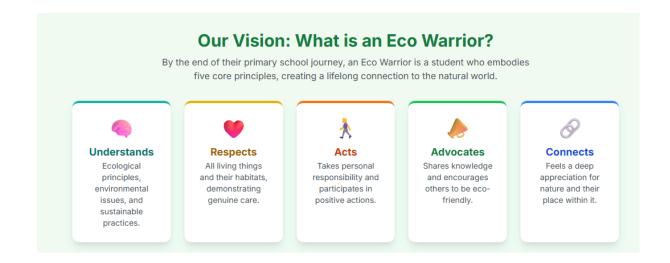
Eco Warrior Knowledge Sequence Map: Fostering Environmental Stewardship

This knowledge sequence map outlines progressive objectives for children across four mixed-age primary classes, aiming to cultivate "Eco Warriors" by the end of the academic year. It integrates bi-weekly Forest School sessions as a core component for hands-on learning and connection with nature.

Overarching Vision: The Eco Warrior

By the end of the academic year, an "Eco Warrior" at our school will be someone who:

- Understands: Basic ecological principles, local and global environmental issues, and sustainable practices.
- Respects: All living things and their habitats, demonstrating care for the natural world.
- Acts: Takes personal responsibility for their environmental impact and participates in positive environmental actions.
- Advocates: Shares their knowledge and encourages others to adopt eco-friendly behaviours.
- Connects: Feels a deep appreciation for nature and understands their place within it.



TEAM PANDAS

Mixed Nursery & Reception (Ages 3-5)

Focus: "Little Explorers: My World, My Care" - Developing a foundational connection with nature and understanding basic care.

Forest School Contribution: Sensory exploration, direct interaction with natural elements, simple care activities.

Objectives:

1. I can identify and name common natural elements:

- Knows the names of common trees, flowers, and animals found in the local environment (e.g., oak, daisy, robin, worm).
- Recognises different natural textures (e.g., rough bark, smooth stone, soft moss).

2. I can show care for living things:

- Understands that plants need water and sunlight, and animals need food and shelter.
- Demonstrates gentle handling of plants and small creatures (e.g., insects).
- Helps to water plants or feed birds.

3. I understand that we need to keep our environment tidy:

- Knows that litter belongs in the bin.
- o Participates in simple litter picking activities (with supervision).

4. I can use natural materials creatively:

- o Uses sticks, leaves, stones, and other natural items for play and art.
- Understands that natural materials come from the earth.

5. I appreciate being outdoors:

- Enjoys exploring and playing in natural spaces.
- Talks about things they see and hear in nature.



Team Otters

Class 2: Mixed Year 1 & 2 (Ages 5-7)

Focus: "Nature Detectives: Our Local Environment" - Investigating local ecosystems and understanding personal impact.

Forest School Contribution: Deeper observation skills, understanding mini-beast habitats, simple resource conservation.

Objectives:

1. I can describe features of local habitats:

- o Identifies different types of habitats (e.g., woodland, pond, garden).
- Knows that different animals live in different habitats.
- Observes and records simple features of plants and animals (e.g., number of petals, colour of feathers).

2. I understand the importance of reducing waste:

- Knows the difference between rubbish and recycling for common items (paper, plastic bottles).
- Participates in classroom recycling efforts.
- Understands why we shouldn't waste food or water.

3. I can identify ways to save energy:

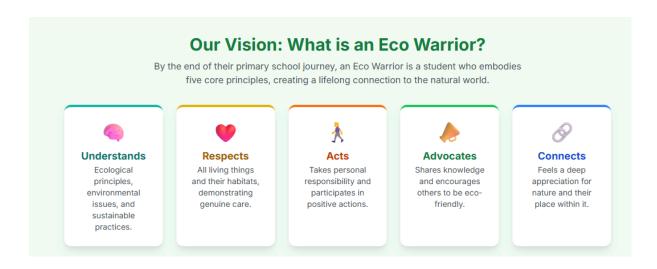
- Knows to turn off lights when leaving a room.
- Understands that turning off taps saves water.

