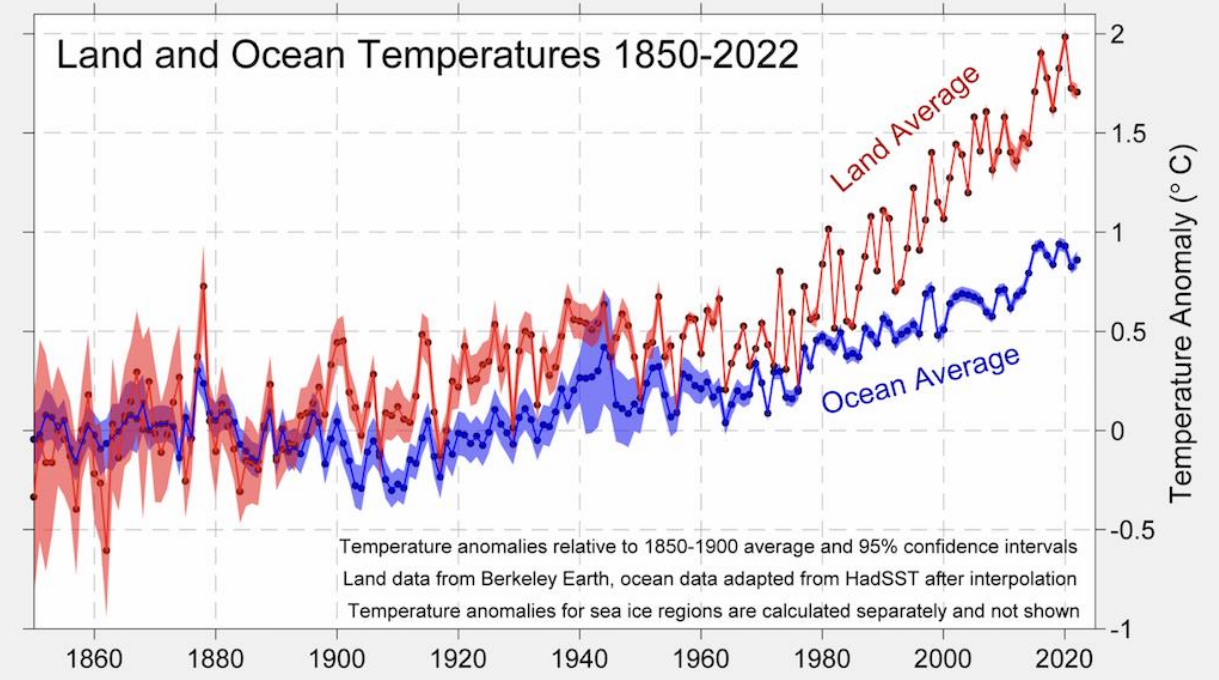
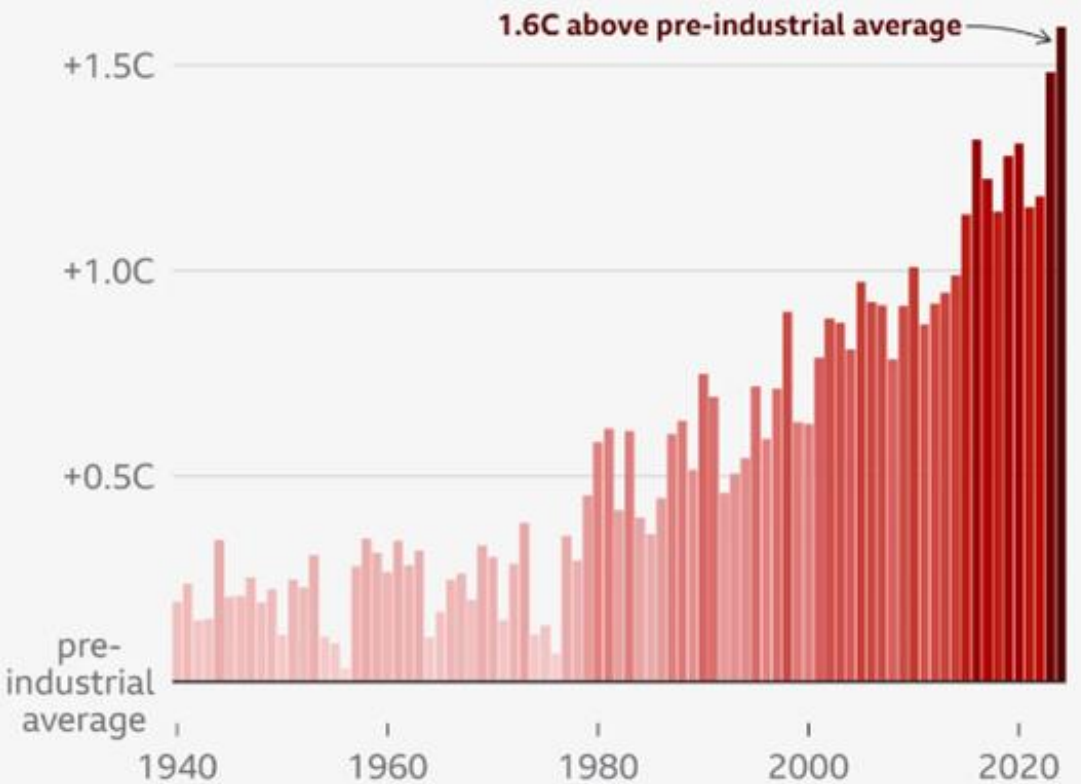


The state we are in – and the response from world leaders



2024 was the first year above 1.5C

Global average temperature by year, compared with the pre-industrial average (1850-1900)



Source: ERA5, C3S/ECMWF. Darker reds reflect greater warming

BBC

Global average temperatures for 2024 were around 1.6C above those of the pre-industrial period - the time before humans started burning large amounts of fossil fuels - according to Copernicus data.

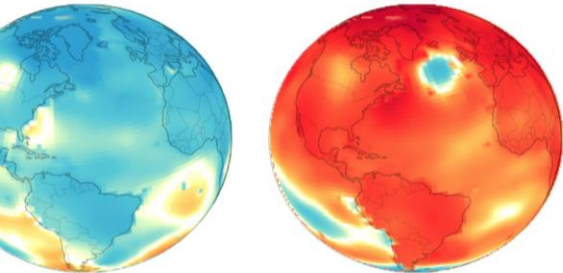
Earth's climate has drastically shifted in three decades

Temperature anomaly ($^{\circ}\text{F}$), 1981-2010 baseline



1981-1990

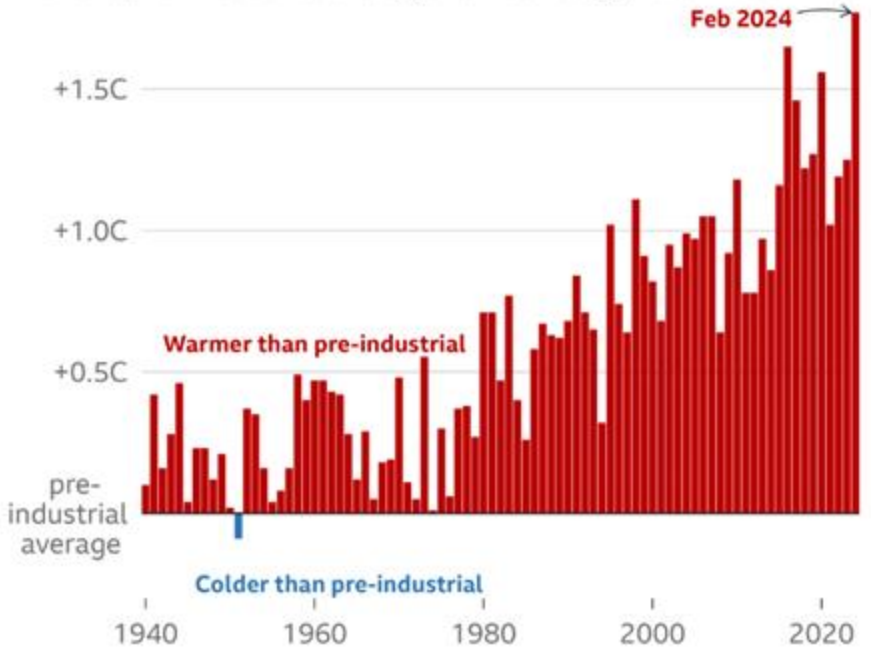
2011-2020



The planet has moved a major step closer to warming more than 1.5C, despite world leaders vowing a decade ago they would try to avoid this.

