

Welsh - Progression 2 Step

Humanities (including History, Geography, Religion, Values, and Ethics)

Curriculum For Circular Economy Curriculum Complementing the Welsh Framework



This outline, grounded in the Welsh curriculum, provides a foundation for planning teaching, learning, and experiences that promote Circular Economy . It is designed to be flexible, allowing teachers to adapt the learning to meet the needs of their specific cohort. Co-creating learning experiences is encouraged, fostering collaboration between educators and students. This progression pathway aims to support teachers in their planning and implementation of Circular Economy -focused education.

Overarching Objectives for Progression Step 2:

- Encourage curiosity and engagement with the world.
- Develop critical thinking and problem-solving skills.
- Promote personal, social, and cultural development.
- Foster a sense of responsibility for personal health, well-being, and the environment.

The Curriculum of Wales

Expressive Arts	Health and Wellbeing	Humanities (including History, Geography, Religion, Values, and Ethics)	Languages, Literacy, and Communication (including Welsh and International Languages)	Mathematics and Numeracy	Science and Technology
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Expressive Arts Subject Areas: Music, Drama, Art, Dance, Film and Digital Media. Objectives: Develop creativity and imagination. Explore a range of media, techniques, and materials. Express ideas and feelings through different artistic forms. Begin to reflect on their own work and that of others.	Health and Well-being Subject Areas: Physical Health, Mental and Emotional Well-being, Relationships, Healthy Eating, Personal Safety. Objectives: Understand physical health and its connection to well-being. Develop emotional literacy and manage feelings. Learn about making healthy choices (diet, exercise). Build interpersonal skills to foster	Humanities Subject Areas: History, Geography, Religious Education, Business Studies, and Social Studies. Objectives: Understand past and present human experiences, locally and globally. Develop a sense of belonging and identity. Learn about sustainability and the impact of human actions on the planet. Begin to explore ethical questions and different belief systems.	Languages, Literacy and Communication Subject Areas: English, Welsh, Modern Foreign Languages, Literature, Oracy. Objectives: Develop competence in both Welsh and English. Explore the use of language for different purposes (e.g., storytelling, explaining, persuading). Learn to communicate effectively through speech and writing. Engage with a range of literary texts, including Welsh literature.	Mathematics and Numeracy Subject Areas: Number, Geometry, Algebra, Measurement, Data Handling. Objectives: Develop understanding of numbers, patterns, and shapes. Solve practical problems using basic mathematical techniques. Begin to understand and apply mathematical reasoning. Learn to use data to interpret the world around them.	Science and Technology Subject Areas: Biology, Chemistry, Physics, Computer Science, Design and Technology. Objectives: Begin to explore the natural world and understand simple scientific concepts. Engage with technology and develop basic computational thinking. Design, make, and evaluate simple products and systems. Explore sustainability through understanding energy and material use.
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	positive relationships.				
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The Sustainability Curriculum Headings

Understanding the Circular Economy (CIRC1)	Waste Reduction and Recycling (CIRC 2)	Sustainable Consumption (CIRC 3)	Product Lifecycle and Design. (CIRC4)	Repair and Upcycling (CIRC5)	Circular Business Practices and innovation (CIRC6)
Local Economies and Community Engagement (CIRC 7)	Environmental Impact and Resource Conservation (CIRC8)	Citizenship and Global Responsibility (CIRC 9)	Food Systems (Circ 10)	Circular Technologies and Innovation (CIRC11)	Outdoor Learning (CIRC12)

The Sustainability Curriculum Model linked to the Curriculum of Wales - Progression Step 2

Humanities (including History, Geography, Religion, Values, and Ethics)

Learners will explore the concept of the circular economy by understanding how past and present communities manage resources. They will compare linear and circular systems, reflect on the environmental and ethical consequences of waste, and consider how cultural and belief systems influence sustainable practices.

Curriculum Links:

- **Understand past and present human experiences, locally and globally:**
→ Examine how different communities across history have reused, repaired, and recycled materials.
- **Develop a sense of belonging and identity:**
→ Engage in community-focused learning (e.g., school eco-clubs, upcycling workshops) that fosters responsibility and pride.
- **Learn about sustainability and the impact of human actions on the planet:**
→ Understand how circular systems reduce environmental harm and promote sustainability.
- **Begin to explore ethical questions and different belief systems:**
→ Discuss fairness, global justice, and stewardship of resources from moral, religious, and ethical standpoints.

