

Moreland Primary: Climate Action Plan (2026-2028)



Motto: *"Learning for Life: Protecting Our Urban Environment"*

Goal: To become a Net-Zero school by 2030, following Islington Council's vision



School: Moreland Primary School

Status: Proud **"Green Flag"** School.

Eco-Committee and Sustainability Lead: Emma Alexander

Last Updated: March 2026

Vision Statement

At Moreland Primary School, our motto **"Learning for Life"** extends beyond the classroom. We recognise that to prepare our pupils for life, we must protect the planet they will inherit. We are a **'Green Flag'** school committed to the **UN Sustainable Development Goals**. This Climate Action Plan (CAP) outlines our commitment to becoming a **net-zero school by 2030 in line with Islington Council's vision**, ensuring our children don't just inherit a changing climate, but possess the agency, skills, and resilience to lead its solution

"Net-Zero means we will reduce our greenhouse gas emissions as much as possible and balance any remaining emissions through nature-based solutions like our urban forest"

Our Students are Active Citizens and the stewards of the planet.

Decarbonisation: "Students act as **Energy Auditors**".

Biodiversity and Nature "students act as **Nature Guardians**".

Resilience: "Students act as **Site Risk Assessors**".

Green Education students act as **Climate Ambassadors**".

Travel: "Students act as **Urban Planners**"

The Five Pillars



MORELAND PRIMARY SCHOOL
CAP SYMBOL: CARBON REMOVAL

To reduce our school's carbon footprint through operational efficiency.
Decarbonisation: "Students act as **Energy Auditors**".

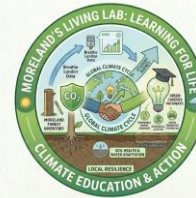


LIVING LAB for CLIMATE EDUCATION

To increase urban biodiversity and continue to use our grounds as a living classroom. **Biodiversity and Nature** "students act as **Nature Guardians**".



To prepare our school community for the impacts of a changing climate. **Resilience:** "Students act as **Site Risk Assessors**".



To continue to embed sustainability into the "Learning for Life" curriculum. **Green Education** students act as **Climate Ambassadors**".



To support young people to make informed choices about sustainable and active travel.

Travel: "Students act as **Urban Planners**"



Pillar 1:Decarbonisation Energy and Waste	Who will make this happen?	Timeline	Impact	Curriculum Links	Status
<p>Use Digital Tools carbon calculators Let's Go Zero or Eco-Schools "Count Your Carbon"—to enter data and assess the school's impact.</p>	<p>Sustainability Lead(Emma) Eco Team</p>	<p>Summer 1 2026</p>	<p>Create a Carbon Map using digital tools (Let's Go Zero/Eco-Schools. Identifies emission hotspots and reduces utility bills.</p>	<p>Maths: Statistics. Science: Carbon Cycle. Computing: Data entry.</p>	<p>Planned</p>
<p>Energy: Review the DEC Report. Transition all lighting to LED and monitor Solar Panel performance.</p>	<p>PremisesTeam (Peter Michael) Sustainability Lead (Emma)</p>	<p>Summer 1 2026</p>	<p>Lowers operational costs and improves building efficiency rating (A–G).</p>	<p>Science: Energy transfer (conduction/convection). Maths: Interpreting ratings</p>	<p>Planned</p>
<p>Heating: Align boiler schedules with school occupancy to prevent heating empty rooms.</p>	<p>PremisesTeam (Peter Michael) Sustainability Lead(Emma)</p>	<p>Autumn 2026</p>	<p>Lowers operational costs and saves energy.</p>	<p>Maths: comparing amounts, money.</p>	<p>Ongoing</p>
<p>Air quality: Breathe London Monitoring: Use real-time CO2 and PM2.5 sensors to manage classroom ventilation. Collect data and analyse.</p>	<p>PremisesTeam (Peter Michael) Sustainability Lead(Emma) Eco Team</p>	<p>Autumn 2026</p>	<p>Reduces "stale air" fatigue while ensuring windows are only opened when needed, preventing heat loss/energy waste.</p>	<p>Science: Properties of gases (CO2). Maths: Data trends and averaging.</p>	<p>Research Phase</p>