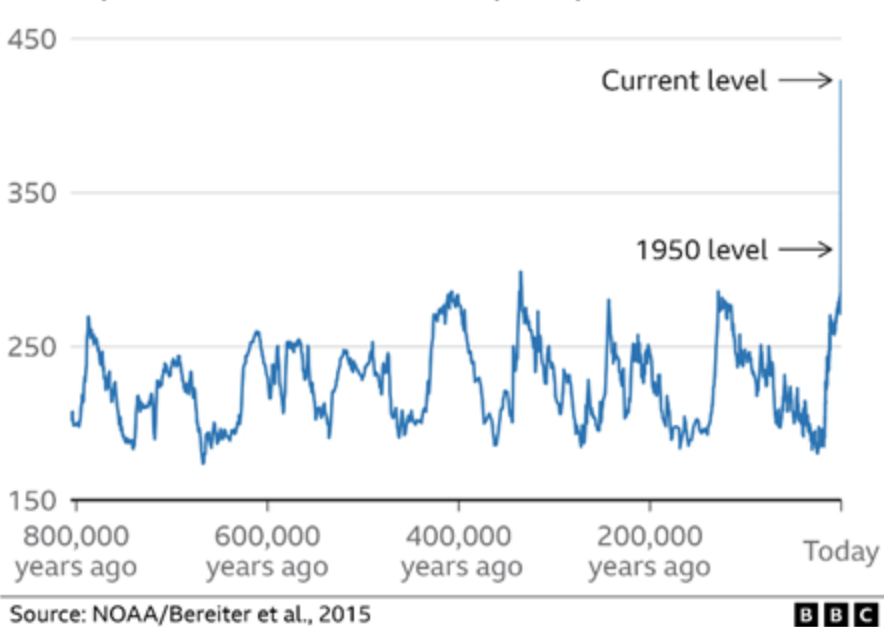
February 2024 hottest on record

Global average February temperature by year, compared with the pre-industrial average for February, 1850-1900



Carbon dioxide levels are higher than any time in the last 800,000 years

Atmospheric CO2 concentrations, parts per million



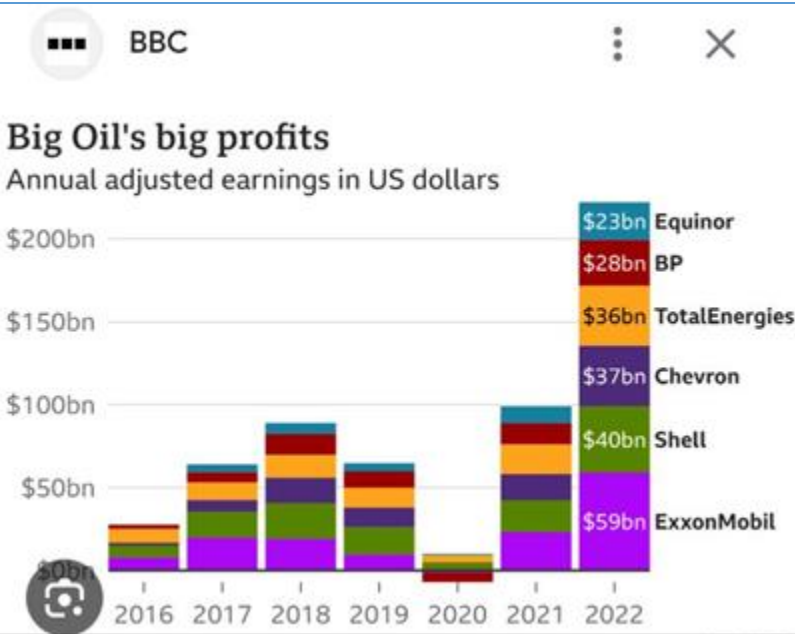
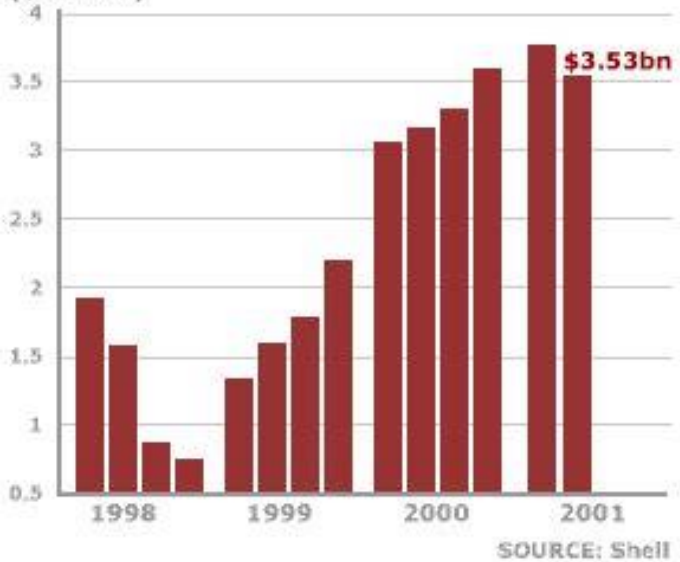
Note how these graphs mirror one another

Global temperature

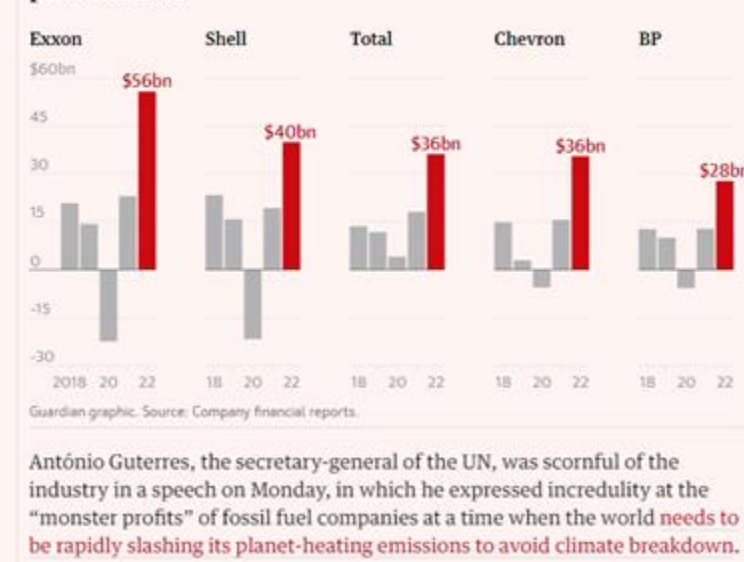
CO2 Emissions

Fossil Fuel Profits

Shell: Quarterly Net Profit (\$ Billion)