Alignment to Global Frameworks:

- **SDGs:**
 - Goal 12: Responsible Consumption and Production
 - Goal 11: Sustainable Cities and Communities

- Goal 13: Climate Action
 - UNCRC:
 - Article 24: Right to a healthy environment
 - Article 29: Education must encourage respect for the natural environment and human rights
 - UNRMS:
 - Emphasises circularity in resource governance, with a focus on equity, innovation, and regenerative economic systems.
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Example Teaching Activities:

1. History Comparison: Then and Now

Activity: Compare traditional Welsh practices like repairing tools and clothes, keeping food scraps for compost or animals, to modern throwaway culture.

Outcome: Learners understand sustainability as part of cultural heritage and recognise changes in attitudes over time.

2. Circular vs Linear Economy Role Play

Activity: Act out a story of a product's life in a linear system (take-make-dispose) vs. a circular system (reuse-repair-recycle).

Outcome: Clarify the processes and benefits of a circular economy through drama and storytelling.

3. Circular Mapping Project

Activity: Create a classroom map of a circular economy, identifying local businesses, farmers' markets, repair cafés, and recycling centres.

Outcome: Develop geographical awareness and local community engagement.

4. Religion and Responsibility

Activity: Investigate how different world religions express values of stewardship and protection of the Earth.

Outcome: Connect spiritual and ethical principles to circular economy ideals.

5. Design a Circular Community

Activity: Learners work in small groups to design a fictional “Circular Town” using posters or digital tools, showing how shops, transport, and homes use circular principles.

Outcome: Encourages imagination, collaboration, and systems thinking.

Cross-curricular Links:

- **Expressive Arts:** Create artwork or theatre pieces illustrating life in a sustainable community.
- **Science & Technology:** Explore how materials are recycled and how circular design impacts environmental systems.
- **Mathematics & Numeracy:** Use charts and graphs to compare waste data before and after implementing circular practices.
- **Languages & Literacy:** Write persuasive letters, eco-stories, or presentations on the benefits of a circular economy.

Waste Reduction and Recycling

(CIRC 2)

Humanities (including History, Geography, Religion, Values, and Ethics)

Learners will explore how waste has been managed in the past and present, and how communities locally and globally are addressing the growing challenge of waste. They will investigate recycling practices, understand the importance of reducing waste, and reflect on the cultural, economic, and ethical dimensions of reuse and resource conservation.

Relevant Curriculum Objectives:

- **Understand past and present human experiences, locally and globally:**
→ Compare waste and recycling practices across time and cultures.
 - **Develop a sense of belonging and identity:**
→ Participate in school or community recycling initiatives and reflect on their role in caring for the environment.
 - **Learn about sustainability and the impact of human actions on the planet:**
→ Investigate how landfill, pollution, and plastic use affect biodiversity and climate.
 - **Begin to explore ethical questions and different belief systems:**
→ Examine beliefs about stewardship and responsibility from religious and cultural perspectives.
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Links to Global Frameworks:

- **SDGs:**
 - Goal 12: Responsible Consumption and Production
 - Goal 13: Climate Action
 - Goal 11: Sustainable Cities and Communities
 - **UNCRC:**
 - Article 24: Right to a healthy environment
 - Article 29: Education must develop respect for the natural environment
 - **UNRMS:**
 - Promotes a circular economy model that prioritises resource efficiency, reuse, and recycling in all sectors.
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Suggested Teaching Activities:

1. History of Waste

Activity: Learners examine historical methods of dealing with waste in Wales and elsewhere (e.g., midden heaps, rag-and-bone men, war-time "make do and mend").

Outcome: Recognise how waste practices have changed and why.

2. Recycling Around the World

Activity: Research and compare recycling rates and laws in different countries.

Outcome: Understand global variation and responsibility in waste management.

3. Local Audit: Waste in Our School

Activity: Conduct a simple waste audit of classroom or school bins, sorting items and proposing ways to reduce or recycle more.

Outcome: Apply knowledge locally and develop civic engagement.

4. Religion and Stewardship

Activity: Explore how religions like Christianity, Islam, and Buddhism speak about caring for the Earth.

Outcome: Link moral teachings to modern environmental actions.

5. Create a Campaign

Activity: Design and present a poster, short film, or persuasive speech to encourage others to reduce, reuse, and recycle.

Outcome: Build awareness, communication skills, and personal responsibility.

Cross-Curricular Opportunities:

- **Science & Technology:** Investigate what happens to different materials when they are recycled.
- **Languages & Literacy:** Write a letter to local government suggesting improvements in community recycling.
- **Mathematics & Numeracy:** Analyse data from waste audits and create bar graphs or pie charts.
- **Expressive Arts:** Create art using recyclable materials or dramatise a "life of a plastic bottle" story.

