

Teaching the Future

Research with teachers in England on climate
education and the curriculum

teachthefuture.uk



51%

Secondary teachers surveyed say climate change, the ecological crisis and the challenges posed by these issues are not embedded in their school's curriculum, in their subject, in a meaningful and relevant way

Respondents say aspects of climate education are embedded in subject curricula in a meaningful and relevant way...

33%

**Climate
change**

21%

**Ecological
crisis**

21%

**Challenges
for humanity
stemming
from either /
both these
issues**

To support the embedding of climate change within the curriculum for their subject respondents say they need...

43%

Specific capacity/time for developing climate change curriculum content

39%

Opportunities to collaborate with different subjects to develop the curriculum

To support the embedding of the ecological crisis within the curriculum for their subject respondents say they need...

39%

Specific capacity/time for developing climate change curriculum content

33%

Opportunities to collaborate with different subjects to develop the curriculum

Climate and the curriculum

About the survey

Conducted by Teacher Tapp on
11th January 2022.

4690 secondary education
teachers from across England
were surveyed.

Data has been weighted to
reflect the national population
of teachers in England.



Teachertapp

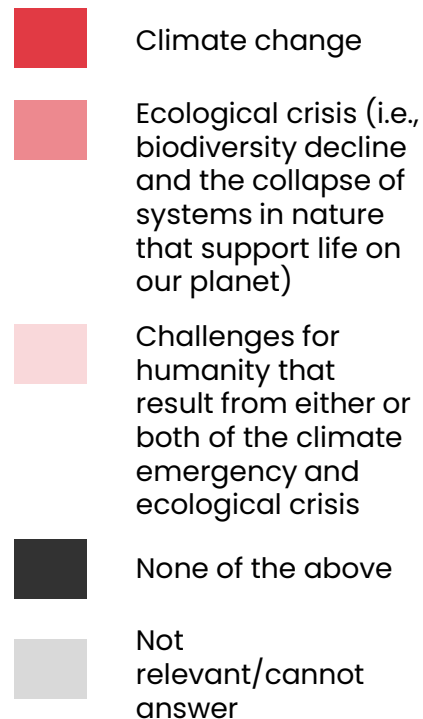
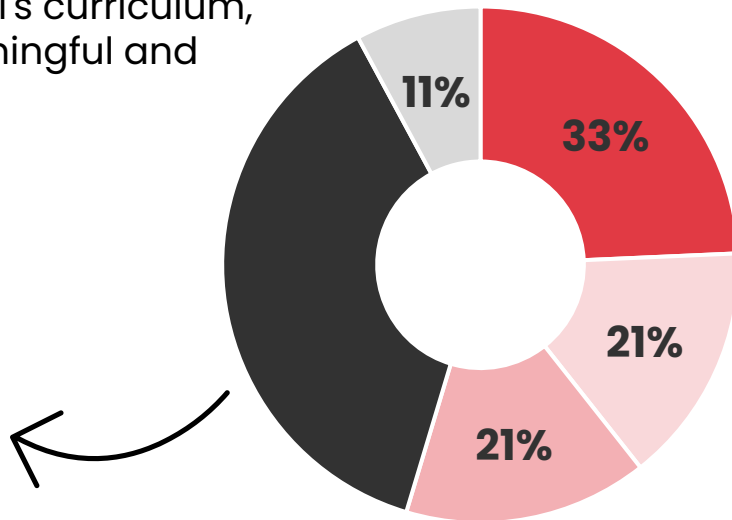
**How embedded is
climate education?**

Is climate education embedded in the secondary curriculum?

Q. Which of the following are embedded in your school's curriculum, in your subject, in a meaningful and relevant way?

51%

say no elements of climate education are embedded into the curriculum for their subject in a meaningful and relevant way.