Action: Decarbonisation Energy and Waste	Who will make this happen?	Timeline	Impact	Curriculum Links	Status
<p>Food: Reducing "Plate Waste" continuing the Family Serving Model at lunchtimes.</p>	<p>Islington Recycling Officer (Sue) Kitchen Staff (Fatma) All Staff</p>	<p>Spring 1 2026</p>	<p>Reduces methane from food waste. Less waste. Encourages students to try new foods, become independent when eating.</p>	<p>Maths: Measuring/weighing waste.</p>	<p>Ongoing</p>
<p>Introducing Food Waste Caddies for classes that have fruit and vegetables at snack time(EY, Years 1 and 2.</p>	<p>Premises Team (Peter Michael Denise) Sustainability Lead(Emma) EY, Y1-2 Staff</p>	<p>Summer 1 2026</p>	<p>Reduces methane from food waste. Less waste.</p>	<p>English/Computing: Creating posters. PHSE:Personal responsibility for the environment. Science:Decay and decomposition.</p>	<p>Planned</p>
<p>Recycling: Student-led "Reduce, Reuse, Recycle" campaigns and regular waste audits.</p>	<p>Premises Team (Peter Michael Denise) Sustainability Lead(Emma) Eco Team</p>	<p>Spring 1 2026</p>	<p>Audit Waste & Recycling to reduce landfill and introduce food caddies.</p>	<p>PSHE: Personal responsibility. Maths: Tallying/graphing waste volumes. English:Creating posters Computing: Digital posters</p>	<p>Active Ongoing</p>

Pillar 2: Biodiversity and Nature	Who will make this happen?	Timeline	Impact	Curriculum Links	Status
<p>The "Green Screen": Researching ivy-clad fencing to block roadside pollution.</p>	<p>Outdoor Learning Lead (Ruth) PremisesTeam (Peter Michael) Sustainability Lead(Emma)</p>	<p>Summer 2 2026</p>	<p>Significant reduction in Nitrogen Dioxide NO exposure. More privacy safety from strangers in the street. Creates a more natural green learning environment.</p>	<p>Science: Plants/Pollution. Geography: Urban land use.</p>	<p>Research phase</p>
<p>Urban Cooling: Planting Silver Birch and Rowan trees to provide natural shade and increase biodiversity.</p>	<p>Outdoor Learning Lead (Ruth) PremisesTeam (Peter Michael) Sustainability Lead (Emma) Country Trust Trees for Cities</p>	<p>Summer 2 2026</p>	<p>Natural cooling during heatwaves. Silver Birches have "toothed" leaves and fine hairs that are particularly effective at capturing particulate matter from car exhausts—a major concern for Moreland's urban location. Rowan attracts birds like waxwings and thrushes. Can help prevent flash floods.</p>	<p>Science: Habitats. Maths: Measuring growth/area.</p>	<p>Research phase</p>
<p>Living Lab: Creating bug hotels and wildflower meadows to study life cycles.</p>	<p>Outdoor Learning Lead (Ruth) PremisesTeam (Peter Michael) Sustainability Lead (Emma) Country Trust</p>	<p>Summer 1 2026</p>	<p>Students can identify, map and track local species using Education Nature Park and other resources. Makes Moreland greener.</p>	<p>Science: Life cycles. Forest Schools: Identification. Maths:Data handling Computing: using digital tools.</p>	<p>Planned</p>

Pillar 3:Adaptation & Resilience	Who will make this happen?	Timeline	Impact	Curriculum Links	Status
<p>Clean Air: Maintaining the "School Street" closure and using air sensors to monitor Nitrogen Dioxide levels.</p>	<p>PremisesTeam (Peter Michael) Sustainability Lead (Emma) Eco Team</p>	<p>Summer 2 2026</p>	<p>Ensures safer, cleaner air for drop-off/pick-up.</p>	<p>Science: Atmospheric chemistry. Computing: Data analysis.</p>	<p>Active</p>
<p>Extreme Weather Ready: Subscribing to flood/heat alerts and installing canvas shading for extreme heat.</p>	<p>Headteacher (Catherine) PremisesTeam (Peter Michael)</p>	<p>Summer 2026</p>	<p>Improves site safety against extreme weather and reduces heat-related discomfort.</p>	<p>D&T: Evaluating technical structures for resilience.</p>	<p>Feasibility Study</p>
<p>Site Audit: Conduct Climate Resilience Audit Performing regular checks on gutters, blinds, and windows to fix "vulnerability hotspots".</p>	<p>PremisesTeam (Peter Michael) Sustainability Lead (Emma) Eco Team</p>	<p>Summer 1 2026 before summer heatwaves.</p>	<p>Flood preventionPrevents leaks and overheating. Involving the Student Eco-team in these audits shows them that climate change is a problem with practical, local solutions.</p>	<p>Geography: Mapping "Hazard" and "Cool" zones. Maths: Temperature data.</p>	<p>Planned</p>