(CIRC 3)

Humanities (including History, Geography, Religion, Values, and Ethics)

Learners will begin to understand how the design and life cycle of products—from creation to end-of-life—affect communities, ecosystems, and global sustainability. They will explore historical and contemporary systems of production, trade, and consumption, reflecting on ethical, environmental, and cultural values connected to how things are made and used.

Linked AoLE Humanities Objectives:

- **Understand past and present human experiences, locally and globally:**
→ Compare industrial design and production in Wales over time, including mining, textiles, and renewable materials.
 - **Develop a sense of belonging and identity:**
→ Investigate how design reflects local culture, Welsh traditions, and modern sustainability values.
 - **Learn about sustainability and the impact of human actions on the planet:**
→ Examine how raw materials are sourced, used, and disposed of—connecting to waste, pollution, and climate change.
 - **Begin to explore ethical questions and different belief systems:**
→ Discuss who benefits and who bears the cost in a product's life cycle (e.g. workers, communities, ecosystems).
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Aligned Global Frameworks:

- **SDGs:**
 - Goal 12: Responsible Consumption and Production
 - Goal 9: Industry, Innovation and Infrastructure
 - Goal 13: Climate Action
- **UNCRC:**

- **Article 29:** Education should prepare the child to live responsibly and respectfully with others and the environment.
 - **Article 24:** Right to a clean and safe environment.
 - **UNRMS:**
 - Emphasises ethical stewardship, equitable access, and circularity in resource management and design.
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Example Teaching Activities:

1. Timeline of a T-Shirt

Activity: Learners explore each stage in the life cycle of a cotton t-shirt—growing cotton, dyeing, transportation, use, and disposal.

Outcome: Learners map how products connect people, resources, and decisions across the world.

2. “From Pit to Product” – A Welsh Perspective

Activity: Study how coal or slate shaped Welsh products and communities, and compare this with modern green innovations like bamboo or seaweed-based packaging.

Outcome: Link history and sustainability through a local lens.

3. Design Challenge: Ethical Innovation

Activity: Learners design a product or packaging using only renewable or upcycled materials. They must justify their choices in terms of ethics and environment.

Outcome: Promotes critical thinking and values-based decision-making.

4. Ethical Trade Role-Play

Activity: Learners take on roles (farmer, factory worker, designer, retailer, activist) in a mock debate about the lifecycle of a popular product like trainers.

Outcome: Understand different perspectives and ethical trade-offs.

5. Footprint Mapping

Activity: Trace the carbon and water footprints of items in their lunchboxes or pencil cases.

Outcome: Use geography to visualise global supply chains and their impacts.

Cross-Curricular Links:

- **Science & Technology:** Examine materials and their properties, and how design can support sustainability.
- **Languages, Literacy & Communication:** Write persuasive leaflets or interviews with imaginary designers.
- **Expressive Arts:** Create infographics or visual posters of product life cycles.
- **Mathematics & Numeracy:** Use bar charts or data tables to compare product footprints.
- **Health & Well-being:** Reflect on how design choices impact health, safety, and fairness.

Product Lifecycle and Design.

(CIRC4)

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- **Understand past and present human experiences, locally and globally:**
→ Compare industrial design and production in Wales over time, including mining, textiles, and renewable materials.
 - **Develop a sense of belonging and identity:**
→ Investigate how design reflects local culture, Welsh traditions, and modern sustainability values.
 - **Learn about sustainability and the impact of human actions on the planet:**
→ Examine how raw materials are sourced, used, and disposed of—connecting to waste, pollution, and climate change.
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→ Discuss who benefits and who bears the cost in a product's life cycle (e.g. workers, communities, ecosystems).
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Aligned Global Frameworks:

- **SDGs:**
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 - **Goal 9:** Industry, Innovation and Infrastructure
 - **Goal 13:** Climate Action
 - **UNCRC:**
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Cross-Curricular Links:

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- **Languages, Literacy & Communication:** Write persuasive leaflets or interviews with imaginary designers.
- **Expressive Arts:** Create infographics or visual posters of product life cycles.
- **Mathematics & Numeracy:** Use bar charts or data tables to compare product footprints.
- **Health & Well-being:** Reflect on how design choices impact health, safety, and fairness.

Repair and Upcycling

(CIRC5)

Humanities (including History, Geography, Religion, Values, and Ethics)

Learners will begin to understand how people in different times and places have repaired and repurposed materials to meet their needs. They will explore how upcycling reduces environmental impact and connects to cultural identity, self-sufficiency, and global sustainability. Learners will consider ethical questions around consumption and conservation, and reflect on how these values apply today.

