



Digital Eco Board
2025-2026

Welcome to our Eco Journey!

Welcome to Moreland's digital space for environmental action.

Here you will find our meeting minutes, environmental reviews, curriculum links, and ongoing green initiatives.

Together, we are making a difference!





Meet Moreland's Eco Team



Year 1 Myles and Riyad
Year 2 Heyla and Aliya and Ayah
Year 3 Alaa and Richie
Year 4 Polly
Year 5 Ismah, Freddy and Lily May
Year 6 Daniel, Arlisa, Lorenzo, Ayan, Efecan, Kaiden, Sarah, Imogen
and Aleysha
Staff Emma Sustainability lead



Meeting Minutes: Our Eco Schools Journey

Date: 13.7.26

A review of our year. A celebration of our successes. A farewell to Year 6 members.

Autumn 🍁

- **Eco-Team Established:** Elected representatives from Year 1 to Year 6.
- **Environmental Review:** Conducted a whole-school audit to assess Moreland's performance across all environmental topics.
- **Action Plan Launch:** Presented our goals in a whole-school Eco Assembly to introduce our recycling strategy.

Spring 🌱

Waste & Decarbonisation:

- Conducted a bin audit to identify areas to improve.
- Partnered with Sue Bailey (Islington Council) for a full school waste sort and weigh.
- Rolled out brown food waste caddies for Early Years, Years 1-2, and Playcentre to divert organic waste.

Transport and Travel:

- Transport surveys and data analysis, year 1, Year 4 and School student leaders.

Summer ☀️

- **Borough Market Enterprise:** Key Stage 2 grew and sold produce at London's historic market. Raised significant funds for charity Plan Zheroes to support vulnerable London communities.
- **Air Quality** Planned locations for air quality testing and put up the monitors.
- **Bin Detectives Spot-Checks:** Student Waste Watchers began weekly sorting audits.
- **Community Engagement:** Launched the first "Green Moreland Newsletter" with eco tips for families and hosted a pre-loved school uniform swap shop to reduce waste.
- **Social Action Projects:** Years 1 to 6 took part in Social Action projects.

Eco Team Reflections:

Eco team has boosted my confidence and helped me learn more about the environment. Aleysha

I enjoyed the assembly.

I learnt that there is so much pollution. Richie

I enjoyed planting and saving the world. Kaiden

I now know how to plant and I have a better understanding of recycling. Sarah

I know how to recycle and what to put in the right bin. Heyla

In the Eco team I have been very confident on what I should recycle and not. I really enjoyed watering and planting it was so much fun! Chloe

I enjoyed the planting. Efekan

One thing I learnt about Eco team is if you pick up any bit of plastic it makes a difference. Lily May

I enjoy learning about animals. Aliyah

Environmental Review

Our Top Scoring Areas (The Positives):



Healthy Living (7/7) & Biodiversity (7/7): We excel at maximizing outdoor learning, have opportunities to grow food maintaining thriving bug hotels, bee-friendly planting, and bird boxes.

Global Citizenship (6/7): Environmental and cultural diversity education is fully woven into our curriculum lessons across all year groups from Year 1 to Year 6.

Water Efficiency (5/7): Automatic smart sensor taps prevent water waste, and most pupils bring reusable bottles daily.



Our Lowest Scoring Areas (The Negatives):



Waste & Recycling (2/7): This was our lowest-scoring sector. We noted a lack of clear recycling posters, recycling bins were not being used correctly, no current food waste composting, and the preloved uniform swap was not happening.

Energy (3/7): While we have automated sensor lights, we lacked student energy monitors and had not yet participated in carbon-cutting campaigns.

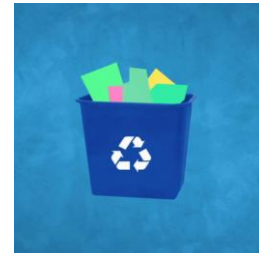


Our Eco Schools Topics

Our Chosen Topics:

1. Waste
2. Transport
3. Global Citizenship

Waste & Recycling as it was one of the lowest scoring topics and it was something we really wanted to improve!