Where is **climate change** embedded in a meaningful and relevant way?

in core subjects



English



Maths



Science

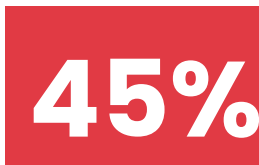
in other subjects



Geography



History



Religious
studies



Languages



Arts & D&T

Where is the **ecological crisis** embedded in a meaningful and relevant way?

in core subjects

7%

English

3%

Maths

49%

Science

in other subjects

64%

Geography

13%

History

17%

Religious
studies

13%

Languages

12%

Arts & D&T

Where are challenges caused by climate change and/ or the ecological crisis embedded in a meaningful and relevant way?

in core subjects

12%

English

4%

Maths

34%

Science

in other subjects

69%

Geography

18%

History

30%

**Religious
studies**

16%

Languages

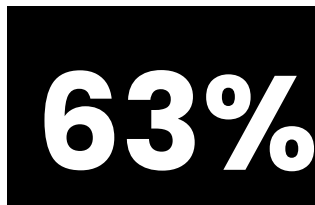
13%

Arts & D&T

Where are the gaps in climate education?

[respondents report that no aspects of climate change, the ecological crisis and challenges these issues present for humanity are embedded in a meaningful and relevant way]

in core subjects



English

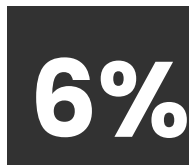


Maths

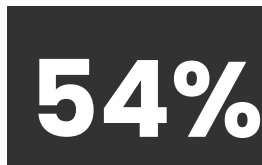


Science

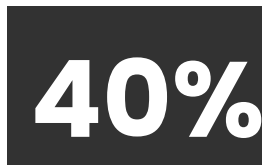
in other subjects



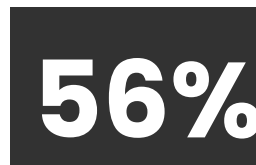
Geography



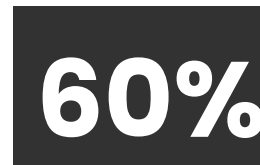
History



Religious
studies