Linked AoLE Humanities Objectives:

- **Understand past and present human experiences, locally and globally:**
→ Compare historical and modern approaches to material use, such as “make do and mend” in wartime Wales and current upcycling movements.
 - **Develop a sense of belonging and identity:**
→ Explore how repairing and creating from old materials reflects cultural identity and community values.
 - **Learn about sustainability and the impact of human actions on the planet:**
→ Investigate how repair and reuse reduce waste and conserve resources.
 - **Begin to explore ethical questions and different belief systems:**
→ Discuss whether throwing away still-usable items is responsible or fair to people and the planet.
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Aligned Global Frameworks:

- **SDGs:**
 - Goal 12: Responsible Consumption and Production
 - Goal 11: Sustainable Cities and Communities
 - Goal 13: Climate Action
 - **UNCRC:**
 - Article 29: Education must develop respect for the natural environment
 - Article 24: Right to a clean and safe environment
 - **UNRMS:**
 - Encourage responsible management and reuse of resources to reduce environmental burden and promote equity.
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Example Teaching Activities:

1. Then and Now: Repair Through Time

Activity: Compare how items were repaired in the past (e.g. darning socks, mending tools) with how repair is treated in modern consumer culture.

Outcome: Learners identify societal shifts in values and resource use.

2. Upcycling and Cultural Identity

Activity: Learners explore traditional Welsh crafts like patchwork quilting or coracle making, and relate these to contemporary upcycling.

Outcome: Connect sustainability with heritage and innovation.

3. Ethical Debate: "Fix It or Bin It?"

Activity: Learners role-play as consumers, repairers, and environmental campaigners to debate choices around buying new vs. repairing.

Outcome: Learners begin to evaluate ethical dimensions of consumption.

4. Mapping Global Practices

Activity: Create a world map of upcycling or zero-waste communities and businesses.

Outcome: Understand global practices of sustainability and creativity.

5. School Repair Challenge

Activity: Learners identify items in school that could be repaired or repurposed. They develop action plans to involve their class or community.

Outcome: Develop problem-solving and responsible citizenship skills.

Cross-Curricular Opportunities:

- **Science & Technology:** Explore material properties and why some items are more repairable than others.
- **Languages & Literacy:** Write persuasive letters advocating for a school repair day or to reduce single-use items.
- **Expressive Arts:** Create upcycled art or storytelling projects using found objects.
- **Mathematics & Numeracy:** Use measurement and budgeting skills to estimate cost savings from repair and reuse.
- **Health & Well-being:** Discuss how repairing can build confidence, self-reliance, and support mental well-being.

Circular Business Practices and innovation
(CIRC6)

Humanities (including History, Geography, Religion, Values, and Ethics)

Learners will begin to explore how businesses can innovate by designing products and systems that reduce waste and reuse resources. They will investigate how circular economy practices support sustainability, fairness, and community well-being, comparing local and global examples of ethical enterprise. Learners will recognise their own role as responsible consumers

and future innovators.

Linked Humanities AoLE Statements:

- **Understand past and present human experiences, locally and globally**
→ Investigate how traditional repair, reuse, and make-do practices relate to modern sustainability efforts.
 - **Develop a sense of belonging and identity**
→ Explore how Welsh businesses and inventors are responding to environmental challenges and supporting community needs.
 - **Learn about sustainability and the impact of human actions on the planet**
→ Examine how circular models reduce resource use and carbon emissions.
 - **Begin to explore ethical questions and different belief systems**
→ Consider what makes a business "fair," "just," and "sustainable."
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Global Frameworks:

- **SDGs:**
 - **SDG 9:** Industry, Innovation and Infrastructure
 - **SDG 12:** Responsible Consumption and Production
 - **SDG 13:** Climate Action
 - **UNCRC:**
 - **Article 29:** Education must develop children's respect for the environment
 - **Article 17:** Access to information that promotes social, spiritual, and moral well-being
 - **UNRMS:**
 - Supports innovation that ensures efficient and sustainable use of natural resources through circular systems.
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Example Teaching Activities:

1. "Design a Circular Product" Challenge

Activity: In groups, learners design a product that produces zero waste – e.g., reusable packaging, a toy made from recycled items, or a service that repairs clothing.

Outcome: Learners understand how to apply creativity to solve environmental problems and explore ethical design.

2. Local Circular Economy Business Case Study

Activity: Research a local Welsh company that uses recycled materials or avoids waste (e.g. a refill shop, a clothing upcycler, a remanufacturing firm).

Follow-up: Present findings through a poster, report, or short film.