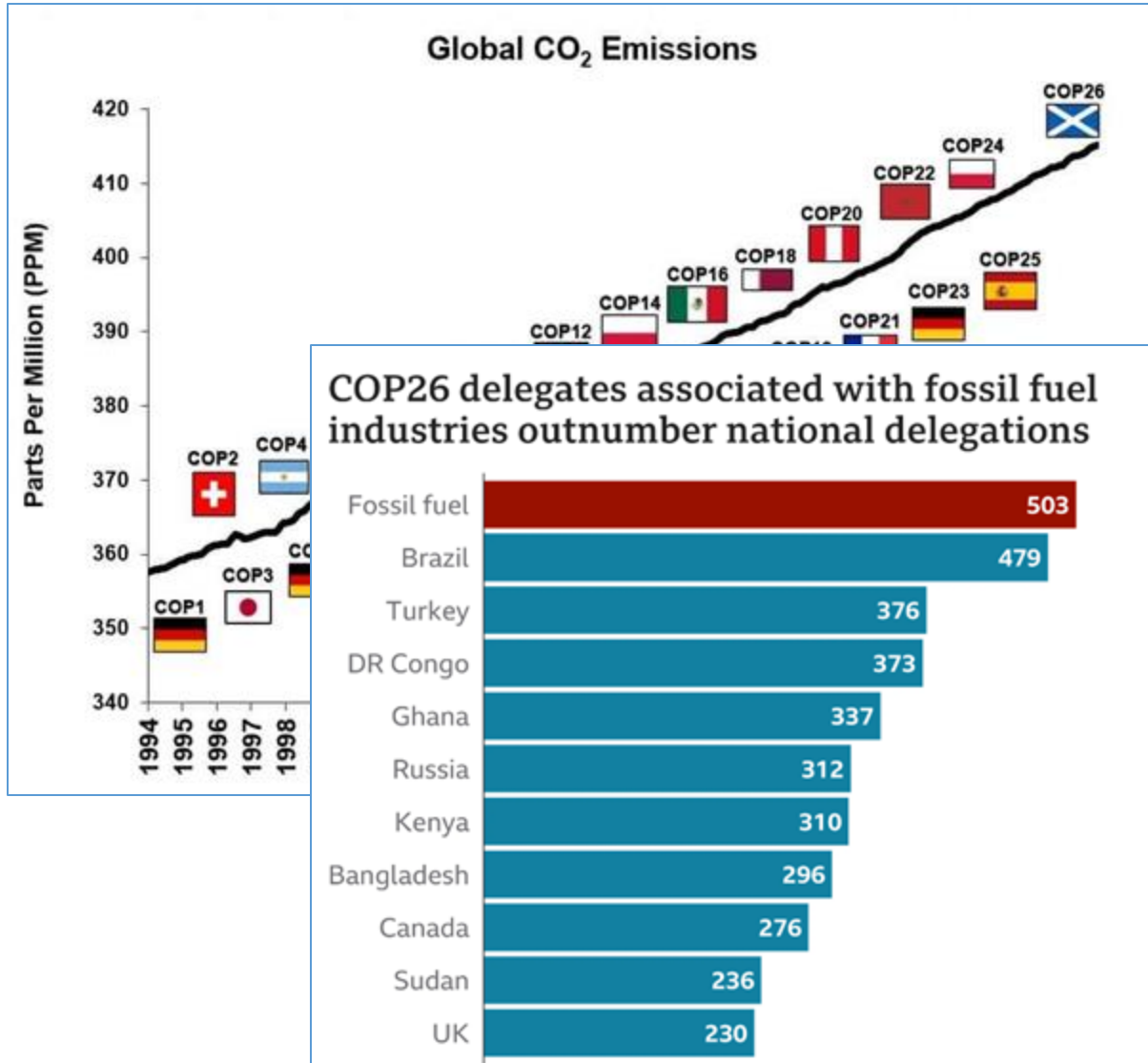


Five major oil companies rebound from sluggish 2020's to record profits in 2022



António Guterres, the secretary-general of the UN, was scornful of the industry in a speech on Monday, in which he expressed incredulity at the "monster profits" of fossil fuel companies at a time when the world needs to be rapidly slashing its planet-heating emissions to avoid climate breakdown.

What we need is all the world leaders and decision makers together to start to solve... oh wait...



Indian climate activist,
Licypriya Kangujam 'kicked out' of
Cop28 for storming stage demanding
action - she's 12 years old

**Will COP
save us?**

Bréf til framtíðarinnar

Ok er fyrsti nafnkunni jökullinn
Á næstu 200 árum er talið að allir jökullar
Þetta minnismerki er til vitni
hvað er að gerast og hvað
Aðeins þú veist hvort við g



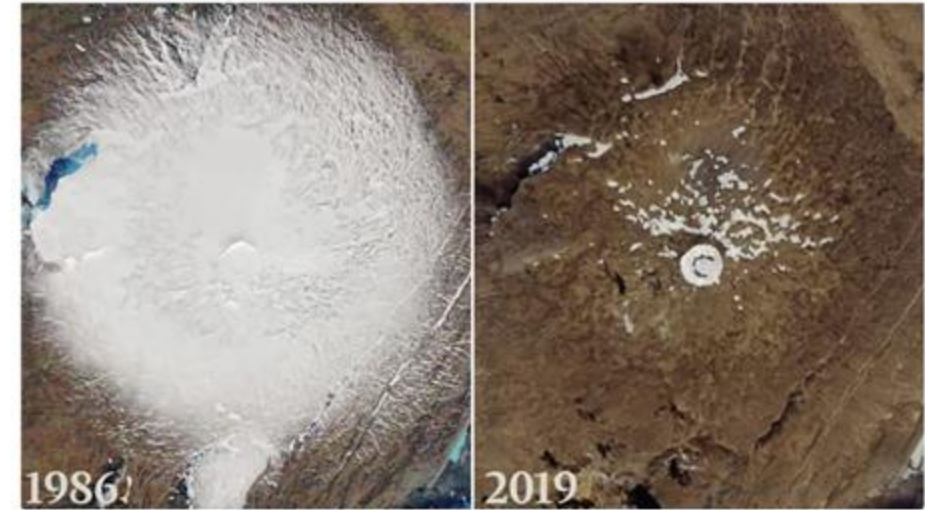
A letter to the future

Ok is the first Icelandic glacier to lose its status as a glacier.
In the next 200 years all our glaciers are expected to follow the same path.
This monument is to acknowledge that we know
what is happening and what needs to be done.
Only you know if we did it.

So will we do it?

415ppm CO₂

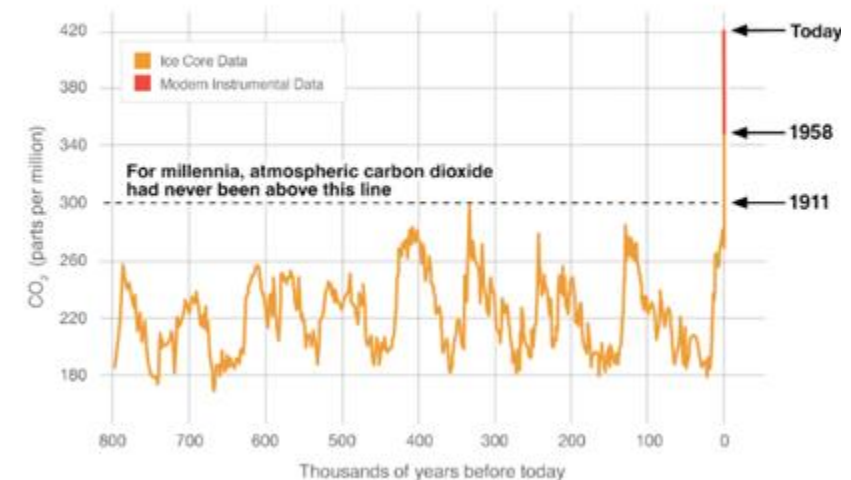
Carbon Dioxide, LATEST
MEASUREMENT: 424.16 ppm
in late September 2025



OKJÖKULL GLACIER, THE
GLACIER LOST TO CLIMATE
CHANGE IN ICELAND

PROXY (INDIRECT) MEASUREMENTS

Data source: Reconstruction from ice cores.
Credit: NOAA



Sustainability and climate change: a strategy!! (April 22)

Foreword, Secretary of State for Education, the Rt Hon Nadhim Zahawi MP:

The challenge of climate change is formidable. For children and young people to meet it with determination, and not with despair, we must offer them not just truth, but also hope. Learners need to know the truth about climate change – through knowledge-rich education. They must also be given the hope that they can be agents of change, through hands-on activity and, as they progress, through guidance and programmes allowing them to pursue a green career pathway in their chosen field..

