



Climate and Sustainability at Crowcombe & Stogumber Primary Schools V2

As two rural village schools, sat amongst farmland at the foot of the Quantocks Hills, our learning is often focused beyond the classroom and in the fields, hills and forest. Over the years we have engaged, like many schools, in various environmental projects, from tree and hedge planting to litter picks and nature surveys. As understanding and societal concerns around climate and environment have grown, our focus needs sharpening. Driven by the current government's directive that all schools have a Climate & Sustainability Co-ordinator and school action plan we are now formalising this pathway.

Here is this chapter of the schools' journey.

- If you are reading this document on a mobile device, tap on the photo captions to expand them.
- Purple text will hyperlink to key documents or further information.

A little history



Over the past fifteen years we have developed a [continental link to a school](#) in the Gambia, in the fishing village of [Tanjeh](#). Staff from both schools have visited each other and various

projects have been run, from penpals to video links. As funding and staffing has changed this project's prominence has diminished, but it remains.

In 2014 we benefited from a national award, [Let Teachers Shine](#), in which we brought together folklore, knowledge of nature, and digital technology to create GPS linked trails through the hills where walkers could read stories written by the children in the settings themselves - [fantasy "story walks" through nature](#).

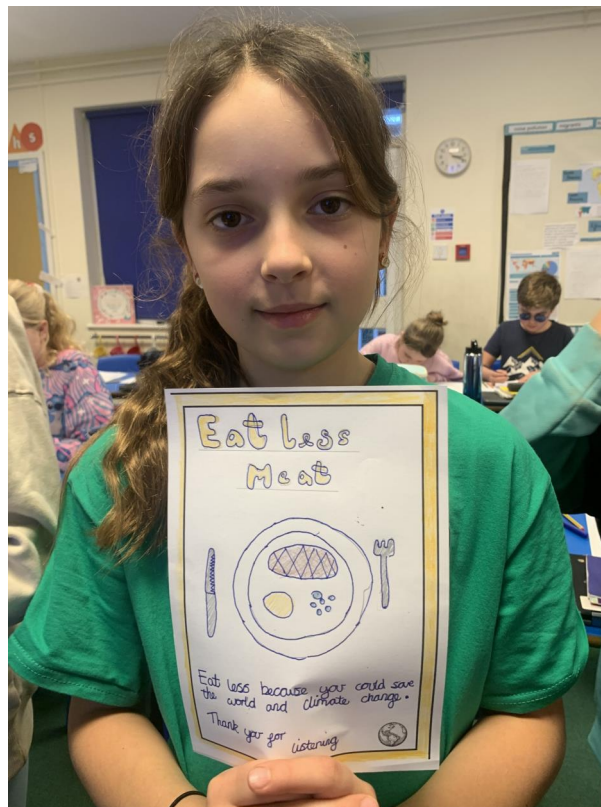
We work regularly with the Quantock Hills National Landscape (aka AONB), Friends of the Quantocks, and local landowners to foster a knowledge, love and responsibility for our locality. This ranges from whole school curriculum days together on the hills or local woodland, to class based days of learning or working on environmental projects. For example, our year 3 and 4s have [planted disease resistant elm saplings at Crowcombe Court](#), our Stogumber children have helped our with hedge planting, orchard and oak planting, and wild flower planting on the ['Beacon Field'](#), and the entire school has planted 'The Forest of the Future' at [Viper Woods](#) near Stogumber Train Station.

We regularly walk the fields and lanes, learning about the seasonality of plants and crops, and we learn to navigate the open moorland. Most of all, we strive to develop a love and understanding of our environment. As David Attenborough has said, "No one will protect what they don't care about; and no one will care about what they have never experienced." We aim to give our pupils this experience.

“No one will protect what they don't care about; and no one will care about what they have never experienced” David Attenborough



Building upon who we already are...