Outcome: Learners connect business innovation with social and environmental impact.

3. Historical Comparisons

Activity: Compare how items were reused and repaired in the past (e.g. post-war Wales) to throwaway culture today.

Outcome: Understand continuity and change in economic practices and values.

4. Global Ethics Debate

Activity: Learners debate: "Should businesses make less money if it means protecting the planet?"

Outcome: Begin to consider economic fairness, global responsibility, and trade-offs.

5. Circular Business Simulation

Activity: Run a mock classroom "circular business" where learners trade reused resources, plan for product lifespan, and calculate the environmental cost of materials.

Outcome: Learn about sustainability and innovation in economic decision-making.

Cross-curricular Links:

- **Mathematics & Numeracy:** Explore cost savings of circular models; measure impact through basic carbon footprint data.
- **Expressive Arts:** Create advertisements, logos, and jingles for circular products or companies.
- **Languages & Literacy:** Write persuasive texts or news articles about the benefits of circular business practices.
- **Science & Technology:** Investigate how materials can be reused, and how design can reduce waste.
- **Health & Well-being:** Explore links between meaningful work, innovation, and community health.

Local Economies and Community Engagement

(CIRC 7)

Humanities (including History, Geography, Religion, Values, and Ethics)

Learners will begin to understand how local economies function and how people contribute to and benefit from their communities. They will explore how buying local products, supporting local services, and participating in community projects can help the environment, reduce inequality, and strengthen identity. Learners will examine the importance of fairness, cooperation, and shared responsibility.

Links to Humanities AoLE Objectives:

- **Understand past and present human experiences, locally and globally**
→ Compare traditional local markets and trades with today's shopping habits.
 - **Develop a sense of belonging and identity**
→ Investigate how their own family, school, and local businesses contribute to the community.
 - **Learn about sustainability and the impact of human actions on the planet**
→ Understand how local food production reduces carbon footprints and supports local jobs.
 - **Begin to explore ethical questions and different belief systems**
→ Explore fairness in trade and whether people everywhere have equal opportunities.
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Global Frameworks:

- **SDGs:**
 - **SDG 8:** Decent Work and Economic Growth
 - **SDG 11:** Sustainable Cities and Communities
 - **SDG 12:** Responsible Consumption and Production
 - **UNCRC:**
 - **Article 29:** Education should prepare children to live responsibly and peacefully in a free society
 - **Article 27:** Right to a standard of living adequate for physical, mental and social development
 - **UNRMS:**
 - Encourages inclusive, participatory development that manages resources responsibly and benefits communities.
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Example Teaching Activities:

1. Meet a Local Producer or Trader

Activity: Invite a local farmer, baker, or maker to talk to the class about their work.

Follow-up: Learners create posters or presentations about how local jobs help the community.

Outcome: Understand how local people contribute to economic and social wellbeing.

2. Community Map Exploration

Activity: Walk through the local area identifying shops, services, green spaces, and cultural centres.

Follow-up: Create a community asset map.

Outcome: Recognise community structures and their social and economic roles.

3. Design a Local Market

Activity: Learners design and “run” a mini classroom market using imaginary local products.

Follow-up: Use tokens to explore concepts of fair trade, local business, and cooperation.

Outcome: Build awareness of trade, fairness, and resource use in local economies.

4. Community Storytelling

Activity: Interview a grandparent or community member about how life, work, and shopping have changed.

Outcome: Compare past and present economic practices and deepen identity connection.

5. Global and Local Trade Comparison

Activity: Compare an imported food item (e.g., bananas) to a local alternative (e.g., Welsh apples).

Outcome: Discuss travel distances, environmental impact, and support for local jobs.

Cross-Curricular Links:

- **Mathematics & Numeracy:** Collect and graph data on where families shop or how far products travel.
- **Expressive Arts:** Create art or drama performances celebrating local jobs and services.

- **Languages & Literacy:** Write persuasive letters or leaflets encouraging community support for local business.
- **Science & Technology:** Explore how local production can be more sustainable (e.g., fewer food miles, less packaging).
- **Health & Well-being:** Reflect on how community belonging and participation can support mental health.

)Environmental Impact and Resource Conservation

(CIRC8)

Humanities (including History, Geography, Religion, Values, and Ethics)

Learners will begin to investigate how people use natural resources and how this impacts the environment. They will explore the consequences of pollution, waste, and overuse, and consider ways people can live more sustainably. Through local and global examples, learners will recognise their own responsibility to help care for the planet.