I am confident that together we will support net zero through skills and decarbonisation; play a significant part in nature's recovery; build an education system resilient to climate change; and, provide the truth and hope that young people need to flourish in our changing world.

“The main thing for all of us – and the world - is the climate emergency.” Sir James Bevan, CEO Environment Agency

The strategy highlights how existing GCSEs (like design and technology, food nutrition, & economics) already contain opportunities for students to be taught about the environmental and sustainability; **incorporating** sustainability and climate change into teaching, **enriching** the broader curriculum

COP environment and education ministers included commitments to the **integration and mainstreaming** of sustainability and climate change into policy, recognising that it is currently marginalised.

The British Education Research Association manifesto on environmental sustainability, calls for **sustainability to become a key feature of the curriculum**, inspections and other accountability systems in order to enable schools to make environmentally friendly choices.

Vision: the United Kingdom is the world-leading education sector in sustainability and climate change by 2030.

In England, we will achieve this through the following strategic aims:

1. Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.
2. Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.
3. Resilience to climate change: adapting our education and care buildings and system to prepare for the effects of climate change.
4. A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.

Still not policy – not compulsory, no accountability, no funding...

Opportunities within the classroom – environment, sustainability and eco links in other subjects

It's about acknowledging what we already do, plus adapting existing schemes of work

Exponential benefits: Embedding sustainability is an enriching and cohesive tool that unites many aspects of school life

climate breakdown = overwhelming; climate anxiety is real, and on the rise.

Student mental health and well-being means being able to identify crisis situations, giving pupils the tools to cope, plus empowering pupils with the knowledge and skills to instigate change

It is our moral obligation to empower pupils to actively, practically know they are making a difference.

A school's solidarity and top-down action can help to ease their anxiety.

Our school response – Climate Emergency

As educators, we all play a vital role in helping to create a better, greener world, and we can reach all pupils and tackle the issue holistically by ensuring that the teaching of the climate crisis, living sustainably, and connecting with our natural environment is at the heart of school life.



Raise awareness, acknowledge the crisis, and lead the way in action

Key actions include increasing the knowledge and understanding of climate change across the school community, improving drinking water facilities to reduce single-use plastic bottles, and offsetting the school's paper consumption by planting trees.

Curriculum **GREEN LINKS:** to reinforce links to sustainability, the environment, and/or the climate crisis within the existing curriculum; to adapt existing lessons and topics of work to strengthen these links;

Conditions for Learning: Respect for Yourself; Respect for Others; Respect for Learning; **Respect for the environment**

Action: raise awareness, create school plan



The Chase School has declared a Climate Emergency



1. Walk or bike to school; if this is tricky, take the bus or train, or share a lift
2. Get a reusable water bottle: avoid single-use plastic
3. Look after your pens, books & other belongings: avoid unnecessary waste
4. Cut down on meat and dairy: eat more plant-based foods!
5. Reduce what you use; recycle anything you can't reuse



The Chase
A SCHOOL OF EXCELLENCE

Action Card 3: Environmental Stewardship
Biodiversity, school grounds, litter, transport, water, healthy lifestyles

We all have a part to play in safeguarding our school's biodiversity, recognising the importance of the variety of plants and animals, their habitats and the factors that link them to each other and their surroundings – we strive to keep our school grounds clean and free of litter, to increase the number of green spaces, to encourage sustainable transport to and from school, to improve the drinking water facilities around the school (in order to phase out the number of single-use plastic bottles used by staff and students), and to promote healthy lifestyle choices.

What has been done already?
Well done to the Eco Committee, who have already achieved Green Flag success! The Eco Committee also encourage sustainable transport to and from school, to improve the drinking water facilities around the school (in order to phase out the number of single-use plastic bottles used by staff and students), and to promote healthy lifestyle choices.

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Project	When By	Lead
Woodland Trust	August 2025	Link Governor
Electric Vehicle Charging Point	January	Eco Committee
Green Group	Ongoing	Green Group
Mr. Thomas	Ongoing	Mr. Thomas

Key Focus Areas:

Outcome 1: Knowledge and Understanding

Pupils, staff, and the school community demonstrate a thorough understanding of climate change and sustainability. This is reflected in their attitudes, knowledge, and behaviours, fostering a culture of environmental awareness and responsibility within the school.



Outcome 2: Resource Efficiency

The school significantly reduces its resource consumption by minimising energy use, cutting down on printing, and maximising recycling efforts. These actions contribute to a measurable reduction in the school's carbon footprint.



Outcome 3: Environmental Stewardship

The school creates a thriving and sustainable environment by enhancing biodiversity, maintaining clean and green school grounds, managing litter effectively, promoting sustainable transport options, conserving water, and encouraging healthy lifestyles among pupils and staff



Outcome 4: Community Collaboration

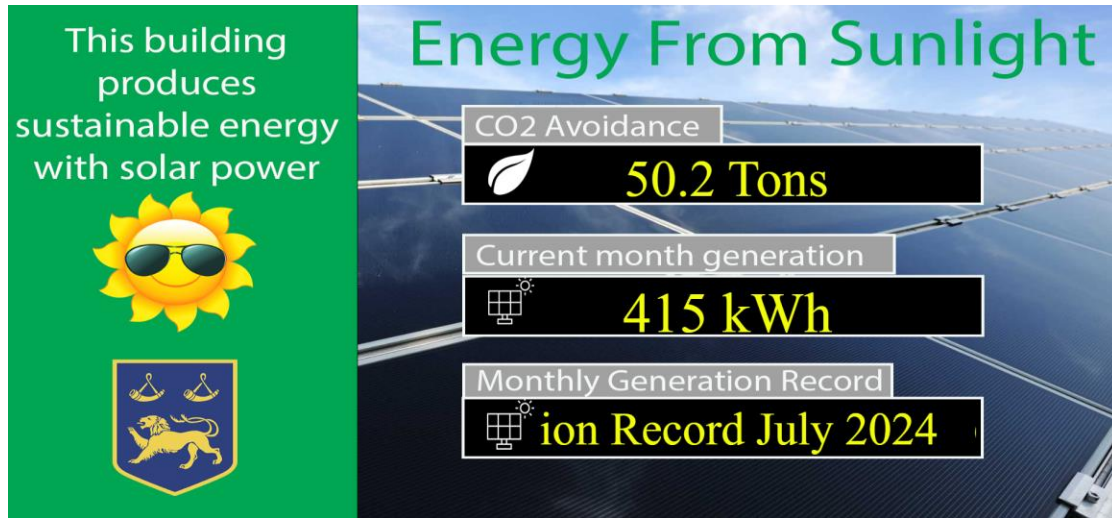
The school becomes a hub for sustainability by building strong partnerships with local organisations, companies, and other schools. These collaborations drive collective climate action and embed sustainable practices across the wider community.



By working towards these goals, we will improve the school's attitudes and awareness to climate change. It will help the school community change their behaviours. We hope that other schools will be able to follow suit by declaring their own climate emergencies and making goals of their own.

Action cards

Our school response – Logistics!



[Live Link to ENERGY signage \(displayed around school\)](#)

Actions
Taken to
reduce
energy
use



Lighting around school replaced with LEDs (80% more efficient)



Optimized power management of Computers and infrastructure around school.



- Solar panels success
- Plastic bottle ban
- Brian, IT team, Resources = focused effort to reduce emissions

Our brilliant & v active Eco Committee



Awareness & Action:

- Teach the Teacher
- Week of delivering assemblies
- Meeting with MP
- Working with Malvern Hills Trust
- Events organising
- Fundraising etc...



Our school response – Curriculum & more...

"Green Group" established

- Steering group for sustainability
- Open to all teachers & support staff

Green thread across curriculum at The Chase:

- ✓ across subjects (Eng, MFL, art, music, food ...)
- ✓ Linked topics – music & Eng
- ✓ Explicit PSHE Eco year 7
- ✓ Character Ed lessons, yrs 7 - 10

Action Cards: Climate Action Plan



At The Chase School, we are proud to have been leading the way in sustainability and climate action for several years. As a key initiative of the Department for Education's (DfE) Sustainability and Climate Change Strategy, all education settings are encouraged to implement a climate action plan by 2025. The DfE's

strategy states: "By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan."