Transport we are also taking part in the Travel for Life project and are part of a School Street Scheme



Global Citizenship is part of our school curriculum, it would be good to share our learning both within the school and wider community.



Our Action Plan

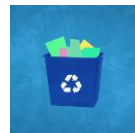
Global Citizenship



Aim: To build foundational environmental literacy and "Green Careers" skills through community social action projects.

Actions: Year 4 students will take part in Climate Change workshops. Eco Team will grow seasonal produce and manage a public sale at Borough Market to raise funds for the food-rescue charity Plan Zheroes. Years 2, 3, and 5 will run active community campaigns focusing on hedgehog protection and Fair Trade choices.

Waste & Recycling



Aim: To reduce total school landfill waste and eliminate food waste from general bins.

Actions: We will roll out new brown food caddies, execute a major school-wide recycling drive, and deploy student "Waste Watchers" to conduct weekly bin checks.

Year 1 will run community litter picks and **Year 4** will lead single-use plastic reduction campaigns.

Transport



Aim: To use student data collection to measure traffic density and evaluate the effectiveness of our active School Streets scheme.

Actions: Students will lead on data collection, including traffic counts, and carry out a school-wide "How We Travel?" survey.



Learning for Life Curriculum Links



How our environmental topics cross over into daily classroom learning.

Year 1

Litter & Environment: Conducted local litter picks and wrote persuasive speeches to parents alongside posters placed around Kings Square to keep our area tidy.

Year 4

Plastic Reduction & Climate: Took part in foundational Climate Change workshops and campaigned against single-use plastics via community letters.

Year 2

Biodiversity: Created informative community leaflets detailing how to protect the local environment and provide safe habitats for decreasing hedgehog populations

Year 5

Sustainable Food: Studied ethical food consumption and wrote persuasive pitches to open a healthy, sustainable school tuck shop.

Year 3

Fair Trade: Researched ethical consumerism and drafted persuasive letters to the community promoting sustainable shopping choices.

Year 6 Global

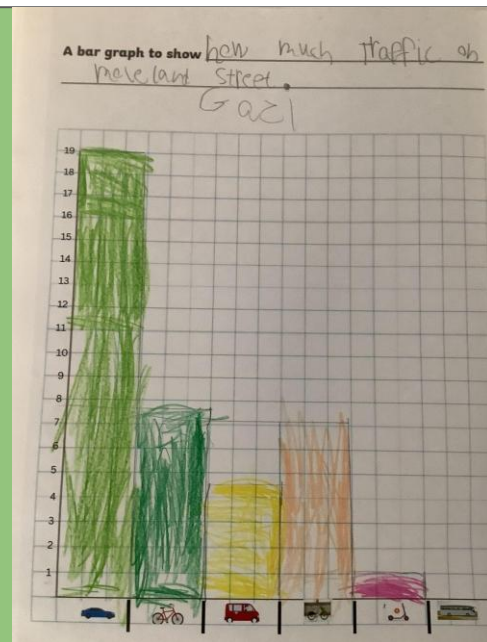
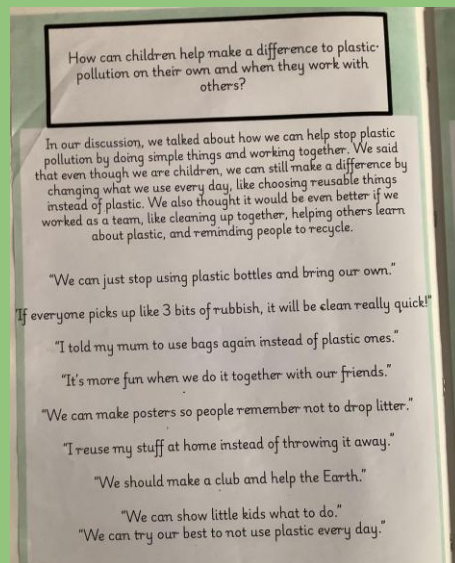
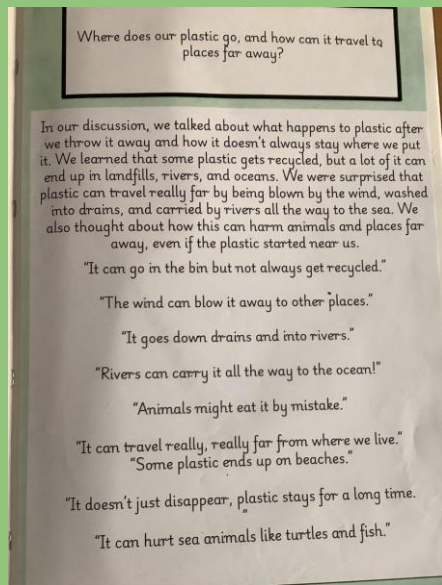
Citizenship: Investigated deforestation and created "Call to action" statements to persuade others to protect biodiversity, indigenous tribes and vulnerable habitats.