Links to Humanities AoLE Objectives:

- **Understand past and present human experiences, locally and globally**
→ Compare how resource use has changed over time, such as how communities once relied on local water sources or managed forests.
- **Develop a sense of belonging and identity**
→ Understand how protecting local natural areas (e.g., rivers, woodlands, beaches) helps their own communities.
- **Learn about sustainability and the impact of human actions on the planet**
→ Examine issues like plastic waste, fossil fuels, food waste, and deforestation.
- **Begin to explore ethical questions and different belief systems**

→ Consider questions such as “Is it fair to use more than we need?” or “What do different cultures and faiths say about protecting the Earth?”

Global Frameworks:

- **SDGs:**
 - **SDG 12:** Responsible Consumption and Production
 - **SDG 13:** Climate Action
 - **SDG 15:** Life on Land
 - **SDG 6:** Clean Water and Sanitation
 - **UNCRC:**
 - **Article 24:** Right to the best possible health and clean environment
 - **Article 29:** Education must encourage respect for the environment
 - **UNRMS (UN Resource Management System):**
 - Emphasises sustainable management of resources, transparency, and participation in environmental decisions.
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Example Teaching Activities:

1. Local Environment Walk & Mapping

Activity: Go on a local walk and observe signs of pollution or conservation (e.g., litter, tree planting, recycling bins).

Follow-up: Learners create annotated maps or pictorial reports about their findings.

Outcome: Observe human impact on the local environment.

2. Past vs Present Resource Use

Activity: Compare historical use of natural materials (e.g., wooden tools, reusable containers) to today’s single-use plastics and packaging.

Outcome: Recognise changes in how we value and use Earth's resources.

3. Water Use Diary

Activity: Learners track how much water they use at home in one day, then suggest ways to reduce waste.

Outcome: Apply conservation ideas to personal habits.

4. Faith and the Earth

Activity: Explore how different faiths (e.g., Christianity, Islam, Hinduism) encourage care for creation/nature.

Outcome: Understand that caring for nature is a shared human value.

5. Litter to Legacy: Reuse and Reflect

Activity: Learners collect safe waste materials and create a timeline display or collage showing items' lifecycle and alternatives.

Outcome: Understand how waste can be reduced through reuse and thoughtful consumption.

Cross-Curricular Links:

- **Science & Technology:** Experiment with biodegradable vs non-biodegradable materials.
- **Languages, Literacy & Communication:** Write persuasive letters to the council or posters encouraging conservation.
- **Mathematics & Numeracy:** Collect and graph class data on energy or water use.
- **Health & Well-being:** Reflect on how a clean environment supports mental and physical health.

Humanities (including History, Geography, Religion, Values, and Ethics)

Learners will explore how people can make a difference in their local communities and around the world. They will begin to understand rights and responsibilities, and the importance of working together to protect people and the planet. They will reflect on ethical choices and how they connect to the lives of others, near and far.

Links to Humanities AoLE Objectives:

- **Understand past and present human experiences, locally and globally**
→ Explore stories of changemakers, peacebuilders, and communities working for sustainability and fairness.
 - **Develop a sense of belonging and identity**
→ Recognise their role as part of a school, community, nation, and wider world.
 - **Learn about sustainability and the impact of human actions on the planet**
→ Understand how choices affect global systems like climate, water, and food.
 - **Begin to explore ethical questions and different belief systems**
→ Ask questions about justice, human rights, and shared responsibility.
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Global Frameworks:

- **SDGs:**
 - **SDG 4.7:** Global Citizenship Education
 - **SDG 10:** Reduced Inequalities
 - **SDG 13:** Climate Action

- SDG 16: Peace, Justice and Strong Institutions
 - UNCRC:
 - Article 12: Right to be heard
 - Article 29: Education must develop respect for human rights, the environment, and others.
 - UNRMS:
 - Promote public participation, transparency, and inclusive decision-making for sustainable resource management.
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Example Teaching Activities:

1. Our Earth, Our Rights

Activity: Explore the UNCRC simplified rights. Learners make posters connecting rights to actions (e.g., "Right to clean water" + "turn off taps").

Outcome: Understand children's rights and environmental responsibility.

2. Who Helps the World?

Activity: Research individuals or organisations making a positive impact (e.g., Greta Thunberg, World Wildlife Fund, local food banks).

Outcome: Recognise different roles in shaping a better world.

3. Big Questions Circle

Activity: Discuss big questions like "Why should we share?" or "Is it fair if some people have more than others?"

Outcome: Develop moral reasoning and respect for multiple viewpoints.

4. Global Connections Map

Activity: Use string or stickers to connect their daily life (food, clothes, toys) to different parts of the world.
Outcome: Discover global interdependence and fairness.