4. I can explain simple food chains:

- Understands that some animals eat plants and some animals eat other animals.
- \circ Can give a simple example of a food chain (e.g., grass rabbit \rightarrow fox).

5. I am a responsible helper in our outdoor spaces:

- Helps to care for school gardens or outdoor areas (e.g., weeding, planting).
- Understands the importance of not damaging plants or disturbing animals.



Team Elephants

Class 3: Mixed Year 3 & 4 (Ages 7-9)

Focus: "Environmental Champions: Making a Difference" - Exploring environmental challenges and initiating positive change.

Forest School Contribution: Understanding interdependence, responsible tool use, identifying environmental problems and solutions.

Objectives:

1. I can explain how human actions affect the environment:

- Understands basic concepts of pollution (air, water, land) and its effects.
- Can give examples of how litter and waste harm animals and habitats.
- Discusses the impact of wasting energy and water.

2. I can identify sustainable practices:

- Explains the '3 Rs' (Reduce, Reuse, Recycle) and gives examples for each.
- Understands why buying less and repairing items is good for the environment.
- Explores alternative energy sources (e.g., solar, wind) at a basic level.

3. I understand biodiversity and why it's important:

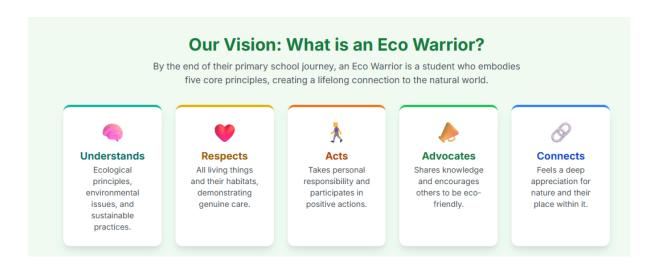
- Knows that biodiversity means many different types of plants and animals.
- Explains why a variety of living things makes an ecosystem healthy.
- o Identifies local endangered species or habitats (if applicable).

4. I can plan and participate in environmental projects:

- Contributes ideas for school eco-projects (e.g., creating a bug hotel, composting).
- Takes an active role in carrying out these projects.
- o Can explain the purpose of their project to others.

5. I can share my eco-knowledge with others:

- Creates posters or presentations to inform peers about environmental issues.
- Encourages family and friends to adopt eco-friendly habits.



Team Koalas

Class 4: Mixed Year 5 & 6 (Ages 9-11)

Focus: "Global Guardians: Leading the Way" - Deepening understanding of global environmental issues and advocating for systemic change.

Forest School Contribution: Advanced bushcraft skills, understanding ecosystem services, leadership in environmental initiatives.

Objectives:

1. I can explain key global environmental issues and their causes:

- Understands concepts like climate change, deforestation, ocean plastic, and habitat loss.
- Can discuss the human activities that contribute to these issues (e.g., fossil fuels, unsustainable consumption).

2. I can evaluate the impact of different choices on the environment:

- o Compares the environmental footprint of different products or activities.
- Discusses the concept of 'carbon footprint' at an age-appropriate level.
- Explores ethical consumption and fair trade.

3. I understand the concept of interconnectedness in ecosystems:

- Explains how changes in one part of an ecosystem can affect others.
- o Discusses the role of decomposers and nutrient cycles.
- Understands the importance of pollinators.

4. I can research and present solutions to environmental problems:

- Investigates real-world solutions to environmental challenges (e.g., renewable energy technologies, conservation projects).
- Develops persuasive arguments for environmental action.
- Uses data and evidence to support their claims.

5. I am an active advocate for environmental protection:

- Participates in school eco-council or leads eco-initiatives.
- Writes letters or creates campaigns to raise awareness.
- o Inspires younger children and the wider school community to be eco-warriors.
- Understands that collective action can lead to significant change.