1 - Geography - global resources & sustainability



2 - Whole school outdoor learning day at Combe Sydenham



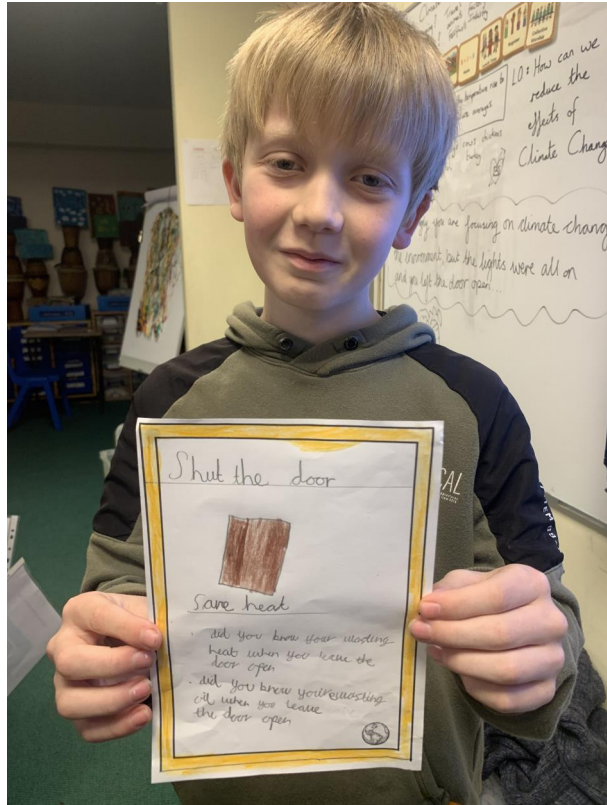
3 - A woodland sharing circle



4 - Flow state building



5 - Fungi, galls and other wonderful oddities of the Quantocks



6 - We have agency



7 - Sustainable Christmas creativity



Late 2025 - Pupil, staff & community [survey](#) regarding climate and environment.

We reached out for ideas, attitudes, knowledge and volunteers. Summary of findings attached:

[Pupil survey results](#)

[Adult & Community survey results](#)

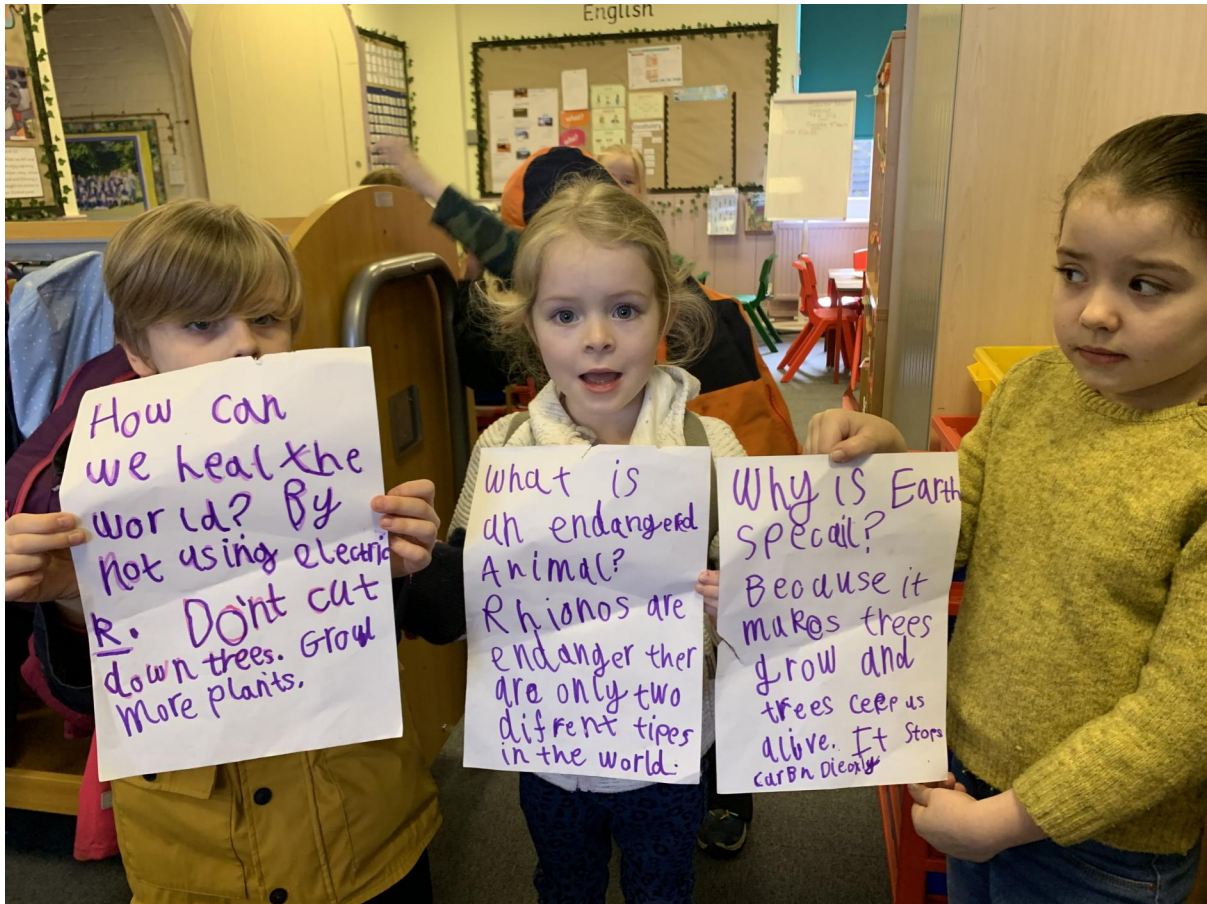
All respondents to the adult survey were invited to an initial face to face meeting to discuss the results and to agree our first action plan. Seven parents, three staff and one community member attended, and initial actions and roles agreed.