5. Community Kindness Project

Activity: Design and deliver a small action project in school or the community (e.g., kindness cards, recycling drive, letters to MPs).
Outcome: Practice responsible citizenship and community contribution.

Cross-Curricular Extensions:

- **Languages & Literacy:** Write persuasive letters or create digital presentations to raise awareness about a global issue.
- **Health & Well-being:** Link global fairness to emotional well-being and empathy.
- **Science & Tech:** Investigate environmental responsibility (e.g., ocean pollution, sustainable transport).
- **Expressive Arts:** Develop creative responses to global challenges through music, dance, or drama.

Food Systems (**Circ 10**)

Humanities (including History, Geography, Religion, Values, and Ethics)

Learners will begin to understand the origins of food, how farming and fishing practices have changed over time, and how circular food systems help reduce waste and protect resources. They will explore how different communities meet their food

needs and how choices around food affect people and the planet.

Links to Humanities AoLE Objectives:

- **Understand past and present human experiences, locally and globally**
→ Explore historical and modern food production in Wales and other countries.
 - **Develop a sense of belonging and identity**
→ Learn about local food traditions and how they contribute to community identity.
 - **Learn about sustainability and the impact of human actions on the planet**
→ Investigate how circular practices like composting, crop rotation, and food sharing reduce environmental impact.
 - **Begin to explore ethical questions and different belief systems**
→ Discuss fairness in food access, food waste, and ethical treatment of animals.
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Global Frameworks:

- **SDGs:**
 - **SDG 2:** Zero Hunger
 - **SDG 12:** Responsible Consumption and Production
 - **SDG 13:** Climate Action
 - **SDG 14 & 15:** Life Below Water / Life on Land
 - **UNCRC:**
 - **Article 24:** Children have the right to nutritious food and education on health and environment.
 - **UNRMS:**
 - Promote sustainable resource systems through circular agriculture and inclusive local practices.
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Example Teaching Activities:

1. Local Food Timeline

Activity: Learners create a timeline showing traditional and modern farming/aquaculture practices in Wales (e.g., dairy, mussel farming, vegetable growing).

Outcome: Understand how local food systems have developed and changed.

2. Where Does My Lunch Come From?

Activity: Track the journey of a school lunch ingredient (e.g., apple, bread) from origin to plate. Discuss food miles, waste, and packaging.

Outcome: Awareness of the environmental and social impact of food choices.

3. Circular Food Farm Model

Activity: In small groups, learners design a model circular farm using drawings or 3D materials—incorporating composting, rainwater use, or animal-plant integration.

Outcome: Apply knowledge of sustainability and systems thinking.

4. Food and Belief Systems

Activity: Compare food practices and restrictions in different cultures and religions. Discuss how these connect with respect for animals, the land, and gratitude.

Outcome: Explore diverse beliefs and develop empathy.

5. Food Waste Investigation

Activity: Conduct a simple audit of school food waste. Propose ways to reduce it through shared meals, compost bins, or portion control.

Outcome: Practical problem-solving and action-based citizenship.

Cross-Curricular Extensions:

- **Science and Technology:** Explore food preservation, nutrition, and eco-design of packaging.
- **Health and Well-being:** Link food systems to healthy eating and lifestyle choices.
- **Languages and Literacy:** Write letters to local farmers or create food info posters in Welsh and English.
- **Expressive Arts:** Make a short play or dance showing the journey of food through the seasons.

Circular Technologies and Innovation

(CIRC11)

Humanities (including History, Geography, Religion, Values, and Ethics)

Learners will begin to understand how past and present technologies can support sustainability and reduce waste through circular innovation. They will explore the human stories, values, and ethical considerations behind technological change and examine how innovation can reflect a shared responsibility for protecting our planet.

Curriculum for Wales – Humanities AoLE Links:

- **Understand past and present human experiences, locally and globally**
→ Explore how technology has evolved to solve environmental problems (e.g. energy, transport, farming).
- **Develop a sense of belonging and identity**
→ Learn how communities in Wales and beyond have developed local solutions and technologies that reflect their values and ways of life.

- **Learn about sustainability and the impact of human actions on the planet**
→ Discover how circular technologies aim to reduce pollution and preserve natural resources.
 - **Begin to explore ethical questions and different belief systems**
→ Debate the fairness and accessibility of clean technologies and sustainable innovation globally.
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Global Framework Alignment:

- **SDG 9 – Industry, Innovation and Infrastructure**
 - **SDG 12 – Responsible Consumption and Production**
 - **SDG 13 – Climate Action**
 - **UNCRC Article 29** – Education should help develop respect for the environment.
 - **UNRMS Principle 5** – Encourage responsible innovation and technological adaptation that supports circularity.
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Example Teaching Activities:

1. Time Travel Tech Trail

Activity: Learners research and compare old vs. new technologies that solve similar problems (e.g., traditional vs. electric transport, coal vs. solar energy), creating a timeline or storyboard.