Learning for Life Curriculum Links

Our Wonderful Work!

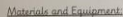


Year 1 Conducted local litter picks and wrote persuasive posters which they placed around Kings Square (local park) to keep our local environment clean and tidy. They also looked at how much traffic there was on Moreland Street which fed into our Transport project. **Environment, Litter and Transport**

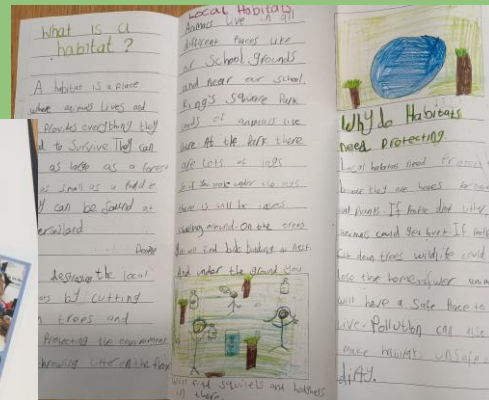


Our Wonderful Work!

Year 2 Created informative community leaflets detailing how to protect the local environment and provide safe habitats for decreasing hedgehog populations as well as designing and creating bug hotels. **Biodiversity and School Grounds**



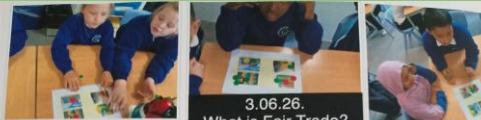
- card boxes Plastic bottles
- Plastic Sheet
- Design for your bag
- hotel name tags
- moss, pine cones, grass and
- toilet roll.



Learning for Life Curriculum Links

Our Wonderful Work!

Year 3 Researched ethical consumerism and drafted persuasive letters to the community promoting sustainable shopping choices. **Fair Trade**



3.06.26. What is Fair Trade?

Today we looked at some case studies focusing on farmers who worked very hard to help trade food products for little pay. We learned that this has negative consequences for lots of people around the world.

Meet Sofia, a banana farmer in Ecuador

Sofia lives in Ecuador with her family. Ecuador is one of the biggest banana-growing countries in the world. Every day, Sofia works on her banana farm in the warm sunshine. She checks the banana plants, cuts bunches of bananas, and packs them carefully into boxes. Sofia is not paid a lot and works long hours. She doesn't have enough money for medicine.

We had a task to share ten coins between the farmer, banana company, transport and supermarket. We debated how the coins should be shared and all agreed that the farmers should get more due to their hard work.

Fair Trade supports these workers to better rights and more fair pay.

We then looked at the companion of how Fair Trade supports farmers and understood its positive impact.

Common unfair share
Farmer = 1 coin
Company = 5 coins
Supermarket = 3 coins
Transport = 1 coin

PIC-COLLAGE

Today we thought critically about how our food choices can affect pollution, waste and communities. We discussed in depth our thoughts and had some interesting debates.