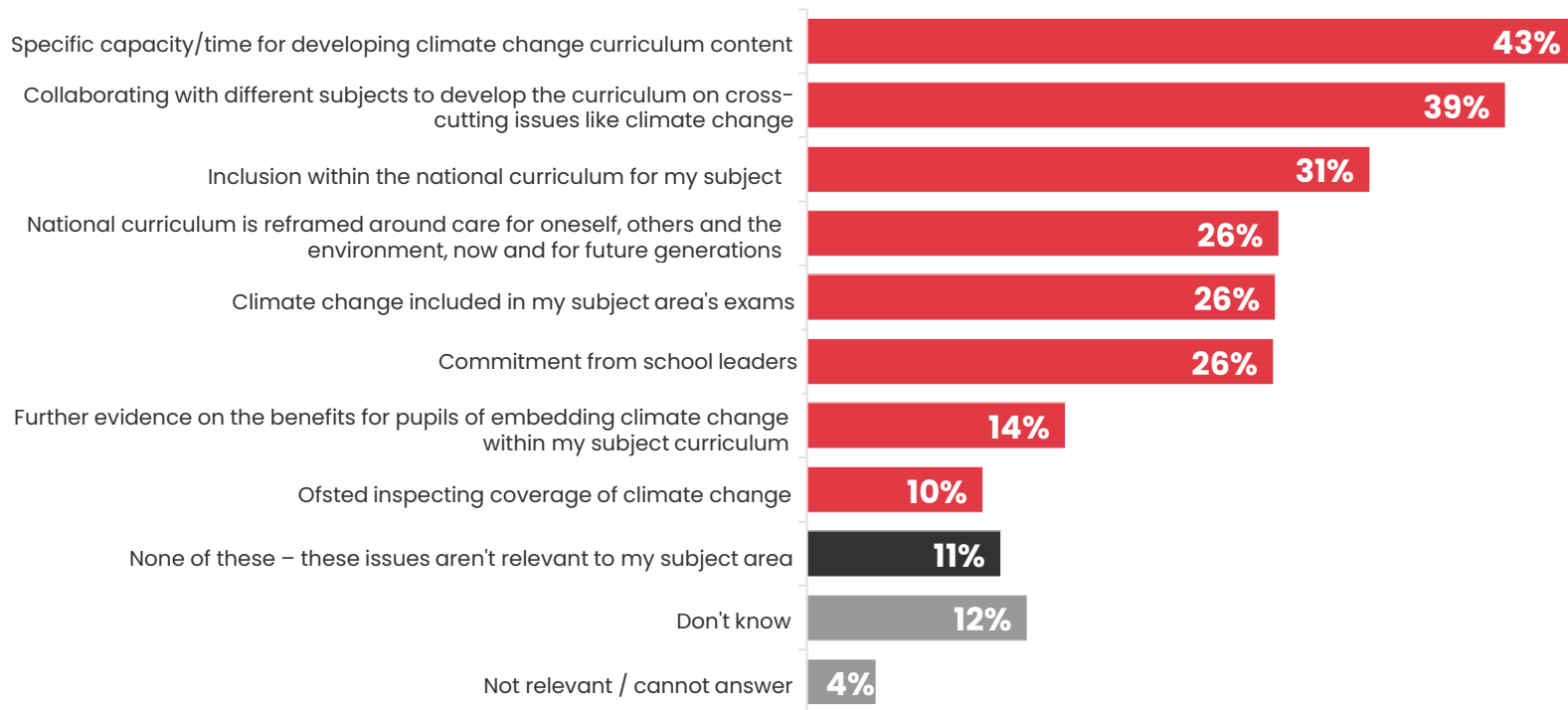
Languages



Arts & D&T

**Supporting the
embedding of
climate education**

What would most support you to embed **climate change** within the curriculum for your subject at your school? [top 5]



Top support needs identified for embedding climate change

in core subjects

English

45% - Specific capacity/time for developing climate change curriculum content
40% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change

Maths

39% - Specific capacity/time for developing climate change curriculum content
31% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change
31% - Inclusion within the national curriculum for my subject

Science

48% - Specific capacity/time for developing climate change curriculum content
43% - Inclusion within the national curriculum for my subject

Top support needs identified for embedding climate change

in other subjects

Geography

60% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change
43% - Specific capacity/time for developing climate change curriculum content

History

43% - Specific capacity/time for developing climate change curriculum content
39% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change

Religious studies

48% - Specific capacity/time for developing climate change curriculum content
46% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change