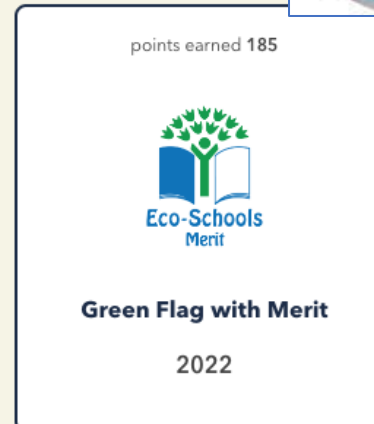
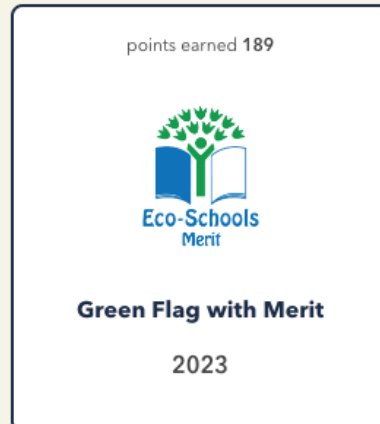
While many are just beginning their journey, The Chase School has had a climate action plan in place for over five years and has already appointed a dedicated Sustainability Lead. This reflects our ongoing commitment to fostering a sustainable culture within our school and contributing to a better future for our students and community.

What Is a Climate Action Plan?

A climate action plan is designed to help us progress or commence sustainability initiatives. It serves as a roadmap, outlining goals and actions to:

- Increase the confidence and expertise of leadership teams, staff, and students in understanding climate change and the positive changes that can be achieved.
- Create a culture that prioritises sustainability and environmental stewardship.
- Share effective practices with other schools and develop peer-to-peer learning networks.
- Use data to identify priorities and track progress.
- Improve energy and water efficiency within school operations.
- Calculate and reduce carbon emissions, lower operating costs through sustainable practices.
- Increase resilience and begin adapting to the impacts of climate change.
- Enhance biodiversity within the school grounds and local environment.
- Equip students with the knowledge and skills to actively contribute to sustainability and climate change solutions in their lives and future careers.

Working with key organisations helping with sustainability in education



- ✓ Worcester Uni: TtT, Eng nature Project
- ✓ UCL, UWE, Bristol Uni, Bath Uni
- ✓ Ministry Eco Education
- ✓ Keep Britain Tidy: Green flag
- ✓ Curriculum Climate Advisors D for E

English is a gift.

Climate change = Everything Change (Margaret Atwood)

Mary Colwell said in recent podcast Reasons to be Cheerful we must "reintroduce a love of the natural world" responsibility and passion understanding - relationship allows action. We need 'Nature literate' pupils - & it is easy to adapt our content to incorporate Natural History because nature has inspired every aspect of our culture from music to poetry to art to literature to science.

Engage in an emotional way - Stories change the world. Stories are data with soul.

Today program speaking to Tom Mustall, friend and mentor of Roger Payne, discoverer of the haunting song of the humpback whale, changed our perception of the whale not by appealing to the dry data, but through appealing to the heart – it's an environmental success story.

It's not data that drives change in people, It's emotion and connection.

Roger Payne says: How should we listen? Attentively, silently, with nothing else to distract you - that's the way to listen. (He was also friends with Cormac McCarthy!)

What can we do in English?

KS3

Eco; Cli-Fi; Fiction:

The Survival Game, Nicky Singer

Island by Nicky Singer - Goodreads

The wild series by Piers Torday (The Last Wild; The Dark Wild)

The Ring of Bright Water Trilogy by Gavin Maxwell

Breathe, Sarah Crossan

Watership Down by Richard Adams

Hoot by Carl Hiaasen

The Carbon Diaries by Saci Lloyd

Same skills – climate content!

1. **Explicit teaching of climate & ecological crisis**
2. **Connections with nature**
3. **Sustainable living**
 - Benefit of not being formally assessed – enrichment
 - Consider **class reader & topic choice**
 - **Debate and discussion**
 - **Exploring texts with 'climate lens'**

Non Fiction:

Greta Thunberg – speeches (and writing)

Dara McAnulty – Diary of Young Naturalist

Letters to the Earth

Dry, by Neal Shusterman and Jarrod Shusterman

The Golden Mole and Other Living Treasure by Katherine Rundell

Choice of class
reader & topic



Year 7 Exploration:

Nature Memoirs and Travel Writing



Contents:

Letter from Dara McAnulty, page 2

Diary of a Young Naturalist, page 3

There Will Come Soft Rains by Sara Teasdale, page 4

My Family and Other Animals by Gerald Durrell, page 5

Notes from a Small Island by Bill Bryson, page 6

Silent Spring: A Fable for Tomorrow by Rachel Carson, page 7

Wild Geese by Mary Oliver, page 8

The Voice of the Natural World (Extract from TED talk), Bernie Krause page 9

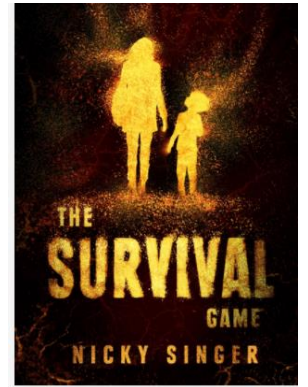
Motorbikes and Pyramids by Ewan McGregor and Charley Boorman, page 11

Scary Monsters and Super Creeps by Dom Joly, page 12

After reading, choose one or two of these to write about. Start with one, see how far you

- The saddest part for me is....
- The most memorable moment for me is...
- The bit of language or description that was most beautiful, or interesting, or unusual was...
- This reminded me of...(in my life, or that of other people I know)
- This reminded me of...(in books, or films, or stories, or TV programmes)
- What I find most unusual or interesting about this as the opening of a novel
- A question I have about this novel to ask the group/the teacher/the whole class.

Journalling and oracy tasks



Giving a new opinion:

I think that...
My opinion is...
I believe that ...
In my view...

Agreeing:

I agree with because
I would argue the same thing, because....
The reason I agree is because....
This is an interesting point, because...

Building:

I would like to build on's point, because....
I agree with and would like to add also that
Building on what said,
This is a good argument, and to make it even stronger, I would say.....

Challenging:

I don't think Is right, because....
I would like to challenge this because....
I disagree with because
My view is different, because....
I think that is incorrect, because

Hijacked English homework! Write for Real. (using any available opportunity)

I'm writing to let you hear the young nation's voice in the ever more important crisis of climate change. Our voice matters, because it's our generation that it will affect, so it's our job to stop it. As I'm sure you know, COP 29 starts tomorrow, so the school that I'm currently attending is trying to get our vital opinions heard.

I'm really frustrated. Because I feel all the world leaders know what to do, but aren't forcing it enough because it's too expensive and too difficult. It's like they have more important matters to deal with. **What could possibly be more important than saving our planet?**

I would like to know your thoughts on the current situation, because at the moment it feels like the action needed to deal with climate change is being diverted time and time again. Is there anything that you in particular will be doing to stop climate change? Climate change is really getting the young nation down because **it makes us feel helpless**, like we can't do anything to save the planet we will grow up to inhabit. Please don't let our voices be ignored, because they matter just as much as an adult's opinion. Because at the end of the day, we all live in this planet, and it's our job to save it together. I'm really looking forward to hearing from you; **knowing our voices are being valued would mean so much.**

Dear Harriett Baldwin,

I'm writing to you because of the concerning rise of average temperature of the Earth, and the fact that we should be taking more action.

COP29 is happening right now, however **we need to address the fact that we have unfortunately breached the 1.5°C agreement made almost 10 years ago, in 2015.**

This situation makes me - and I'm sure many others - concerned/worried on what the future of our planet is, and what we can do to help.

I would like to know your thoughts on the temperatures rising over the 1.5°C we had originally agreed upon, and what you think we can do to cool down our Earth.