Pillar 4: Climate Education and Green Careers Curriculum	Who will make this happen?	Timeline	Impact	Curriculum Links	Status
<p>To evolve our 'Learning for Life' framework through a school-wide audit to ensure every subject builds climate awareness, giving children the agency and skills to thrive in a sustainable world."</p>	<p>Senior Leadership & Subject Leads</p>	<p>Autumn 1 2025</p>	<p>Ensures climate literacy is a 'golden thread' in all learning. Fosters student agency and prepares pupils for the future green economy</p>	<p>Cross-Curricular: Mapping 'Green Skills' into Maths, Science, English, and Humanities.</p>	<p>Ongoing</p>
<p>Outdoor Learning:"Sustaining our commitment to Nature-Based Education.Integrating regular lessons in the school grounds across all subjects.</p> <p>Ensuring every child takes part in Forest School sessions, deepening their stewardship of our urban forest.</p>	<p>Outdoor Learning Lead (Ruth) All staff</p>	<p>Autumn 1 2025</p>	<p>Pupils will develop a love of nature, gain wellbeing benefits of learning in nature, increase knowledge and understanding of the world.Deepen stewardship of our urban forest.</p>	<p>Science: Living things. PSHE: Global citizenship.</p>	<p>Ongoing</p>

Action: Climate Education and Green Careers Curriculum	Who will make this happen?	Timeline	Impact	Curriculum Links	Status
Participate in Climate Ed Workshops to explore carbon footprints, sustainable travel, and the link between food waste (methane) and overconsumption.	Sustainability Lead (Emma) Year 4 team Climate Ed (Ben)	Summer 2 2026	Empowers active student leadership and climate expertise. Translates global climate data into personal 'Climate Agency'; helps students identify high-impact habit changes	Science: Atmospheric gases Methane PSHE: Global citizenship & consumerism. Maths: Calculating footprints.	Planned
Green Skills: Invite Green Professionals to lead assemblies to inspire students about future green careers.	Senior Leadership All staff	Summer 2 2026	Increase climate knowledge and education and inspire children to have an interest in Green Careers	English: Speaking and listening; PSHE: Developing a sense of "Social Agency" and understanding the diversity of the working world.	Research Phase

Action: Green Education and Green Career Community Projects	Who will make this happen?	Timeline	Impact	Curriculum Links	Status
<p>Sustainable Food Projects: Partner with Country Trust for "Grow & Cook" workshops focusing on edible gardening, seasonal cooking, and the development of high-nutrition, low-cost recipes."</p>	<p>Outdoor Lead (Ruth) Year Group Teachers The Country Trust Year 3 team</p>	<p>Autumn 2025</p>	<p>Reduces "food miles" awareness and equips families with cheap, nutritious, low-carbon recipes.</p>	<p>Science: Plants/Nutrition. D&T: Cooking & Nutrition. Maths: Budgeting/Scaling recipes.</p>	<p>Ongoing</p>
<p>Community: Participate in the 'Food School Matters' Growing Project, cultivating seasonal produce to be sold at Borough Market, with all proceeds supporting The Felix Project to combat local food poverty</p>	<p>Outdoor Learning Lead (Ruth) Ks2 Eco-Team</p>	<p>Spring - Summer Term 2026</p>	<p>Empowers active student leadership.supports a charity. Active citizenship. Gives students real-world "Green Careers" experience in sustainable trade and marketing.</p>	<p>Maths: Profit/loss and weighing produce. PSHE: Social justice and food poverty. Science: Photosynthesis and soil health.</p>	<p>Active</p>
<p>Launch the 'Green Moreland Newsletter—a student-led digital publication sharing school progress, seasonal sustainability tips, and 'Home Habit' challenges for families. First edition to celebrate World Earth Day.</p>	<p>Sustainability Lead (Emma) Eco Team</p>	<p>Summer 1 2026</p>	<p>Reduces the community's collective carbon footprint; empowers student voice and leadership.</p>	<p>English: Journalism & Persuasive Writing. Computing: Digital publishing & Layout.</p>	<p>Planned</p>

Pillar 5:Active and Sustainable Travel	Who will make this happen?	Timeline	Impact	Curriculum Links	Status
TfL Accreditation: Working toward "Travel for Life" status with student Travel Ambassadors .	School Council Lead (Mikayla) Student Leaders	Spring 1 2026	Empowers active student leadership.Increases physical health and reduces vehicle emissions at the school gate.	Maths: Distance/Time.Data handling Geography: GIS mapping	Active
Skills: Providing Bikeability cycle training and increasing on-site bike/scooter storage.	Ks2 Team School Council Lead (Mikayla)	Summer 2026	Provide cycle skills to increase physical activity to improve student cardiovascular health and road safety. Reduces carbon emissions.	Maths: Calculating speed, distance, and time. Science: Forces (friction/air resistance) and biology (exercise effects). PSHE: Risk management and road safety.	Planned
Safety: Mapping a "5-minute walking bubble" around the school.	School Council Lead (Mikayla) Student Leaders	Summer 2026	By keeping cars 400m away, the concentration of Nitrogen Dioxide level is lower. Improved health and wellbeing.	Geography Mapping & Fieldwork:: Students use digital tools and walk the perimeter of the bubble to identify different routes. Maths: Measurement, Distance & Time	Planned