



Hampshire
County Council

Improvement and
Advisory Service

HIAS MOODLE OPEN RESOURCE

Modern Foreign Languages

Sustainability

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Overview

This document contains guidance to support further embedding climate education in the KS3 MFL curriculum.

Points to consider when using this resource

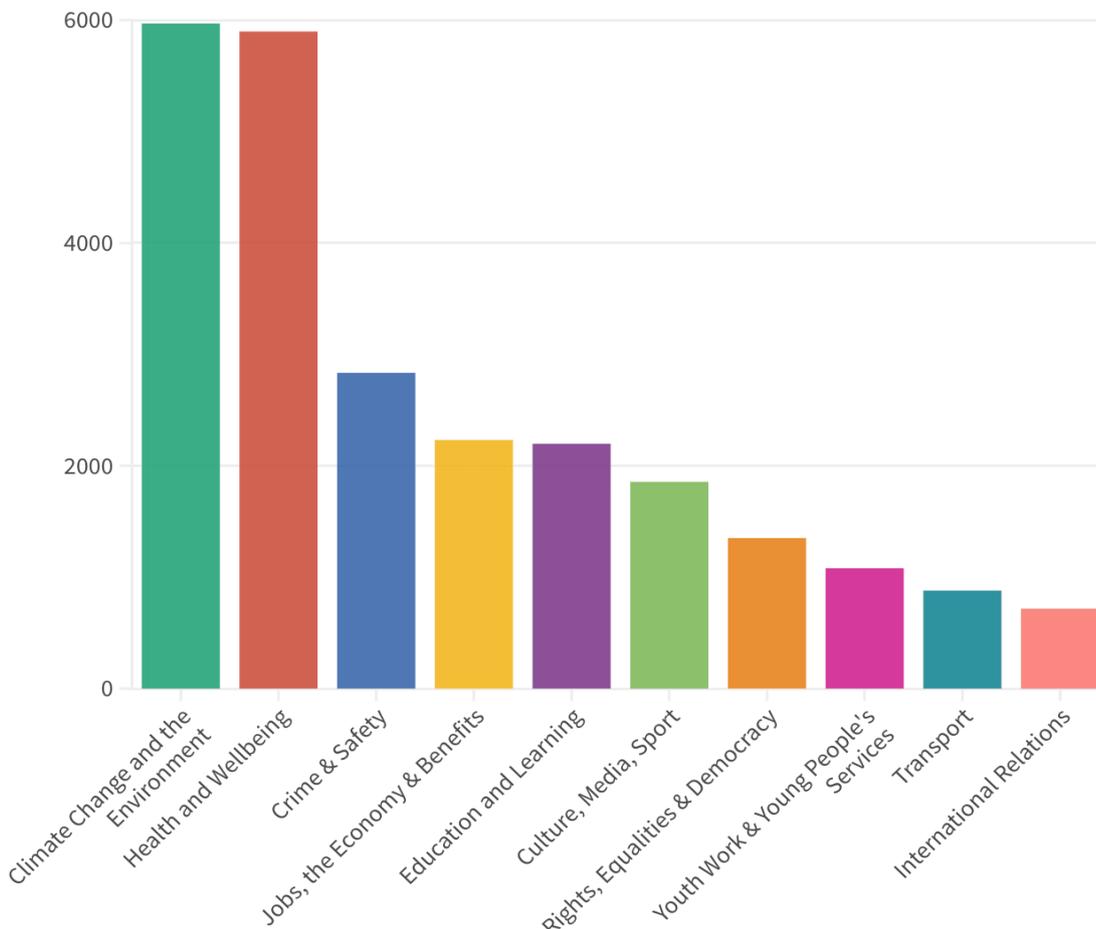
It was created during February 2025 and all website links were active at this time. It is always recommended to quality assure any online sources you use in the classroom with your colleagues.

Sustainability in Schools

In recent years, the growing concern over climate change has become a defining issue of our time. From unprecedented heatwaves and devastating wildfires to rising sea levels and severe storms, the impacts of a warming planet are becoming increasingly evident. The biggest ever standalone public opinion survey on climate change, the Peoples' Climate Vote 2024, shows 80 percent - or four out of five - people globally want their governments to take stronger action to tackle the climate crisis. (Source: [United Nations Development Programme Survey](#))

This heightened awareness is not just confined to scientists and environmentalists; it has permeated all sectors, including the education sector. School leaders and our students are increasingly alert to the need to support and promote climate education and to mitigate the impact our school buildings and community have on our environment.

Earlier this year Hampshire's young people voted climate change and the environment as their top concern. More than 25,000 young people across Hampshire took part in 'Make Your Mark', the UK's biggest youth consultation.



 A Flourish chart

Source: [Hampshire Youth Parliament](#)

DFE Sustainability and Climate Change for Schools Guidance

The [2022 DFE Sustainability and Climate Change Strategy](#) set an ambitious vision of the UK becoming the world's leading education sector in sustainability and climate change by 2030 (DfE, 2022) as outlined in below:

Vision: the United Kingdom is the world-leading education sector in sustainability and climate change by 2030.