Learning Outcome: Understands historical change and innovation's role in shaping sustainable futures.

2. Tech for Good Case Study

Activity: Explore a real-world example of circular technology (e.g. plastic roads in India, solar-powered schools in Kenya, wind energy in Wales).

Learning Outcome: Learners recognise how innovation is shaped by place, need, and values.

3. Mapping Innovation

Activity: Create a map of their local area showing examples of sustainable technologies or practices (e.g. recycling facilities, hydro schemes, community gardens using compost).

Learning Outcome: Builds local identity and sees their community as part of global innovation.

4. Ethical Engineers Debate

Activity: Learners are given roles (e.g., inventor, local resident, global citizen) and debate whether new technologies are always helpful or if they create other problems (e.g., energy use in data centres).

Learning Outcome: Considers the ethics and fairness of innovation.

5. Build a Better Future

Activity: Learners design their own simple invention using circular principles (e.g., water collection systems, reusable packaging ideas), based on problems their community faces.

Learning Outcome: Applies knowledge of sustainability and design to solve real-life problems.

Cross-Curricular Links:

- **Science & Technology:** Investigate renewable energy, bio-plastics, or coding for environmental monitoring.
 - **Expressive Arts:** Create posters, infographics, or performances about “tech for good.”
 - **Languages & Literacy:** Write persuasive letters to tech companies, or journal reflections on how innovation impacts their lives.
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Humanities (including History, Geography, Religion, Values, and Ethics)

Learners will explore the ways in which nature demonstrates circular systems (such as regeneration, composting, and weather cycles) and begin to understand how people in the past and present have used and respected these systems for sustainable living. They will reflect on their identity and responsibility as stewards of the natural world through outdoor experiences and community connections.

Curriculum for Wales – Humanities AoLE Links:

- **Understand past and present human experiences, locally and globally**
→ Investigate how farming, fishing, and foraging have historically followed seasonal and circular patterns.
 - **Develop a sense of belonging and identity**
→ Reflect on local natural landmarks or stories and explore how nature connects people to place.
 - **Learn about sustainability and the impact of human actions on the planet**
→ Explore how pollution, overuse of resources, and restoration practices affect local ecosystems.
 - **Begin to explore ethical questions and different belief systems**
→ Discuss how different cultures and religions respect and protect the Earth through their teachings.
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Global Framework Alignment:

- **SDG 12 – Responsible Consumption and Production**
- **SDG 13 – Climate Action**
- **SDG 15 – Life on Land**
- **UNCRC Article 29 – Education should develop respect for the environment.**
- **UNCRC Article 30 – Right to culture and identity, including land-based traditions.**
- **UNRMS Principle 2 – Circular economy and stewardship of the environment.**

Example Teaching Activities:

1. Historical Walk of the Land

Activity: Visit a local woodland, river, or hillfort site to explore how past societies used the land sustainably (e.g. coppicing, rotation grazing).

Learning Outcome: Learners link place to human action and sustainability over time.

2. Circularity Story Mapping

Activity: Learners listen to or create stories from different cultures or religions that include natural cycles (e.g. Celtic, Indigenous, Hindu traditions), and illustrate them with outdoor materials.

Learning Outcome: Learners explore spiritual or cultural respect for nature.

3. Compost to Community

Activity: Explore food waste in school or at home, and take part in a composting project that shows how organic waste returns to nourish soil.

Learning Outcome: Understands circular use of resources and personal responsibility.

4. Ethics Outdoors

Activity: Role-play decisions about managing a local park (cutting down trees, planting wildflowers, rewilding vs. urban development).

Learning Outcome: Learners consider values, impacts, and ethical choices about the environment.

5. Seasonal Connection Journal

Activity: Learners keep a journal of outdoor visits across seasons, noting plant changes, bird calls, and weather, and reflecting on what the cycles mean to them and their community.

Learning Outcome: Develops a sense of place, belonging, and stewardship.

Cross-Curricular Suggestions:

- **Science & Technology:** Observe natural cycles and record plant growth or rainfall.
 - **Expressive Arts:** Create seasonal circle dances or artworks showing earth cycles.
 - **Languages & Literacy:** Read and write myths, legends, or persuasive letters about caring for local nature.
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