1. What might the disadvantages of food being transported by planes and trucks be?

Pollution

Damage to goods

2. What might the disadvantages of buying food like this?

Plastic waste

Value for money

3. Have you ever wasted food? What are the problems with this?

Wasting resources

Water shortages

Do you think there are any benefits of importing food?

4. In partners, we looked at some scenarios and explored how we can make better choices as a consumer.

"In winter, I would buy seasonal fruit instead of imported strawberries to reduce pollution"

"You can use a filter instead of buying plastic bottles every time"

"Did you know that plastic bottles also have chemicals that can go into your water"

"I would buy the loose apples because then you can use a paper bag and not plastic. Also, the ones in plastic came from New Zealand so would have to travel really far causing more pollution"

We discussed the fact that although importing goods comes with a lot of pollution and cost, without importing goods, we would not have a variety of food and there may not be enough to go around. We also discussed the fact that farmers rely around the world rely on our support.

PIC-COLLAGE

Children want more Fairtrade products in school.

What is the problem?

Who needs to know about it?

How could children make their voices heard?

Then, we discussed a few different scenarios and shared ideas about what the problem is, who needs to know and how children could help using their voices.

Planning

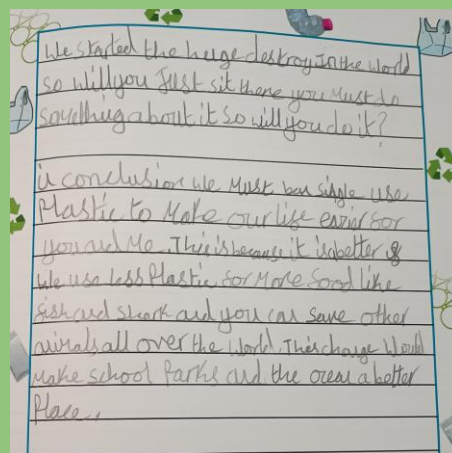
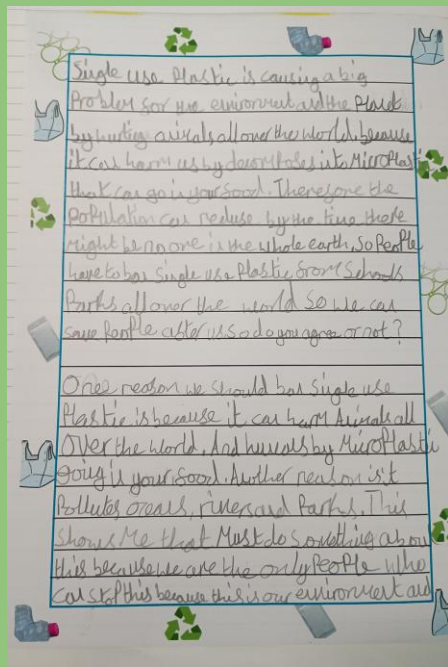
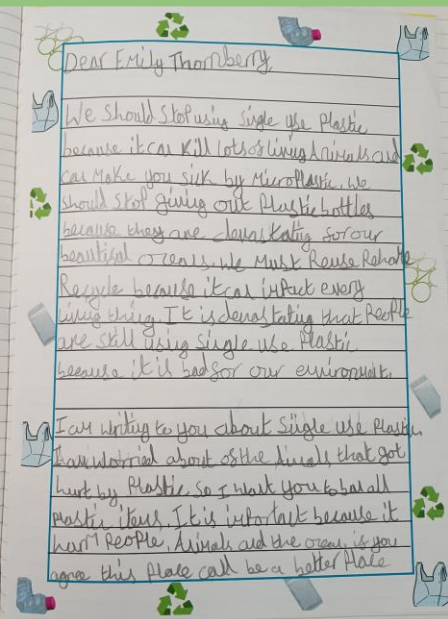
Thinking about our social action project about Fair Trade and making conscious food choices, we then worked together to explore our own ideas to use as planning.

Here are some of our ideas, including, posters to put in the

Learning for Life Curriculum Links

Our Wonderful Work!