From this we have two documents:

1. Our [Climate and Sustainability Wishlist/Pathway](#) - a comprehensive list of all the actions currently under consideration. We will return to this to select and adapt actions for the future.

2. Our first [Climate and Sustainability Action Plan](#) - a working document to empower change. Do read this working document - it will tell you where we are on our climate pathway.

1st Steps - Spring 2026



Over this term, we have been working upon our action plan. In brief:

1. Alongside practical sessions of Learning Outside the Classroom we have approached **climate and sustainability through classroom topics** such as Reception's focusing upon habitats and recycling, Yr1/2's English environmental unit on the book "Dear Earth", Year 3/4 studying about where our food comes from, and Yr5/6 exploring nautical pollution within their topic on the world's oceans. Further detail on some of these units are below.
2. We currently subscribe to the Kapow planning portal which provides a rich and broad approach to our national curriculum. [Within the Kapow Geography curriculum planning are seven mini topics focused on sustainability - one for each year group \(click here\)](#). Staff are yet to discuss whether these extra lessons can be effectively fit into our medium term timetable. Many are practical and can be delivered by our LotC teacher.

3. [Climate and sustainability are comprehensively woven throughout the Kapow curriculum \(click here\)](#). By delivering this high quality curriculum we will be delivering a wide range of environmental learning within many of our subject units. We currently use Kapow's resources for Science, Geography, History, Wellbeing & Sustainability.
4. Progress has been made on developing **community gardens** in both Crowcombe and Stogumber villages, with sites found and representatives currently at the planning stages.
5. So many keystage 2 pupils applied to be **climate ambassadors** that we have been able to form three sub-groups: Waste, Biodiversity, and Gardening. The waste ambassadors have collected data on our lunchboxes (click here), the Gardening ambassadors have submitted their plans for the community gardens, and the Biodiversity ambassadors have jointly planned and delivered a whole school ecology day at Viper Woods, a nearby site that we are helping regenerate with the owners.
6. Year 5/6 completed a **beach clean** at Blue Anchor within their Geography topic on Oceans of the world, Yr 1/2 did a **litter pick** across Stogumber, Reception have built **bug hotels and mammal and reptile habitats** around the boundaries of the school field, and Yr3/4 have developed their understanding of **circular systems of nutrients and resources, and animal welfare**, through their topic "Where does our food come from?", including a visit from a farmer and a tour of a local dairy farm.
7. The whole school was given the chance to take part in the **Big Plastic Count**, a citizen science project run by Greenpeace where families across the nation count and categorise their domestic plastic waste for a week. This is collated to form a school report for plastic waste. The data is also collated nationally and delivered to parliament with the aim of influencing government policy on single use plastic and packaging. Unfortunately only 13 families submitted data this year, which raises questions in itself.
8. In January, all the children from Reception to Yr4 had fun **wassailing** local apple trees, drinking local apple juice and practicing thanks for the bounty of nature!
9. We share these actions through our **Class Dojo** posts which do seem to be regularly viewed.
10. We are exploring links with potential Climate Ambassadors in **STEM professions** and we have been approached by an existing contractor with an early days proposal for **solar PV** systems for each school.
11. Our climate and sustainability lead teacher attended the "Friends of the Quantocks" annual conference and is building links with this local charity with the aim of

constructing a **calendar of learning and conservation events** for the school on this wonderful national landscape.

12. We ended our term together with a **whole school Biodiversity day** at Viper Woods, a nature regeneration site midway between our two schools. Planned by our biodiversity ambassadors, it brought all of our adults and children together in one place to build relationships between us and nature. At the heart of all of our outdoor learning we strive to nurture community and love for our world.