In England, we will achieve this through the following strategic aims:

1. Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.
2. Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.
3. Resilience to climate change: adapting our education and care buildings and system to prepare for the effects of climate change.
4. A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.

Source: [2022 DFE Sustainability and Climate Change Strategy](#)

This guidance is not statutory. Instead, it set out a key initiative for all schools to have a nominated sustainability lead and a climate action plan in place for 2025.

The guidance breaks down the vision to provide five areas where schools and educators should focus:

1. Climate education
2. Green skills and careers
3. Educational estate and digital infrastructure
4. Operation and supply chains
5. International

Curriculum For a Changing Climate

Teach the Future England in their campaign to reform the UK education system around “climate justice, the natural world, and sustainability”, clearly states that climate education should not be confined to the teaching of science and geography; teachers of all subjects have a duty to encourage young people to connect with the natural world.

Indeed, the “Curriculum Change Project” promotes studying the complex ecological crisis and its implications, through a range of subjects in a transdisciplinary way. Students should engage in creative and critical thinking and learn about ways in which different communities try to tackle climate change.

Climate Change in the MFL Curriculum

Teach the Future England have produced an adapted KS3 MFL National Curriculum [Teach the Future Languages programmes of study: KS3](#), which embeds the study of climate change and sustainability within the programmes of study, aims and subject content. It places the study of other places and ecosystems alongside the study of other cultures, whilst ensuring deeper intercultural understanding.

Authentic sources allow students to appreciate different perspectives and students should be encouraged to communicate their feelings, thoughts and ideas through discussion and asking questions on the topic of the environment amongst other themes. As the main purpose of language learning is to provide an opening to other cultures and developing linguistic skills to express ideas about important and relevant issues, what could be more important than exploring climate change through the eyes of the target language countries?

An Integrated Approach

The environment is part of the new MFL GCSE, just as it was the legacy qualification. However, it is undeniable that there are many opportunities to embed climate education into the KS3 MFL curriculum and consider climate change from a global perspective. When teaching the weather in French or Spanish, the effects and causes of extreme weather in France or Spain can be explored through authentic video clips and newspaper articles. What’s more, there is the opportunity to compare our experience in Europe with rising sea levels in French Polynesia or melting glaciers in Spanish speaking Argentina.

The rising temperatures and lack of snow are also affecting the future viability of many of the Alpine ski resorts; an interesting point to note on the topic of holidays. Discovering global ecosystems and their current challenges from first-hand accounts enables language learners to appreciate the complex global nature of the climate crisis and its very real effects.

Our aim is not only to educate our young people about the effects of climate change, but also to inspire them to consider their personal role in combatting climate change. It is extremely beneficial to draw parallels with the everyday experiences of their peers in target language countries. This could be as simple as discussing the recycling system in France or how students in Quebec are endeavouring to make their school buildings more sustainable.

As veganism gains popularity in Europe, how do French families cope with this challenge and what are the reasons behind their lifestyle choice? From a global overview to a study of an individual’s attitudes, concerns and actions regarding the climate, it seems that the MFL curriculum allows us to deliver a unique insight, entirely in line with the DFE’s Climate Change Strategy.

KS3 French Curriculum Opportunities

Here is a non-exhaustive list of ideas and resources for embedding climate change education across the KS3 French Curriculum. It is always worth remembering that the videos can be viewed with subtitles and slowed down to facilitate comprehension. The articles can easily be simplified translated and glossed by using an AI generator such as Microsoft Co-pilot or Chat GPT.

Topic	Opportunities
Town and local area	Public transport – results of surveys on transport across France and Paris. Website in French or English. L'utilisation des transports en commun en France - Faits et chiffres Statista Graphique: À Paris, le vélo dépasse la voiture Statista
School and education	School projects – making schools more environmentally friendly Au collège je recycle ! - Vie scolaire - Collège Les Etines
House and home	Recycling – How to recycle rubbish Le tri des déchets expliqué aux enfants - Ma Planète #08
Food and drink	Veganism in France and Switzerland La place du monde vegan en France en 2021 - myVeggie L'évolution des tendances du végétarisme en France - Agro Mundi Sondage à propos des végétariens et des véganes de Suisse Swissveg
Holidays and travel	How Climate Change Is Impacting France The Climate Reality Project French Polynesia Rising tides: French Polynesian atoll threatened by climate change - Focus Ski resorts – climate Climat : avec trois degrés de plus, la quasi-totalité des stations de ski en France menacées de fermeture France Inter
Young People	Survey results – climate change anxiety: Les changements climatiques inquiètent davantage les Français que la plupart des Européens
La Francophonie	Quebec – School programme CPE durable • ENvironnement JEUnesse

HIAS resources

Don't forget to take a look on the HIAS Moodle pages for further guidance and lesson inspiration. There is a dedicated section [Climate Unity](#), where you can find further information and resources as well as access all the previous Hampshire wide climate themed events for students such as the annual conference.