Year 4 Took part in foundational Climate Change workshops and campaigned against single-use plastics via community letters and used computing skills to create posters. **Waste and Litter**



Use multi-use plastic instead
Re-use
Refuse
Recycle



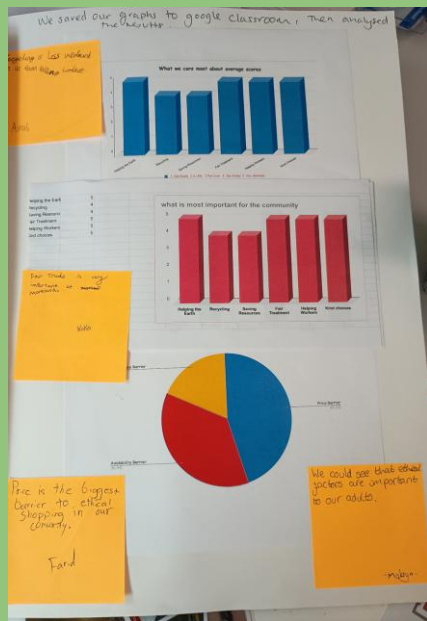
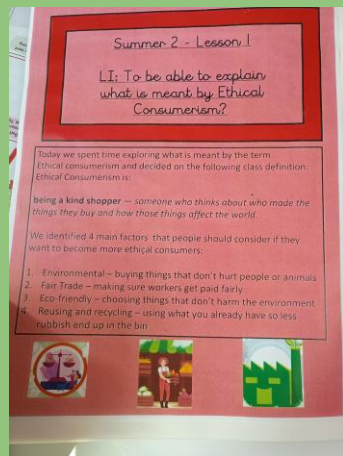
It takes over 400 years to de-compose



Learning for Life Curriculum Links

Our Wonderful Work!

Year 5 Studied ethical food consumption and wrote persuasive pitches to open a healthy, sustainable school tuck shop. They researched and used computing skills to create graphs to analyse. **Sustainable food choices and Healthy Living**



Learning for Life Curriculum Links

Our Wonderful Work!

Year 6 Investigated the local and global impacts of deforestation, mining, and pollution on the Amazon Rainforest. Analyzed key environmental facts to create persuasive "call to action" statements aimed at convincing the community to protect biodiversity, indigenous tribes, and vulnerable habitats. **Global Citizenship**

Summer 2 2026

World Environment Day

Saving the Amazon Rainforest

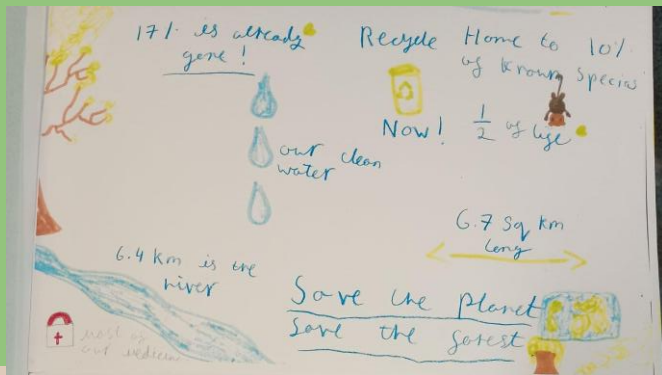
Summer 2 - Interdependence - 5th June 2025

We discussed the ways in which we rely on the natural resources of our world. How connected to our previous unit 'Global' and our lesson on supply chains.

Deforestation is not just the Amazon. It's happening all over the world. We need to protect our planet and our future.



We made our own diagrams of supply chains and discussed how each step is important. We know that in order to get many of the things we enjoy, we need to protect natural resources.



Summer 2 - Interdependence - 7th June 2026

We discussed the ways in which we could convince the community to save the Amazon rainforest.

The Amazon tribes are so different from us. Save them!

Save the rainforest and the people who live there.

Save the rainforest and the people who live there.

