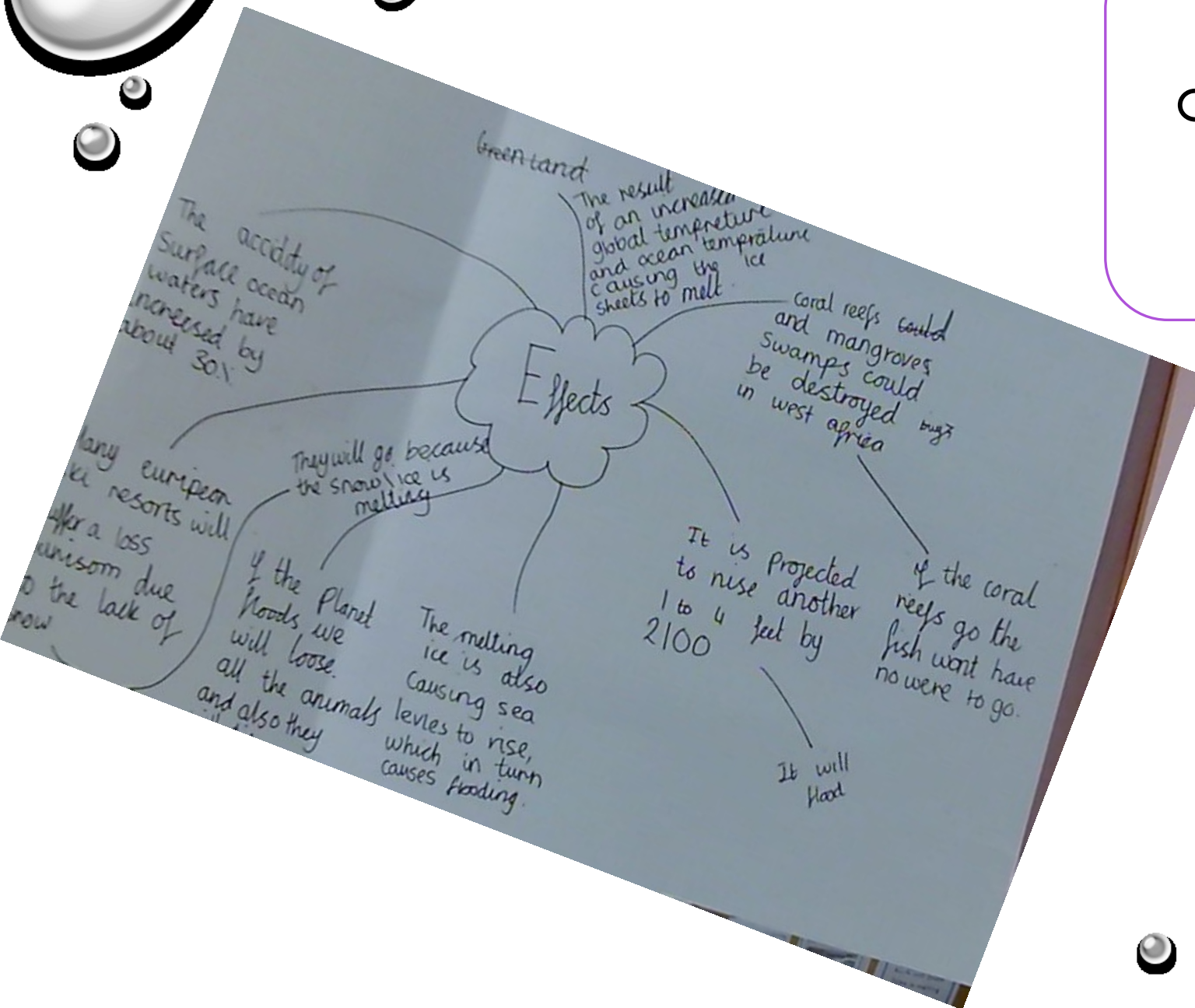


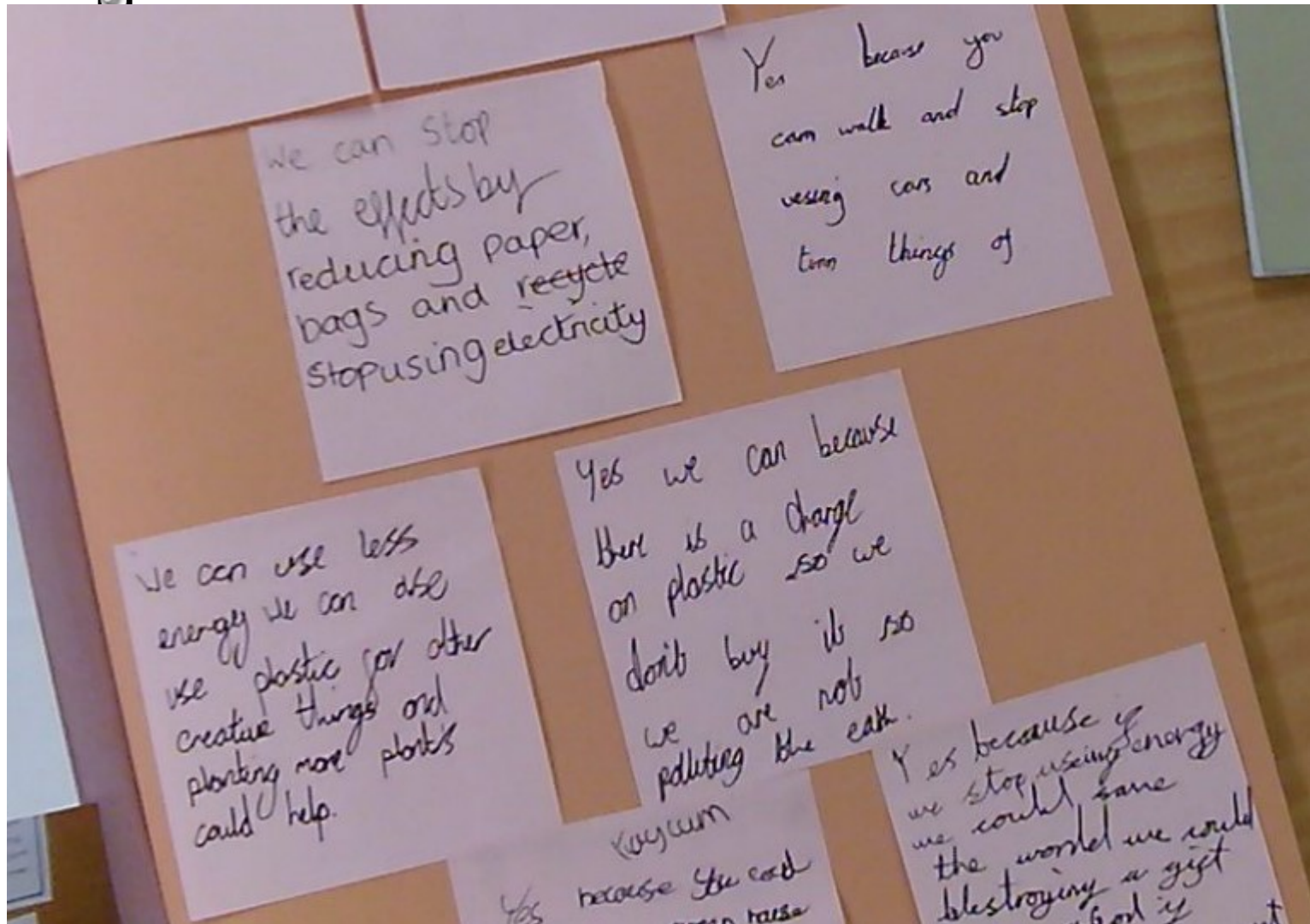


Children looked at climate changes and matched definitions



Children considered the effects of climate change





We can stop the effects by reducing paper, bags and recycle stop using electricity

Yes because you can walk and stop using cars and turn things off

We can use less energy we can also use plastic for other creative things and planting more plants could help.

Yes we can because there is a charge on plastic so we don't buy it so we are not polluting the earth.

Yes because you can turn things off

Yes because if we stop using energy we could save the world we could be destroying a gift from God if we don't

Children then considered how we can make changes to slow down climate change