What specific actions will you (and other leaders) do to ensure that our planet will not get any hotter.

Dear Harriett Baldwin...
456 emails from KS3
students sent, with
subsequent visit

I am writing to you because I strongly believe that **we need to act now.** COP29 is happening right now, but the chief executive is not practicing what he



right, and what benefits the most people.

Dear Harriett Baldwin,

I am writing to you to convey my thoughts about the COP29 meeting in Azerbaijan.

The current climate crisis is not looking great, despite already having 28 COP

meetings so far. The chief executive for Azerbaijan has been exposed in making deals to expand gas fields. This is not the kind of thought we need when trying to combat climate change.

I would like to know your thoughts on this situation. What actions are the government currently taking to improve our country's carbon footprint? Is it one of their priorities? I look forward to hearing back from you.

Infiltrate and adapt! Year 7

MI6 'green spying' on biggest polluters to ensure nations keep climate change promises

Global warming is the "foremost international foreign policy agenda item for this country and for the planet", says spy chief.

British secret agents have started "green spying" on the world's biggest polluters to make sure they "play fair" and keep their climate change promises, the head of MI6 has revealed.

Richard Moore said the [Secret Intelligence Service](#) had begun to monitor large industrialised countries in support of what he described as the "foremost international foreign policy agenda item for this country and for the planet".

It comes as the UK prepares to host the major [COP26 climate change](#) summit later this year.

Mr Moore, who is known as C, told Times Radio: "Where people sign up to commitments on climate change, it is perhaps our job to make sure that actually what they are really doing reflects what they have signed up to.

"As somebody used to say - 'trust, but verify'.

"On climate change, where you need everyone to come on board and to play fair, then occasionally just check to make sure they are."

<https://news.sky.com/story/mi6-green-spying-on-biggest-polluters-to-ensure-nations-keep-climate-change-promises-12286458>

Task: Imagine you have started working with Alex Rider. Your first mission is to sneak into this building (see next slide) to find and photograph their latest carbon emissions data report. Describe what happens!

"I'm standing completely still, waiting for the right moment to begin...."

Success criteria - include:

- Sensory descriptions
- Three short, one word sentences and at least three sentence starting with a connective (e.g. Although.. Because... Whilst... Until...)
- A description of the weather
- Your thoughts and feelings

Year 7

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- Your thoughts and feelings



Infiltrate and adapt! Year 8

Year 8 – discuss:
should students go
on strike and miss
school for the

UKSCN is a group of mostly under 18s taking to the government's lack of action on the Climate Crisis. We are mobilising unprecedented numbers of students to create a strong movement and send a message that we are tired of being ignored. Throughout 2019 we've organised over 850 demonstrations, including the September Global Climate Strike that saw over 300,000 people take to the streets across the UK. We've raised the bar and elevated climate breakdown high on the agenda, but we know there's still so much to do. We need urgent and ambitious action on climate which is why we're calling for a Green New Deal. Join our next strike!

- The School Strikes for the Climate are back this Friday (today)

- How can we keep students in school?

- Chief Ofsted Inspector Amanda Spielman argued that student protests, aimed at generating a sense of urgency, are “disrupting the work of schools”. Is she right?
 - Shouldn't learning about climate change *be* the work of schools?
- Should we explicitly raise awareness of climate change, and the issues surrounding it?
- Should we stand in solitary with the thousands of students who realise that we are facing an unprecedented crisis that needs action now?
 - The UK are hosting November's critical COP26 summit, and the climate crisis is continually in the headlines – shouldn't we be educating students explicitly about climate change and showing them how they can play a role in protecting the planet?

Task! Write an email to one of our local councillors or our MP, explaining the issue surrounding climate change, and how we must tackle the teaching of it in school.

Success criteria – use as many persuasive techniques as possible.

*Personal
pronouns*

*Emotive
words*

Dear Councillor

We desperately need your help. Do you want to keep students in school?

*Direct
address*

question

Your district councillors

Your 3 Chase district councillors represent you on Malvern Hills District Council. The District Council is responsible for **local services**, including **planning**, **council housing**, and **rubbish collection**. Most district councillors are not paid a salary, but get a basic allowance for the work they do.

[Samantha Charles](#) (Labour)

[James O'Donnell](#) (Conservative)

[Caroline Baldwin](#) (Conservative)

Your county councillor

Your Malvern Chase county councillor represents you on Worcestershire County Council. The County Council is responsible for **local services**, including **education**, **social services**, **transport**, **roads** (except trunk roads and motorways), public rights of way, and **libraries**. Most county councillors are not paid a salary, but get a basic allowance for the work they do.

[Jack Satterthwaite](#) (Liberal Democrat)

Your MP

Your West Worcestershire MP represents you in the House of Commons. The House of Commons is responsible for making laws in the UK and for overall scrutiny of all aspects of government.

[Harriett Baldwin](#) (Conservative)

Infiltrate and adapt! Write for real

Make sure you are polite and assertive, check for SPAG, then send your emails here: <https://www.writetothem.com/> – let's see who will get a reply!

Of Mice and Men : George and Lennie as Migrant Workers

Of Mice and Men is set in the 1930s against the backdrop of the United States' catastrophic economic downturn, known as the Great Depression.

Infiltrate and adapt! Year 9

Amongst the worst-hit were the agricultural workers of the American West, many of whom were left homeless and wandering for work.

Steinbeck, who lived in Salinas, California, was appalled by the terrible suffering of the homeless and starving families he saw around him. In a series of articles for the *San Francisco News* titled "The Harvest Gypsies," he described the conditions in which homeless migrants lived and worked.



Year 9

Environmental migrants are people who are forced to leave their home region due to sudden or long-term changes to their local environment. These changes compromise their well-being or secure livelihood, and include increased drought, desertification, sea level rise, and disruption of seasonal weather patterns.

Climate migrants are forced to flee "due to sudden or gradual alterations in the natural environment related to at least one of three impacts of climate change: sea-level rise, extreme weather events, and drought and water scarcity."

<https://ehs.unu.edu/news/news/5-facts-on-climate-migrants.html>



Task: Imagine you have been forced to leave your home. Describe part of your journey.
"It's time. I take one last look around ... "



Success criteria - include:

- Sensory descriptions
- Three short, one word sentences and at least three sentence starting with a connective (e.g. Although.. Because... Whilst... Until...)
- A description of the weather
- Your thoughts and feelings

STRUCTURE: Have you...

- Included at least one stand alone, single sentence paragraph?
- Linked your opening to the ending? (e.g. same phrase or word / repeat or mirror an image or idea)

Infiltrate and adapt! Year 9

KS4

Same skills – climate content!

- **Explicit teaching of climate & ecological crisis**
- **Connections with nature**
- **Sustainable living**

Formally assessed BUT paper 1 and 2 gift!

