



THINKING THROUGH
CLIMATE CHANGE

WHAT'S GOING ON WORLDWIDE?

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Teachers' notes

This section looks at climate change around the world, concentrating on selected places. It aims to give learners a sense that this is a genuinely global phenomenon – although its local implications may vary.

It opens with a map of climate “hotspots.” As learners move their cursor over this map, they will find information on particular places and what climate change means for them. What this means may be very different from one place to another. This map offers links to other information sources, and offers a general overview of climate change worldwide.

You may want to encourage learners to work in small groups, looking at different “hotspots” – and then share what they have found with each other.





Heavy weather

We then invite learners to look at two specific places, New Orleans and Bangladesh, and investigate them in greater detail. These places have marked similarities [eg physical geography, risk of storm and flood], although their circumstances are significantly different.

Again, groups may want to investigate one place and then share their findings – or look at both in turn.

The second level of this activity invites them to think about some key statements about what is going on in these places, and record their opinions on these [based on their research].

Throughout these activities, you may want to consider prompts such as the following, to encourage thinking and discussion:

- What does climate change mean for people in these places?
- Where are the effects being most powerfully felt?
- Who is most responsible?
- What are the main differences between Bangladesh and New Orleans?
- Are there any similarities?
- What has caused flooding?
- What are the effects?
- What can be done about it?



Extension activities

Having looked at specific places, we suggest that learners make a comparison between places. *What is similar and different about them?* What might this mean? This could go on to an exploration of some of the ethical and political issues involved.



More advanced learners might start to consider how this inter-relates with other global issues [eg patterns of trade, debt and wealth], and the systems and strategies which exist to deal with them.

Links offering support for teaching and learning about global issues are offered below.

It is a good idea for learners to look at their own area alongside these places, as the UK is implicated in both the causes and consequences of climate change. This will help learners make connections to their immediate environments and communities, help the learning feel more “real” and develop a stronger sense of the needs and responsibilities involved.

There are links and connections to other sections from this one, which could be explored together:

- > **Changing places** – climate change in Kolkata, The Gambia and the UK
- > **Sort it out!** – climate change and energy in the UK and China
- > **Shishmaref, Alaska** – case study of climate change



Looking at data

You could use the data on climate change “hotspots” as a starting point for exploring issues about:

- Data – collection, analysis, critical understanding, reliability, purpose;
- Graphs – different formats, and their use for different purposes;
- Extrapolation – what discernible trends are there in data or graphs?
- Prediction – what might these trends mean? How probable are they?
- Inter-relation of data [eg energy use versus climate change impacts];
- Comparing data between places – what does this mean?

Learners could look at how they would re-present the data here in different ways.

Assessment green/red

We imagine most learners at KS2 and KS3 will be able to do these activities without significant support. Some learners may require discussion with peers or prompts from the teacher [see suggestions above]. Some of the extension ideas are more complex [eg looking in-depth at development issues or data use], and would require significant support for less confident learners.

Curriculum

Geography

This activity strongly supports work on sustainable development and environmental change at both KS2 and KS3. It can also be used to support QCA KS2 Unit 16 *What's in the news?* and KS3 Unit 16 *What is development?*

Mathematics

The extension task above recognises particular opportunities for Ma4 *Handling data at both KS2 and KS3*, especially data interpretation and representation.

There are opportunities in other areas, especially ICT [eg research using websites], Citizenship and Literacy.



Links

Teaching and learning about global issues

- > [Cool planet](#)
- > [Global Eye](#)
- > [Tide~](#)

Climate information

- > [National climatic data center](#)
- > [World meteorological organization](#)
- > [Naming hurricanes](#)

Global images

- > [Google Earth](#)
- > [Earth from the air](#)
- > [Earth from space](#)

Country information

- > [Anthems / National anthems](#)
- > [National flags](#)
- > [Countries of the world](#)
- > [Population data](#)

Next

This is one of five sections which explore particular aspects of climate change. We imagine that learners will look at two or more of these before going on to the final section, where they report back.

- > [Final Task](#)

Learners can access the final task from the learners' logs, while teachers can also access it from the site map.

To return to introductory teachers' notes

- > [Introductory Notes](#)

Teachers' site map

- > [Sitemap](#)