

## Links to the National Curriculum

This document shows how each of our workshops links to the National Curriculum.

	Wake up to Waste	Perfect Packed Lunch	The Packaging Problem	Junk Jury Role-Play	2100-A Waste Odyssey	Electric!	Cut the Carbon Quiz	How Green is this Product?	Fantastic Plastic?	Disposal Debate	Sustainability is the Solution
<b>Citizenship</b>											
<b>KS3</b>											
<i>1.1a</i> - Participating actively in different kinds of decision-making and voting in order to influence public life.				✓						✓	
<i>1.3c</i> - Considering the interconnections between the UK and the rest of Europe and the wider world					✓			✓			✓
<i>2.1a</i> - Engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems				✓					✓	✓	
<i>2.2a</i> - Communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate				✓							
<i>2.2b</i> - Justify their argument, giving reasons to try to persuade others to think again, change or support them				✓							
<i>2.2c</i> - Represent the views of others, with which they may or may not agree.				✓							
<i>2.3a</i> - Explore creative approaches to taking action on problems and issues to achieve intended purposes	✓	✓	✓				✓				
<i>2.3c</i> - Analyse the impact of their actions on communities and the wider world, now and in the future.	✓				✓	✓		✓	✓		✓
<i>3e</i> - Actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment.			✓	✓	✓				✓	✓	
<i>4a</i> - Debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people				✓					✓	✓	
<i>4e</i> - Participate in different forms of individual and collective action, including decision-making and campaigning	✓	✓				✓	✓				
<i>4g</i> - Take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues			✓	✓		✓			✓	✓	✓

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<b>Citizenship</b>											
<b>KS4</b>											
1.3c - Considering the interconnections between the UK and the rest of Europe and the wider world.					✓			✓	✓		✓
2.1a - Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems.			✓					✓	✓	✓	✓
2.2a – Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree.									✓	✓	
2.2b - Explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes.			✓						✓	✓	
2.2c - Present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them.									✓	✓	
2.3a - Explore creative approaches to taking action on problems and issues to achieve intended purposes	✓		✓				✓		✓		
3i - Policies and practices for sustainable development and their impact on the environment.	✓				✓	✓		✓	✓		✓
3n - The challenges facing the global community, including international disagreements and conflict, and debates about inequalities, sustainability and use of the world’s resources.	✓				✓			✓			✓
4a - Debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people and their communities			✓						✓	✓	

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<b>Science</b>											
<b>KS3</b>											
1.2a - Exploring how the creative application of scientific ideas can bring about technological developments and consequent changes in the way people think and behave.					✓	✓	✓	✓	✓		✓
3.4c - Human activity and natural processes can lead to changes in the environment.	✓				✓	✓	✓	✓	✓		✓
4g - Recognise the importance of sustainability in scientific and technological developments	✓		✓		✓	✓	✓	✓	✓		✓
4j - Consider how knowledge and understanding of science informs personal and collective decisions	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
<b>KS4</b>											
1.4a - About the use of contemporary scientific and technological developments and their benefits, drawbacks and risks	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
1.4b - To consider how and why decisions about science and technology are made, including those that raise ethical issues, and about the social, economic and environmental effects of such decisions				✓		✓	✓	✓	✓		
2.2c - New materials are made from natural resources by chemical reactions	✓				✓			✓	✓		✓
2.3a - Energy transfers can be measured and their efficiency calculated, which is important in considering the economic costs and environmental effects of energy use						✓	✓				
2.4a - The effects of human activity on the environment can be assessed using living and non-living indicators	✓	✓			✓	✓	✓	✓	✓		✓

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<b>Geography</b>											
<b>KS3</b>											
1.2a - Understanding the interactions between places and the networks created by flows of information, people and goods.	✓				✓			✓			✓
1.4a - Exploring the social, economic, environmental and political connections between places.	✓							✓			✓
1.4b - Understanding the significance of interdependence in change, at all scales.	✓		✓		✓			✓			✓
1.6a - Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.						✓					✓
1.6b - Exploring sustainable development and its impact on environmental interaction and climate change.					✓	✓	✓	✓			
1.7b - Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.				✓						✓	
3h - Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.					✓		✓			✓	✓
4i - Make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Design and Technology</b>											
<b>KS3</b>											
1.1a - Understanding that designing and making has aesthetic, environmental, technical, economic, ethical and social dimensions and impacts on the world.								✓	✓		
3d - The impact of products beyond meeting their original purpose and how to assess products in terms of sustainability								✓	✓		