8 - *"Soil your pants" is an Australian idea to learn about soil health (January 17th). Simply bury a pair of white cotton underpants in the earth that you want to test and leave the rest to nature. Three months later, if you can remember where you buried them, dig up your pants. The more life there is in the soil the more of the cotton will have been eaten. All that was left of the pants that we buried in our community field was the elastic!*



9 - What better way to celebrate life in Earth than through a wassail! The children dancing to our wassail song after giving the apple trees gifts of woven wish sticks and apple juice.



10 - Toy Swap (Feb 14): Old Toys - New Homes!

Our school councillors suggested that we hold a toy swap.



11 - It included a World Book Day & costume swap



12 - Year 5/6 Beach Clean (March 13): As part of their Geography topic on oceans our oldest children litter pick on Blue Anchor beach.



13 - They collect several hundred pieces of pollution, from dog poo bags to coffee cups, and disposable barbecues to fishing line, including a lot of microplastic shards.



14 - Year 1/2 Poetry (March 18th): The children had "Dear Earth" as their core text for this unit and today they performed poems of their own about how we can better look after our planet.



15 - Discussing non-fiction fact files on how humans cause damage to the Earth and how we can do things differently.



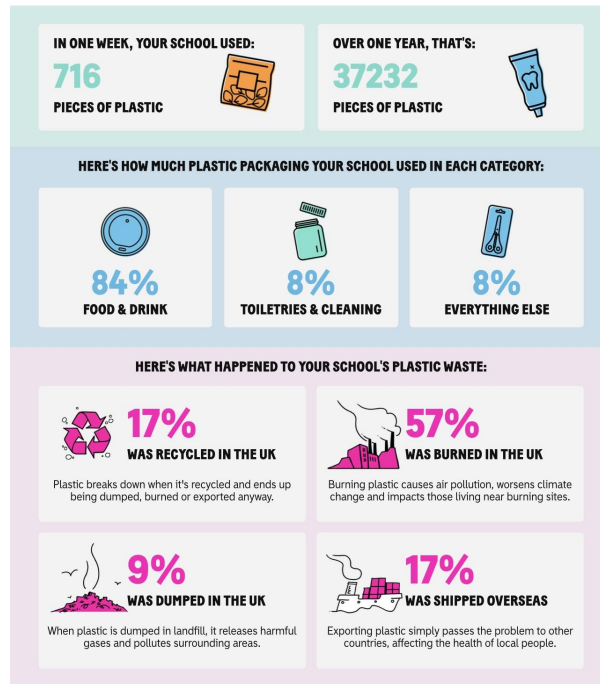
16 - Yr 1/2 Science (late March): Bringing our topics on spring and our planet together is the science of growing things. The children investigate what helps a bean grow.



CROWCOMBE & STOGUMBER COFE VA PRIMARY... PLASTIC PROFILE

Your school isn't to blame for these results, so please don't feel bad. Most of us don't have a choice but to buy things wrapped in plastic. But your results are helping change things for the better. We now have the evidence we need to push the government to cut plastic packaging. Thank you for taking part!

This year, 2026, we had 13 families submit their Big Plastic Count.



17 - The Big Plastic Count (March 9-16th): We took part as a whole school in the national citizen science project "The Big Plastic Count" with families across the country collecting domestic waste data for Greenpeace to collate and share with our government.



18 - Year 3/4 Dairy Farm visit (March 20th): Geography topic "Where does our food come from?"



21 - The most important thing on the farm... soil! The farmer explains how nutrients move through the soil, grass, cows, manure, and back into the soil, aided by helpful herbs like clover, plantain & chickory.



22 - Searching for signs of Spring (Whole school Stogumber outing)

Whole School Biodiversity Day at Viper Woods





23 - Planned by our Biodiversity Ambassadors and Viper Woods' ecologists, the whole school spent a day learning, working and playing through nature activities such as tree planting,



24 - building "Buggingham Palace",



25 - following our senses through the woodland on a blindfold trust trail,



26 - and finding the Scarlet Elf Cup.



27 - We measured the girth of trees to give us a rough age



28 - which should have given us an indication of carbon capture, if I hadn't forgotten to provide an essential table!



29 - We also made like boars and beavers to dam a stream, slow the flow, and help a new habitat form.

That's the story so far...

"What happens next is up to you" David Attenborough

