



**NOTE:** The following checklist is offered as a first step towards developing curriculum development plans. GECCO provides aligned support, training and accreditation for the development for these areas of the curriculum through the OMEP UK *Early Childhood Education for Sustainable Citizenship Award*. This includes progressively applied Curriculum Audits to structure the work at Bronze, Silver and Gold levels.

UNESCO Greening Schools Curriculum	UNESCO Objective for 5-8 year olds	Early Years Foundational Knowledge	Curriculum Addressed?
<b>Climate Science</b>			
1.1. Weather, Climate and Climate Change	<b>Key idea: “Weather” describes daily experience, while “climate” describes weather patterns over many years</b>	e.g. Identifying different local seasonal weather conditions, and also the different climates of countries around the world.	
1.2. Greenhouse Gases	<b>Key idea: Sunshine heats the earth’s surface.</b>	e.g. Identifying the physical effects of the sun heating a container of water, the extra warmth that we feel when entering a conservatory or greenhouse.	
1.3 The Carbon Cycle	<b>Key idea: The plants and animal life need clean air to help them grow.</b>	e.g. Observing plant growth in different locations.	
1.4 The Water Cycle	<b>Key idea: Life for humans, animals and plants depends on clean water.</b>	e.g. identifying when plants need watering and assist them when appropriate. Caring for the needs of animals and wildlife.	
1.5 Avoiding Pollution and Conserving Resources	<b>Key idea: Human activity affects air quality and water quality.</b>	e.g. Identifying automobile soot on street signs, Involving the children in litter picking activities.	
1.6 Renewable Energy	<b>Key idea: Fossil fuels and renewable energy</b>	e.g. identifying fossil fuels and alternative renewable energy supplies from wind and water	
<b>Ecosystems and Biodiversity</b>			
2.1. Natural Environments: Ecosystems and Biodiversity (Land and Ocean)	<b>Key idea: Ecosystems are animals and plants in interaction with each other,</b>	e.g. Observing and identifying the interactions of species in diverse natural environments.	



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2.2 The Evolution of Biodiversity Through Time and in the Future	<b>Key idea: Some animals used to live on our planet and are now no longer here (such as dinosaurs)</b>	e.g. Learning about dinosaurs and more recently extinct and threatened species near where they live.	
2.3. Ecosystems, Biodiversity and Ecosystem Services	<b>Key idea: We need nature</b>	e.g. learning how the natural environment provides resources for food, clothes, houses, etc.	
2.4. Human Relation to Nature: Domestication and Agriculture	<b>Key idea: The food we eat comes from plants and animals.</b>	e.g. Identifying different sources and production methods of food	
2.5. Human-Induced Biodiversity Loss and its Consequences	<b>Key idea: The impact of humans on biodiversity</b>	e.g. Comparing the wild life populations of cities, rural and wilderness areas.	
2.6. Reconnecting with Nature and Protecting Nature	<b>Key idea: Human protection of nature is essential</b>	e.g. Stewardship activities in support of local wildlife, providing bird tables, bat and bird boxes, bug hotels etc.	
<b>Resilience Building</b>			
3.1. Social Impacts of Climate Change	<b>Key idea: Weather patterns and climate affects us</b>	e.g. identification of the impacts, and actions such as seeking shade and providing extra drinking water during a heat wave	
3.2. Navigating Climate Impacts: Strategies for Safety and Resilience	<b>Key idea: Climate change causes extreme weather</b>	e.g. participating as a team in emergency drills for fire and floods	
3.3. Climate Anxiety and Constructive Coping	<b>Key idea: It is important to express our emotions</b>	e.g. learning to identify and label basic emotions (happy, sad, scared, angry).	
3.4. Strength in Interconnectedness	<b>Key idea: Humans and other living things are dependent on the natural world</b>	e.g. participating in conservation and sustainability activities that connect students with nature	



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3.5. Urgency and Community Action	<b>Key idea: Taking climate action is urgent.</b>	e.g. Inviting community leaders into the preschool to explain their climate actions.	
3.6. Tackling Climate Mis/Disinformation	<b>Key idea: We learn from many different information sources</b>	e.g. Identifying the differences between facts, fictions and opinions.	
<b>Climate Justice</b>			
4.1. Contemporary Manifestations	<b>Key idea: Climate events different groups in different ways</b>	e.g. encouraging support and empathy for different groups such as the elderly, those in more vulnerable environments locally and abroad	
4.2. Social Determinants	<b>Key idea: Who we are and the circumstances that we live in can create more negative experiences</b>	e.g. encouraging support and empathy for groups and individuals treated unfairly	
4.3. Historical Economic and Political Processes	<b>Key idea: Human actions in the past have long-lasting positive or negative impacts</b>	e.g. celebrating past actions such as the Paris Accord	
4.4. Transformed Futures	<b>Key idea: We all have a role to play</b>	e.g. involving the children in awareness raising or practical campaigns in supporting environmental sustainability	
<b>Post-Carbon Economies</b>			
5.1. Economic Growth and Development	<b>Key idea: Resources are essential and often scarce</b>	e.g. Identifying the difference between needs and wants and the importance of sharing	
5.2. Circular Economy and Everyday Life	<b>Key idea: There are better ways to deal with things that you no longer need</b>	e.g. Involve the children in Recycle, Reuse, Repair, Giving, Sharing activities	
5.3. Climate Change and Economics	<b>Key idea: Different weather conditions can affect people's daily lives</b>	e.g. identifying the effects of extreme weather on the availability of food items	



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5.4. Energy Consumption and Carbon Emissions	<b>Key idea: Energy is required in everyday life</b>	e.g. Learning about energy sources and the importance of reducing electricity consumption	
5.5. Our Roles in a Post-Carbon Economy	<b>Key idea: Care for our environment will contribute to our individual and social wellbeing</b>	e.g. Celebrating the sustainable actions of the preschool, local. National and international community	
<b>Sustainable Lifestyles</b>			
6.1. Engagement with Nature	<b>Key idea: Human beings have an innate need to connect with nature</b>	e.g. Providing regular experience of the positive impact of nature.	
6.2. Renewable Energy Use	<b>Key idea: There are different sources of renewable energy existing naturally (such as solar, wind, hydro, geothermal, marine and bioenergy) as an effective alternative to fossil fuels</b>	e.g. Identifying, painting, drawing and modelling renewable energy technologies.	
6.3. Responsible Consumption	<b>Key idea: Material possessions do not bring a lifetime of happiness.</b>	e.g. Differentiating between needs and wants, learning about overconsumption	
6.4. Sustainable Living Spaces	<b>Key idea: Everyone needs sustainable living spaces</b>	e.g. Learning about ingenious indigenous housing from around the world	
6.5. Sustainable Mobility	<b>Key idea: There are different forms of transportation.</b>	e.g. Producing a tally of the forms of transport used by children and staff, identifying more sustainable alternatives	
6.6. Sustainable Diets	<b>Key idea: Some people do not have enough food while others eat too much.</b>	e.g. Supporting campaigns for healthy diets and for famine relief	
6.7. Sustainable Waste Practices	<b>Key idea: Sustainable waste practices aim to keep materials in use for as long as possible</b>	e.g. Engaging children in the development, promotion and management of a preschool community competition on the most innovative idea for the reuse of a household product that commonly wasted.	



### Notes: