



WELLINGTON SCHOOL, AYR

ECO-SCHOOL CURRICULAR AUDIT

A Curricular Audit on the Environment, and Policy Statement
September 2009

Mission Statement

Wellington School joined the Eco Schools Scheme in 2007 and gained its Bronze Award shortly after this. We gained our Silver award in 2008 and have subsequently been working towards our Green Flag.

Wellington School will:

- have an Eco Committee made up of interested pupils and staff to take forward the aims of the programme and the Action Plan
- participate fully in the nine topic areas
- use its staff expertise to ensure that environmental education is taught at all levels
- continue to develop partnerships that support issues of global citizenship and sustainability
- encourage environmental good practice among staff and pupils
- ensure that the management of its grounds is in line with environmental good practice and its Action Plan
- endeavour to ensure that its suppliers and external contractors apply an appropriate level of concern to environmental matters

Eco-School Curricular Audit

Group	Topic	Activity
		Art & Design
S1/S2 S1	Technological Studies	Watch Tim Stead DVD about wood/replanting etc. Use recycled materials to produce a sculpture. This varies each year but has included aluminium cans, 2 litre clear plastic bottles and coloured plastic drink bottles.
S1 Art & Design	Landscape Project	- varies each year. Pupils learn a appreciation of local environment by photography drawing and painting - this year the theme is bridges.
S2 Art & Design	Still Life Unit	Pupils will be drawing scrap from Kwik Fit and plumbers firm. Also create interesting surface to paint on by collage of waste papers.
S3 Standard Grade	Clock Design Unit Portrait Unit	Pupils are designing a large clock to replace the one in Glasgow Central Railway Station. Several are basing their design ideas on important Glasgow (listed) buildings. Environment enhancement is a main consideration The message conveyed by clothing styles/uniforms etc is our theme - understanding and tolerance, diversity etc all discussed.

S4 Standard Grade	Jewellery Design Unit Still Life Unit	Adapting 'found objects' to recycle as jewellery is one of the themes at the development stage and is therefore a possible solution Pupils bring objects from home - often from attics or sheds where they have been left unused - to use in their still life groups
S5 Higher	Design Units Still Life Units	Pupils write their own brief but all are encouraged to use recycled materials if possible. E.g. one pupil cutting up t-shirts to re-make as new design and another reinventing old shoes in a totally different look but using existing ones to start from. As S4
S6 Advanced Higher	Design Units (pupils' choice of theme) Expressive Units (pupils' choice of theme)	(As S5 - one pupil using old children's board games in fashion design - not just to inspire ideas but using playing pieces etc when making the piece.) One pupil has abandonment and neglect as her theme - photographing and painting the decay caused by man's lack of care. Scrap will be used to create 3D pieces.
Whole School or extra- curricular activities and general art department policies		<ul style="list-style-type: none"> •We recycle many objects - both manmade and natural, as drawing objects •We keep cut-offs of paper to reuse in Art Club, for collages etc. •We recycle newspapers for papier mache, paper rod sculpture frames etc. •recycle magazines by using images in research displays •We encourage experimentation with 'found objects' in all year groups •We encourage all pupils to take care of materials and equipment reducing wastage and damage where possible •We are adding an 'Eco Aware' policy to our department handbook •Packaging from requisition order reused in props for school show, card paintings etc. Bubblewrap used in felt making. Foam cut with hot wire to form sculptures, jewellery pieces etc •Bird feeders made at Art Club
Business Studies		
S3	Business Enterprise - part of Int 2 Business Management	Inform pupils/learn about environmental pressures placed on business to reduce emissions etc
S5/S6	Young Enterprise	LD consideration of environmentally sound / official products to be made/sold as part of the company programme.
Sciences		
S1/S2	Energy	Recycling, renewable energy, healthy diet
S3	Biology Chemistry Physics	Pollution Renewable Fuels
S4	Biology Chemistry Physics	Biodiversity - importance of plants Corrosion, fertilisers, plastics - disposal Energy and renewable fuels

S5	Biology Chemistry Physics	Effects of overhunting Biodegradable plastics, fuels N/A
	Biology Chemistry / Physics	Renewable energy sources, effects of overhunting, maintaining biodiversity N/A
		Computing
S1/S2	Hardware	Recycling old PCs Battery technology (and disposal) PCs to Africa
S3	Hardware	Power saving set-ups Distributed computing "folding"
Whole school or extra-curricular activities	Duke of Edinburgh	General Theme of environment awareness
		English
S1/S2	Fairtrade Action Aid - Feed the World	Functional writing or group presentation on the topic of fairtrade. Role play / media unit
S3 S3/S4	Christmas Marketing Project Discursive / functional writing	Media - create and promote original Christmas product - c.d. easily have eco slant. Aspect of environment / suitability of planet - Global warming / wind farms / pollution / endangered species.
S4	To Kill A Mockingbird	Literary analysis of the theme of racism.
S6	'The Cherry Orchard' And 'Uncle Vanya' By Anton Chekkov Edwin Muir The Horses	Central concerns - the environment and sustainability as we move from an old way of life to a new - literary analysis. Dangers of progress / society and the nuclear war.
Whole school	Duke of Edinburgh	Walking expedition. country code, nature appreciation. Landscape.
		Geography
S1/S2 S1	Settlement Unit	Pupils plan and build a model of a housing estate having to think about spacing, access to sunlight, traffic and play spaces.
S2	Earth Science	Use of rocks eg mines and the damage done to our environment. Use of non-renewable resources.
S3	Climatic Regions	Destruction of rainforests - world and local effects in Brazil eg release of CO2 contributing to global climate change, ice caps melting and sea level rising. Increase of leaching, soil erosion and flooding in Amazonia and loss of habitats and future medicines and traditional lifestyles of tribes.

S4	Settlement	Impact of traffic congestion and pollution in cities - alternatives to use of cars. The changing urban landscape and the impact this has on residents, eg the building of retail parks and industrial estates on Greenbelt land.
S5	Lithosphere	Looking at land formation. Coasts will be increasingly affected by rising sea levels and increasing storminess and increasing demands made by humans on the coast for housing, industry, waste disposal, offshore quarrying of sand and gravel. The methods of coastal protection and their costs are examined.
S6	Geographical Issue	The Geographical Issue has each pupil choosing a topical issue and examining it in detail then writing a 12 page critical essay. The issue could be on climatic change, National Parks, Impact of Malaria on Africa, HEP, Renewable Power, Population change, Migration etc
History		
S1/2 S2 S2 S1	Industrial Revolution Slavery Voyages of Discovery	Exploring factory life → see destruction and pollution link to modern efforts to avoid/reduce such problems. Anti-Racism in meeting/dealing with new races/civilisations Slavery Abolition exercises
S3 S3 S3	Farming Coal Mining Railway	19th-20th Century efforts at improvements - Explore sustainable lifestyles v. over farming concerns. Natural resources use/environmental issues and protection. Affects on environment/landscape
S3 / S4	WWI	International relationships, tensions and effect on environment of destruction due to warfare. International efforts (league of Nations) to promote health, aid refugees etc.
S5	Britain 1850-1951	Look at industrialisation affects and need for Government limits/intervention.
Learning Support		
S1/S2	Salmon fishing with S1	Environmental enhancement - salmon released into local river Recycling and Water Pollution (Science classes)
S3 (LS pupils in LS Base)	Hallowe'en across the world	- research on Hallowe'en in different countries displayed on classroom wall - aids "international understanding".
S4 (LS English)		To Kill A Mockingbird Support with Learning Support pupils with this text.
S6 Psychology	Unit 3 Psychology Higher "Obedience Topic"	Anti-Racism / anti- sectarianism Re - Nazi German
Whole school	Eco Group Activities	
Modern Foreign Languages		
S1/S2	Weather Lifestyles	Weather systems and climate comparisons of climatic environmental issues in Francophone and Germanophone countries. Comparisons of lifestyles and school systems in French and German speaking courses.
S3	Environmental Issues	Recycling; energy efficiency, transport issues.

S4	Environmental Issues	Life in other countries, especially France and Germany. Many reading texts on conditions in countries that are developing are used.
S5	The Wider World	A third of the course is concerned with the wider world. Life in other countries, environmental issues.
S6	EU, Environment, Technology, judicial and social issues	At least 1/3 of the AH course handles the issues mentioned left. There is a considerable emphasis on energy sources - traditional and new; environmental matters and international understanding
Whole school or extra-curricular activities	Comenius UCAPE	The whole school Comenius project encourages international cooperation and understanding. UCAPE is centred on European understanding. Staff involvement at the Council of Europe on European education, civil and human rights, etc, leads to shared discussion and dissemination of ideas at school level. Support of the Maya School in India has enhanced understanding in poorer communities. International Understanding is embedded in the work of this department. The rich diversity of the French and German speaking communities throughout the world is explored. We celebrate the added nature brought to the department by speakers of other languages; Chinese, Arabic, Serbian, Italian, Spanish etc. Our own wide range of topics, exchanges and visits allow pupils to travel to meet speakers of other languages and to experience their cultures.
Modern Studies		
S1/2	Discrimination	Video "Trading Races". Class based activities on racism, stereotyping and labelling
S3	Unemployment	Impact of unemployment on communities and help from Intra state bodies such as E.U.
S4	Politics of Aid	Understanding inter-relationships between nations and states. role of MEDC's in helping sustain growth in LEDC's.
Personal & Social Education		
S1/S2	Environmental Understanding Discrimination Human Rights	
S3	SIR Backpack Project Offensive Behaviour	
Primary 7		
P7	Pollution	Explore - Recycling, greenhouse effect, air/land/sea/river pollution, global warming Range of Activities - research and presentations by individuals and year groups Discussions - class/year group Worksheets Reports - individual Visit to Culzean, River Ayr & Local environment