

***Invitation to participate in Climate School 180 -
Learning through Landscapes' groundbreaking
climate-focused initiative***

Introducing Learning through Landscapes

Our vision is a society where the benefits of regular time outdoors are valued and appreciated, and outdoor learning, play and connection with nature are recognised as a fundamental part of education, at every stage, for every child and young person.


For over 30 years, we have been at the forefront of this work, using our unrivalled knowledge and expertise to enrich the curriculum, foster a deeper connection to nature, and promote good health and wellbeing for all. We are proud to have been supported in our mission by Sir David Attenborough, who has been our founding trustee since 1989.

The urgency and demand for high-quality climate change education

We know climate change is an urgent global challenge demanding immediate attention and action. In their recent Climate Ambition Summit (UN, 2023), a clear message resounded: the climate crisis looms large and the window to avert catastrophe is swiftly closing. Educating the next generation about climate complexities and impacts is not only crucial for tackling this issue, but also essential in meeting the UK's net-zero target of 2050.

Children and young people's encounters with nature include witnessing environmental degradation and destruction. Global threats like climate change and species loss are impacting their mental health. Their fears and worries about





environmental risks and losses are an expression of their connection to nature. We must take the path where the urgent issue of climate change is effectively addressed and where constructive hope empowers all children and young people to navigate environmental threats, find positive meaning, and create a brighter future for all.

Many parents are communicating the pressing nature of climate change and the importance of their children learning about it. Parents argue that schools represent the most suitable setting for climate change education. Despite this confidence, there is a growing concern among parents about the adequacy of current climate change education in schools. Additionally, children and young people perceive a lack of teacher enthusiasm for teaching about climate change, highlighting areas for improvement in the delivery of climate change education.


There is also a substantial gap in teachers' climate change knowledge, due to a lack of high-quality training and understanding of what a quality climate change education approach looks like. This leads to a resistance to adapt the curriculum to reflect our rapidly changing understanding of climate change and its impacts. It is this gap that the Climate School 180 project seeks to address.

Introducing Climate School 180

School grounds across the UK add up to an area equivalent to a new national park. Many of our school buildings and grounds were not designed and built with the need to adapt and mitigate the impacts of climate change. Currently 84% of existing school grounds are hard surfacing or maintained grass, both of which offer little mitigation against a changing climate.

School grounds are also a place where our children and young people spend significant amounts of time, for play and learning. They provide the opportunity for 'living laboratories' as an essential part of a high-quality climate change education. School grounds can be adapted to address the many aspects of our changing climate, protecting our children and school buildings.

Currently there is little guidance and expertise on how schools can develop a new approach to using our school grounds as we now experience our changing climate. To respond to these challenges, Climate School 180 aims to support understanding



of how schools can use their grounds as an integral part of their climate change education curriculum, developing nature-based solutions in the school grounds. We will be using the evidence from our recent project [Climate Ready School Grounds](#) to inform this project.

The aims of Climate School 180

Our groundbreaking initiative aims to enable schools to create their own plan for a whole school approach to climate change education by:

1. **Working collaboratively with educators in schools:** Inspiring and supporting them in starting their journey to develop a coherent plan for climate change education within their school.
2. **Identifying changes in school grounds:** Systematically identifying and initiating sustainable changes in school grounds to address the impact of climate change, with the goal of creating long-term nature-based solutions that contribute to climate resilience.
3. **Empowering children and young people** by supporting educators to develop a quality climate curriculum involving learning experiences in the school grounds: Through this pupils will become stewards of the environment and active participants in addressing the challenges presented by climate change.

Expert partners

In our commitment to staying at the forefront of the latest research and evidence on adapting school grounds and its implications for outdoor learning and climate change education, we are dedicated to collaborating with a diverse range of expert partners. This includes key partnerships with the University of Stirling and Climate Adapted Pathways for Education (CAPE).

Want to take part in Climate School 180?

Individual school:

Please visit our project page to make your application or to answer any further questions you may have: [Apply for Climate School 180 - Learning through Landscapes \(ltdl.org.uk\)](https://ltdl.org.uk)

Group of schools:

If you are interested in applying as a group of schools working together (e.g. MAT, Local Authority, Diocese etc.), we can create a community of practice and support, and so our approach to the training will vary from schools who apply individually. In order to discuss your requirements, please contact Lesley Onslow or Matt Robinson at climate180@ltdl.org.uk or call on 01786 465934.