Summer 2 - Interdependence - 8th June 2026

We chose the most important facts about the Amazon and compared to our own lives.

Today I found that when trees are cut down, the people who live there lose their homes. I learned that there are many people who live in the Amazon.

We need to protect the Amazon rainforest and the people who live there. I learned that there are many people who live in the Amazon.



Supporting Charities at Moreland

Throughout the year we support a range of different charities. It gives the children an opportunity to learn about different charities and the work that they do.



Social Justice and Equity
How will you raise money for UNICEF?

Group Members: Shashila, Sana, Sana
Sana, Sana, Sana

Join Our UNICEF Project

We want to raise money for UNICEF because:
We want all children to have a
Proper education.

Our idea is:
to make bracelets and
baking.

What we need to do is:
Plan a day, Plan a place.
Friday 5th November

Resources we need are:

- smiley string
- beads/string
- box
- cooking stuff

UNICEF United Nations International Children's Emergency Fund is a global organisation that works to protect the rights, health, and education of children around the world. It provides food, clean water, vaccines, education, and emergency relief to children in need, especially in developing countries and crisis situations.

Group Members: Sana, Sana
Sana, Sana, Sana

Join Our UNICEF Project

We wanted to raise money because:
We want to raise money for the poor by giving it to
UNICEF.

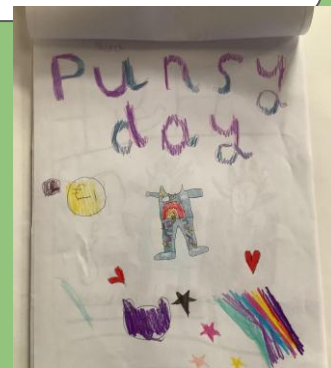
We raised:
\$ 70 to people for UNICEF.

What went well:
We nearly sold out of everything
and

Next time we could:
Sell for more days as we had less time

In Summer term we will present this by:
making a presentation.

UNICEF United Nations International Children's Emergency Fund is a global organisation that works to protect the rights, health, and education of children around the world. It provides food, clean water, vaccines, education, and emergency relief to children in need, especially in developing countries and crisis situations.



Save the Children

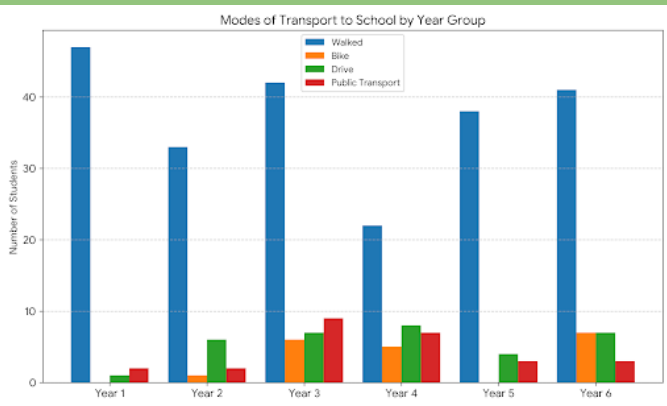
How do Save the Children support the Rights of the Child? What work are they doing to help children around the world?

- 1) They advocate their Protection from Violence
- 2) Also, they provide more peace in Jordan, and Syria.
- 3) They started an Emergency Grant for COVID and it has helped 10,000 people so far.
- 4) They provided medical supplies when COVID hit and also need to collect soap and gloves and 2.4m dollars on a once-off basis.

Monitoring, Evaluation & Data

Travel and Transport

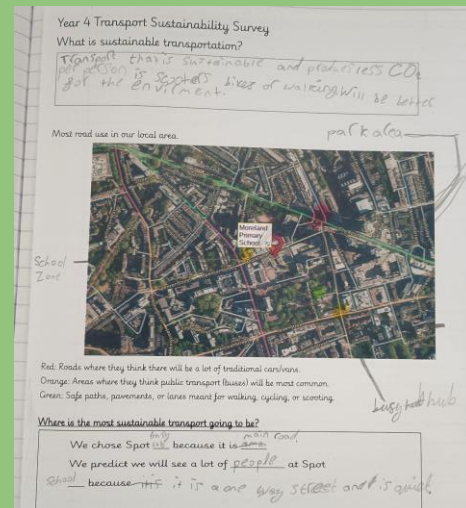
Using national curriculum data skills, students led data collection on 'How we travel to school' and traffic around school.