Consider your choice of text & topic

Exploring texts with 'climate lens'

Fiction:

The Grapes of Wrath by John Steinbeck (a book that chronicles a man-made climate disaster before we knew what to call it)

.The Word for World Is Forest by Ursula Le Guin (interstellar logging colony & environmental despoliation)

The Drowned World by JG Ballard

The Road by Cormac McCarthy

Oryx and Crake, Margaret Atwood

The Kraken Wakes, John Wyndham

Non Fiction:

Greta Thunberg

Rachel Carson – Silent Spring

Bernie Krause

Chris Packham

Dara McAnulty – Diary Young

Naturalist

My Family & Other Animals – Gerald Durrell

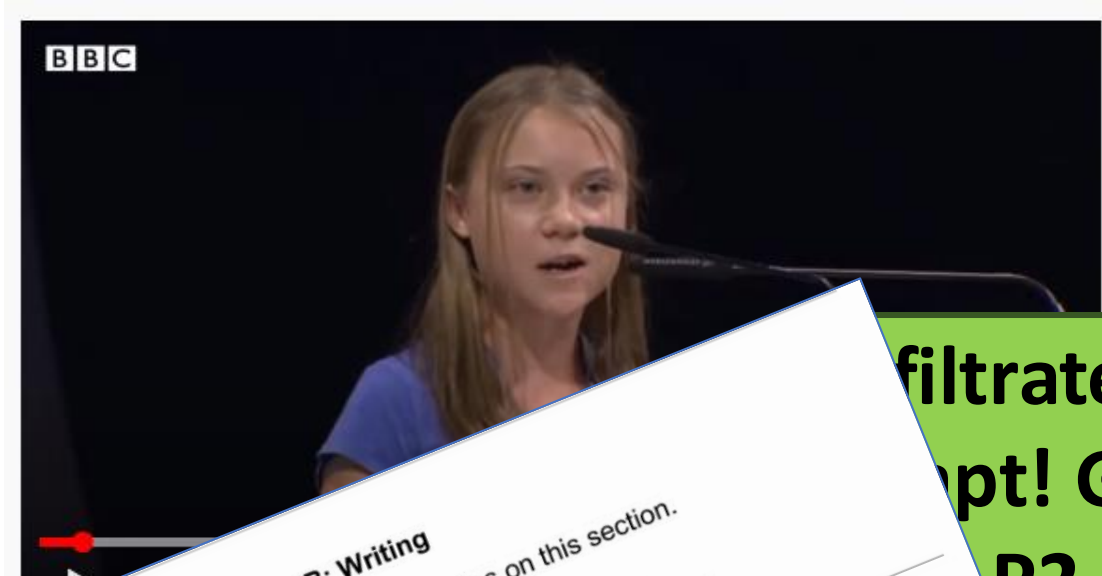
Literature ideas:

Poetry – connections with nature

Dickens – industrial revolution; setting = nature

Shakespeare – air quality

LO: Understand and apply persuasive techniques Blah Blah Blah



Watch this

<https://www.youtube.com/watch?v=ZwD1kG4PI0w>



filtrate and
pt! GCSE
P2

“Forget about charging 5p for a plastic carrier bag – they are damaging our wildlife, and should be banned.”

Speak a paragraph – use as many techniques as possible!



Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

'Cars are noisy, dirty, smelly and downright dangerous. They should be banned from all town and city centres, allowing people to walk and cycle in peace.'

Write a letter to the Minister for Transport arguing your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

You are advised to plan your answer to Question 5 before you start to write.

- In
- W
- share
- speech? Be ready to
- (re) emotions.

EMOTIVE WORDS	FORCEFUL PHRASES	RHETORICAL QUESTIONS	CHATTY STYLE	STATISTICS	CRITICISE THE OPPOSITE OPINION
CLUSTERS OF THREE	PERSONAL PRONOUNS	HUMOUR	PLAY ON THE READER'S SYMPATHY	EXAGGERATION (HYPERBOLE)	REPETITION OF WORDS/ PHRASES
CATCHY PHRASES OR SLOGANS	FIGURES OF SPEECH	CONTRASTS	MAKE POSITIVE POINTS PERSONAL	ANECDOTES	MAKE NEGATIVE POINTS IMPERSONAL
TECHNICAL TERMS (JARGON)	SHORT SENTENCES/ PARAGRAPHS	PLAY ON THE READER'S GUILT	IMAGERY	QUOTE A RELIABLE SOURCE	SHOCK TACTICS

Describe the scene

Lingering

Sparse

Skeletal

Wisps

Ethereal

Fronds

Melancholy

1. Paired Dashes
2. Brackets
3. semi colon
4. question mark



Infiltrate and adapt! GCSE lang P1 creative writing

Personify a leaf.

Describe the texture of the bark.



Describe the scene

Verdant

Gnarled

Harmonious

Glistening

Melodic

Majestically

Curving



First sentence
should be a
preposition

Third sentence
should be an
embedded clause

Include a ; in your
fifth sentence

Infiltrate and adapt! GCSE lang P1 creative writing



TheChaseEco1 @TheChaseEco1 · Jun 21

The [#summersolstice](#) starts at 10.13 BST today! The longest day: the earth's axis is tilted most closely toward the sun. Sol=sun, sistere=to stand still. Head outside and celebrate this wonderful day! Chalk poem by Miss Bladon's class; Hills photo taken by Tarquin Shaw-Young



Leafy figures enfolded around me
 earth leaves that crush unafraid
 swallows burning their
 wings
 roof

Infiltrate and adapt! GCSE Lit

The **GCSE poetry** anthologies across the exam boards include recent poems that speak directly to young people's lived experience; during the covid pandemic, The Poetry Society stressed the relevance of poetry, highlighting how the study of poetry can open up a space for discussion of challenging subjects, and helping students to understand the complexities and uncertainties of life. Lots of the poetry within the mandatory anthologies offers opportunities to help pupils make sense of the climate crisis.

Already links with nature within the AQA spec (which we use at The Chase) which includes so many brilliant poems with nature at their heart:

- **Ozymandias**: nature will always outlast everything;
- Extract from **the Prelude**: realisation of the awesome power of nature;
- **Exposure**: Soldiers faced extreme weather conditions, whilst they were deployed at war;
- **Storm on the Island**: powerful nature manipulating the actions of humans;
- **Bayonet Charge**: nature is also damaged, during times of conflict;
- **Poppies**: symbolic use of nature;
- **Kamikaze**: uplifting power of nature affecting senses and changing emotions...

Other main exam boards include similar:

WJEC: Prelude; Ozymandias; Mametz Wood; Hawk Roosting; Death of Naturalist; To Autumn; Afternoons

After exploring the designated poem, pupils can be guided to write their own to help underpin their own emotional response to nature. National Poetry Day, the annual mass celebration that encourages everyone to make, experience and share poetry, had the environment as its theme this year, with youth writing competitions (such as Young Writers 'The World Around Us Poetry Writing') similarly embracing the theme

