

Overall outcome

- a) The submission of a report to the local council on the viability of making Oxford a car free city.
- b) Audio/visual resource for adults from children "We, the children of the world say..."

Texts: The Lorax – Dr Seuss

Various non fiction texts about pollution, transport systems etc.

Key Vocabulary: Pollution, democracy, renewable energies, fossil fuels, emissions, environment, carbon, neutral, asthma, respiration, council, lobbying, viability, surveys, data, information.

Areas of learning (theme/subject)

Science, Geography, Local History (of transport), Literacy (texts to inform and persuade), ICR (designing leaflets), Data handling, surveys and sampling.

Resources

STOP pack on pollution.
Data from the air quality monitors in Oxford.

Significant individuals – Climate Innovators

Al Gore,
<https://www.oneyoungworld.com/news-item/10-climate-innovators-leading-environmental-change>

Narrative Hook:-

- **People** – A child with asthma
- **Place** – A hospital in Oxford
- **Problem** – Pollution impacting on the child's health
- **Possibilities** – Finding ways to reduce pollution, campaign for cleaner air, educating others about the impact of their habits on health.

Autumn Yr 5 - Inquiry Question
Do we have the power to change the world?
Linking to the whole year theme of "Power and Leadership"

Content: What will we learn?

- Data analysis of air pollution, exploring the air pollution index (API)
- Components of pollution – gasses and states of matter (e.g. particles)
- Local transport links and how they developed in line with new technologies in Oxford
 - River
 - Canal
 - Rail
 - Road
- The role that the local government plays in the development of Oxford.
- Renewable and clean energies.
- Public Space Orders – what they are, how to apply for them and how they work to protect the environment.
- The difference between vehicles powered by fossil fuels and those powered by alternatives.

Creativity: How will we show we understand in multiple ways?

- Solution focused thinking that links the initial problem (the human being in a mess), to the knowledge and forward to possible solutions.
- The creation of an awareness campaign – the design of banners to hang on the school gates about idling cars and pollution.
- Creative problem solving of the obstacles and barriers in their way – development of resilience.
- Demonstrating outcomes in different formats – in report writing, in the creation of banners and audio-visual resources.
- Drama and role play – working in role as an organisation charged with the responsibility to produce a viability study into the idea of Oxford becoming a car free city.

Coherence: How does this project link to other year groups and core subjects?

Connections to previous learning:-

- Direct link to the Yr 4 unit on flooding in Bangladesh.

Connections to future learning:

- Direct link to the Yr 6 unit on the Industrial Revolution and innovation in the Victorian period.

Connections to core learning:-

- **Maths** – data handling and sampling.
- Parts per 1000 measurements.
- Surveying and sampling.
- **Literacy** – Writing to inform and persuade.
- Reading for information.
- Precis and summary of information.
- Tier 2 and 3 vocabulary development.
- **ICT** – creating audio visual resources.

Unit 6 Summer 2: Does it matter what we believe about Creation?

Unit 4 Spring 2: Is the Resurrection important to Christians?

Compassion: What opportunities are there to teach compassion?

How can we improve the health of others by taking actions to tackle pollution? (it's not someone else's problem).

How does campaigning and creating a viability study empower us to have a sense of agency over the future (and how does that agency impact on how we feel about ourselves?)

Focus on real life, active solutions.

How do beliefs/world views affect how we treat the world?

How do beliefs about what happens after we die make a difference to the way we live? (what legacy do we leave? What do we want to be remembered for?)

Community: Where are the links to local expertise and resources?

- **Local experts** –
 - Jamie Clark (pollution charity in Oxford)
 - Gabriel Davies (renewable energies expert)
 - Graham Smith (road design expert)
- **Local politics**
Involvement in the STOP project (Schools Tackling Oxford Air Pollution) initiative.

Direct communication with Oxford City Council.

Local historians to talk about the development of transport links in Oxford and the viability of reopening some old rail lines.

* **Direct Action** – Campaign to raise immediate awareness outside of school.