School student leaders surveyed year 1 to 6 to see How children travel to school.



Year 1 measured the traffic right outside the school in the School Street zone.



Year 4 Sustainable Transport Survey. To highlight impact of transport on the environment.

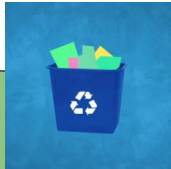
Monitoring, Evaluation & Data Waste

The Eco team carried out a school-wide bin audit with Islington's Recycling officer to establish our baseline waste footprint.

"We found out that a lot of people don't recycle their rubbish and threw stuff in the wrong bin."
— Imogen

"When people put things in the wrong bins it makes everything harder to recycle." — Ayan

The Waste Watchers Bin Detectives Eco-team students regularly check classroom bins and remind classes to refer to the posters to check what to put in each bin.



WASTE WATCHERS: BIN DETECTIVES REPORT SLIP

Date: 17/26
Classroom / Room: Year
Bin Detective: Chloe and Sarah

BIN TYPE	ITEMS TO LOOK FOR	SCORE	GENERAL COMMENTS/FEEDBACK:
GENERAL WASTE	General waste, tissues, non-recyclables.	3	much better
BLUE RECYCLING	Paper, Cardboard, Plastic Bottles, Tins, Cans (rinsed)	3	
BROWN FOOD CADDY	Food scraps, peelings, tea bags, coffee grounds.	3	

SCORING GUIDE:
3 POINTS: EXCELLENT! Everything is correct.
1 POINT: NEARLY! Just one or two wrong items.
0 POINTS: NEEDS IMPROVEMENT. Many wrong items.

Detective's Tip: Thank you for helping to keep our planet green! Keep up the great sorting, or use the notes above to ace your next inspection!

We held a preloved uniform sale at the summer fair and any uniform not sold is being donated to a school in Africa.

Monitoring, Evaluation & Data Air Quality

Air Quality Monitoring: Supported by Asthma + Lung UK, we set up professional air pollution monitoring tubes across 6 strategic locations. These are currently undergoing a 10-week laboratory analysis to give us our final scientific data. We will share the data once we get the results back.



The Eco Team conducted a school-wide field walk to decide the best place to put the air quality monitors and our site manager Michael helped us successfully put up the 6 atmospheric nitrogen dioxide diffusion tubes.

Students made predictions about the air quality in different locations.

- *"The Sky Garden will have the most pollution because it is high up and faces right onto Gard Street."* — Eco Team
- *"The football playground will record high levels because there are so many cars right outside the boundaries."* — Alaa



Locations: The Main Gate, The Football Pitch, The Forest School Area, The Main Entrance (near the School Streets sign), The Sky Garden, and the Year 4 Terrace.



Monitoring, Evaluation & Data

Global Citizenship

The Eco-Team tracked the entire lifecycle of our garden produce, from seed planting to final public sales.



This has been such a fantastic programme!

The market experience was incredible for building their confidence. They loved deciding how much to charge for their fruit and vegetables, discussing special offers and bargains, and interacting with customers. It was lovely to see them show such kindness, respect, and enthusiasm throughout the day. Their faces lit up with pride every time they made a sale, and they were so excited to share the fruits of their hard work." Caroline Assistant Head

We raised £752!

In addition to this amazing project, each class from Year 1 to Year 6 successfully took part in Social Action projects that raised awareness of a range sustainable and environmental issues.

Our Eco Code

The Eco-Team worked together to come up with an Eco Code.



Reducing waste
Tracking transport
Global citizens
Together we can make a change!

Let's go Moreland!