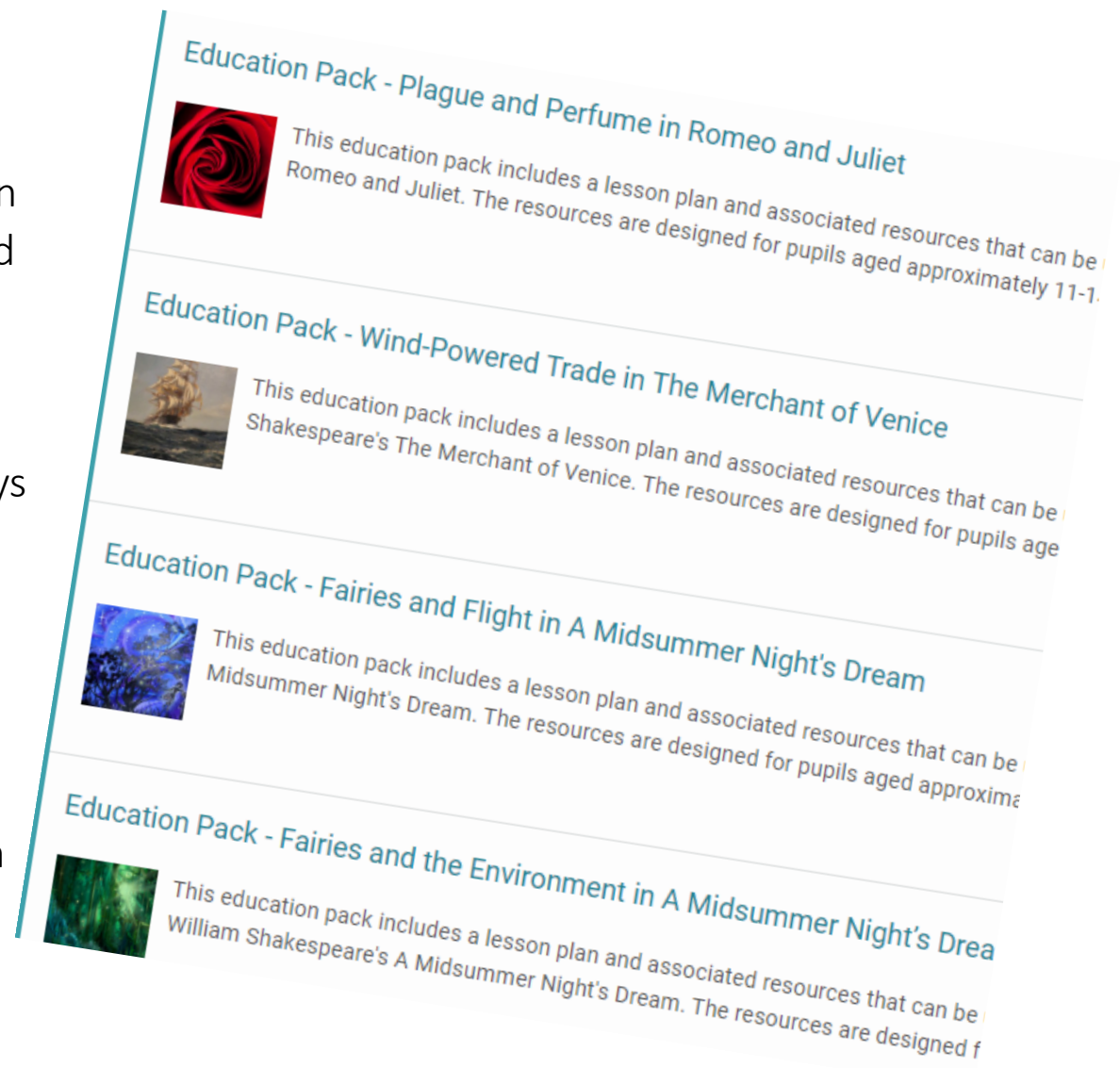
Infiltrate and adapt! GCSE Lit

I recently had the opportunity to work with Sarah Sharp, education consultant for the Atmospheric Theatre Open-Air Performance and the Environment project from 2019-21, a brilliant venture investigating how written and performed open-air drama might help to raise awareness of air quality and atmospheric conditions. Focusing mainly on Shakespeare, the project explores creative ways to utilise school's chosen Shakespeare text, allowing teachers and pupils to perform the play whilst exploring how

– for example, in Macbeth, explore the symbolism of air pollution, with reference to the smoky stage effects at the time and verbal descriptions of contagion used to provoke a polluted aerial environment in which evil witches and ghosts can manifest - much like recent covid times!

<https://atmospherictheatre.exeter.ac.uk/>

Opportunities to explore role of nature and rise of industrial revolution within Dickens and other 19th C novels.



Education Pack - Plague and Perfume in Romeo and Juliet
 This education pack includes a lesson plan and associated resources that can be used in Romeo and Juliet. The resources are designed for pupils aged approximately 11-14.

Education Pack - Wind-Powered Trade in The Merchant of Venice
 This education pack includes a lesson plan and associated resources that can be used in Shakespeare's The Merchant of Venice. The resources are designed for pupils aged approximately 11-14.

Education Pack - Fairies and Flight in A Midsummer Night's Dream
 This education pack includes a lesson plan and associated resources that can be used in A Midsummer Night's Dream. The resources are designed for pupils aged approximately 11-14.

Education Pack - Fairies and the Environment in A Midsummer Night's Dream
 This education pack includes a lesson plan and associated resources that can be used in William Shakespeare's A Midsummer Night's Dream. The resources are designed for pupils aged approximately 11-14.

Interleaving Paper 1 & 2, fiction & non-fiction

Bernie Krause = soundscape ecologist:

- analyse his presentational skills in English (spoken language task) though his excellent TED talk,
- use this talk as a way into explore extracts from Rachel Carson's Silent Spring for non-fiction paper 2, whilst also connecting with our own local soundscapes (simultaneously offering serendipitous cross curricular links with subjects such as music and biology)
- Introduce brilliant recent Radio 4 series Forest 404 (<https://www.bbc.co.uk/programmes/articles/5yXQydgzYhZchzTs1km4vxT/what-is-forest-404>) which is set in the 24th Century in a world where forests have been erased from history – it mixes these soundscapes with eco-thriller drama
- really engaging podcasts - PAPER 1 Creative writing
- Accompanying talks look at the issues and questions around the themes, with a diverse range of speakers: musicians, bio-futurists, anthropologists and tree-climbers (paper 2 viewpoints and perspectives plus spoken language task) – what a gift!
- brings us bang up to date with Sir James Bevan's speech (perfect for paper 2) (<https://www.gov.uk/government/speeches/reversing-the-nature-crisis-silent-spring-or-adlestrop>), warning that we need to act now to tackle the nature crisis
- he ends his speech with: "Let's refuse the silent spring. Let our future be Adlestrop." (Referencing a poem by Edward Thomas, the final lines of which are: "And for that minute a blackbird sang / Close by, and round him, mistier, Farther and farther, all the birds / Of Oxfordshire and Gloucestershire." links poetry and creative writing)

Unseen Poetry

The World Is Too Much With Us

BY WILLIAM WORDSWORTH

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;—
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
This Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not. Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathèd horn.

BY PERCY BYSSHE SHELLEY

The cold earth slept below;

Above the cold sky shone;

And all around,

With a chilling sound,

From caves of ice and fields of snow

The breath of night like death did flow

Beneath the sinking moon.

The wintry hedge was black;

The green grass was not seen;

The birds did rest

On the bare thorn's breast,

Whose roots, beside the pathway track,

Had bound their folds o'er many a crack

Which the frost had made between.

Thine eyes glow'd in the glare

Of the moon's dying light;

As a fen-fire's beam

On a sluggish stream

Gleams dimly—so the moon shone there,

And it yellow'd the strings of thy tangled hair,

That shook in the wind of night.

Our lessons today & future Teach Meet!

[Teacher Lesson YEAR 8 Climate Education nature Writing - Copy.pptx](#)

[YEAR 10 Climate Education nature Writing.pptx](#)

“Education, the formal school system in particular, is the point of transmission of skills, knowledge and culture where a society reproduces itself. This, in my view, is among the social spaces with the most potential as a site of transformation.”

AN ESSAY BY BEN RAWLENCE – “PUBLIC EDUCATION IN AN ERA OF PLANETARY EMERGENCY”

Future Teach Meet:

- Infiltrate, adapt, or design from scratch;
- starter, main task, whole lesson, or scheme of work;
- Great for CVs & interviews;
- Share outcomes in friendly setting.



"For in the end we will conserve only what we love. We will love only what we understand. And we will understand only what we are taught." Baba Dioum Senegalese forest scientist & environmentalist

Explore ways to embed Climate Education into the English Curriculum.

Lesson 1 & 2 9.30 – 10.50 Conference room	Sarah Dukes (sustainability coordinator) Welcome Why Cli-ed is important? What we do at The Chase Ways to embed cli-ed in English <i>Focus on sentence grammar level writing</i>
10.50 – 11.05	BREAK
Lesson 3 11.10 – 12.10	Lesson 3 (11.10-12.10) Observe Year 10 lessons – GCSE Language paper 2 (AQA) - nature memoir writing or similar (non-fic) with cli-ed lens Observe Year 8 – Gothic nature poem with cli-ed lens
12.15 – 13.00 Library / outside space	Nature connectedness and making the most of outside space in English lessons <i>Focus on sentence grammar level writing</i> Reflections and questions Planning Teach meet

Year 8:

ET, Kirsty Everett – O10
(Mrs Levi – cover!) (3)

CB, Catrin Beattie – O6 (3)
GS, Lisa Greaves – O2 (4)

English: O Block

O1, O2, O3 =

downstairs

O4 – O10 = upstairs

Year 10:

BR, Lauren Breakwell – O4 (4)

JN, Harry Jackman – O8 (3)

KG, Michelle King – O7 (3)

SN, Elly-May Saxon – O9 (3)

DS, Sarah Dukes – O5 (3)

Downstairs

Stairs

O3

O2

Door

Stairs

O1

Upstairs

O10

O9

O8

O7

O4

Stairs

O5

O6

(Offices)

Stairs