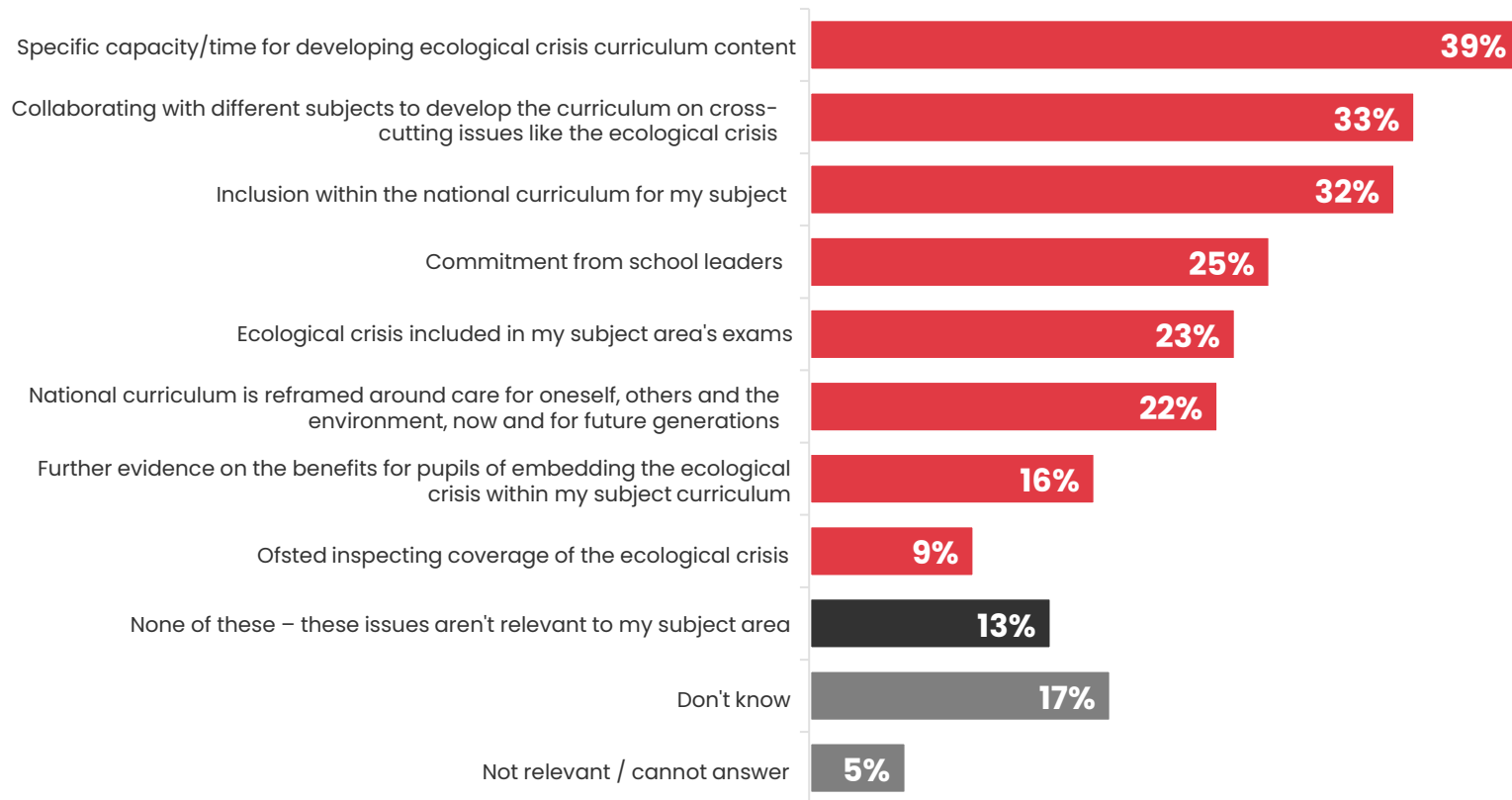
Languages

41% - Specific capacity/time for developing climate change curriculum content
35% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change

Arts & D&T

42% - Specific capacity/time for developing climate change curriculum content
41% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change

What would most support you to embed the **ecological crisis** within the curriculum for your subject at your school? [top 5]



Top support needs identified for embedding **the ecological crisis**

in core subjects

English

39% - Specific capacity/time for developing climate change curriculum content

34% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change

Maths

34% - Specific capacity/time for developing climate change curriculum content

30% - Inclusion within the national curriculum for my subject

Science

47% - Specific capacity/time for developing climate change curriculum content

44% - Inclusion within the national curriculum for my subject

Top support needs identified for embedding **the ecological crisis**

in other subjects

Geography

50% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change
43% - Specific capacity/time for developing climate change curriculum content

History

36% - Specific capacity/time for developing climate change curriculum content
28% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change

Religious studies

41% - Specific capacity/time for developing climate change curriculum content
38% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change

Languages

41% - Specific capacity/time for developing climate change curriculum content
35% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change

Arts & D&T

42% - Specific capacity/time for developing climate change curriculum content
41% - Collaborating with different subjects to develop the curriculum on cross-cutting issues like climate change

Full research at:

teachthefuture.uk/teacher-research