

During the OSOW training days, teachers from Brent collaborated on ideas for how to 'green' the curriculum. Their ideas have been summarised here. Please continue to share best practice across the network.

Music

- Music inspired by nature
 - o Listening to music inspired by nature / different genre
 - o Listen and then create their own
- Making instruments
 - o Recycling, sustainability, repurposing, repair, recycle, reuse, recover
- Rhythm
 - o Outdoor activities, use of sticks etc. in nature to make different sounds
- Sounds
 - o Sounds of nature EYFS
 - o Group sounds
 - o Use of instruments to check which instrument will make the best sound for the sounds in nature
- Taking music outside
 - o Listening to natural sounds in the environment
 - o Sound maps
- Songs
 - o Writing/creating/composing songs based on nature



History

- History of school
 - o Changes over time – electricity, heat, building styles
- Stone Age
 - o Seasonal food
 - o Resourceful (farming)
 - o Foraging
- Mayan
 - o Sun sacrifice
 - o Deforestation
- Iron Age
 - o Homes
 - o Fires
 - o Gathering
- Greeks
 - o Workshop gods – sun/water
- Romans
 - o Energy/heating 'baths'
 - o Natural resources



- Use of concrete
- Egyptians
 - Floods
- Victorians
 - Industrial revolution
- WW2
 - Dig your own
 - Re-use/make do
 - Rationing
- Local history
 - Changes / urbanisation
 - Land use
- Dinosaur extinction
 - Climate entry point
- Explorers
 - Import/exporting

English

- Speaking and listening
 - Listening to climate activists and scientists
 - Debating re fossil fuels vs clean energy
 - Listening to voices of those who are vulnerable to climate change
 - Presentations on what they learn/know about climate change
- Non-fiction reading/writing
 - Letters to MPs
 - Leaflet to the local community
- Fiction writing
 - Imagine: what does a healthy planet look like?
 - Image poem
- Writing outside
 - Trip in local communities that can link to learning
 - Poetry
- Good texts
 - KS2
 - Floodland – Marcus Sedgwick
 - The Rhythm of the Rain – Grahame Baker-Smith (water cycle)
- Phonic outside
 - Finding sounds
 - Sound discrimination (sound walk)
 - Phoneme hunts



Art and Design

- Patterns in nature
 - o Leaf prints
- Art in nature
 - o Landscapes
 - o Flowers
- Colour
 - o Go out and see the change in colours over seasons
- Nature in art
 - o How is it represented
 - o Inspiration for drawing techniques
 - o Cave paintings
 - o Andy Goldsworthy
 - o Rousseau
 - o Visit local gallery
 - o Landscapes – David Hockney
- 3D art
 - o Moveable objects
 - o Paper
 - o Junk model
 - o Greenhouse model
- Materials
 - o Reuse



RE

- Legacy
 - o Who is responsible for climate emergency?
 - Climate justice
- Sustainability practices across religions
- Awe and wonder
 - o Uluru – Australia sacred site, impacts of tourism
- Taking RE outside
 - o Harvest celebrations – donations
- Jewish view of sustainability –
 - o Sabbath – not driving
- Hindu view of sustainability
 - o Vegetarianism
- Celebrations
 - o Fireworks – environmental impact
 - o Use of materials
- Islamic view of sustainability
- Christian view of sustainability
- Buddhist view of sustainability
 - o Wellbeing/meditation/less energy use



Maths

- Area
 - Land use – different types
- Data handling
 - Travel survey
 - Weather/hydrographs – from around the world – make comparisons
- Geometry
 - Building
 - Case studies of eco buildings around the world
- Measuring
 - Water use/ water waste
 - Food consumption/ waste audits
 - Link results to fractions, decimals and percentages
- Patterns and shapes
 - Natural elements
 - Wood wide web – can be used to promote climate action
 - Algebra using natural shapes to represent numbers
- Money
 - Trade
 - Currency
 - Consumer choices
- Sorting
 - Creatures – biodiversity – trees/vegetation/leaves
- Direction
 - Orienteering – map work

