

Extension opportunities

Learners compose a quiz, which checks their peers' understanding of the causes of climate change. We offer a model, which learners might wish to complete individually or as a whole class.

> [Quiz](#)

[Answers: 1T, 2T, 3T, 4F, 5F, 6T].

Learners look at some of the key vocabulary of climate change, using an online dictionary or encyclopaedia:

> [Dictionary.com](#)

> [Wikipedia](#)

> [Wiktionary](#)

Key terms could include: Carbon dioxide, Climate, CO₂, Deforestation, Economy, Emissions, Environment, Fossil fuels, Fuel efficiency, Global warming, Greenhouse gas, Hybrid car, Hydroelectricity, Irrigation, Non-renewable energy, Nuclear power, Organic crops, Oxygenate, Renewable energy.

Learners design an advertising poster for a hybrid car. The poster should show how hybrid cars harm the climate less than petrol/diesel cars.

Learners research political party views on climate change. They could create a leaflet for a local election candidate for an independent party concerned about climate change. Websites include:

> [Conservatives](#)

> [Green Party](#)

> [Labour](#)

> [Liberal Democrats](#)

> [Local MPs' views](#)

THE BLAME GAME

Assessment green

Most learners at KS2 and KS3 will be able to do these activities without significant support. Some learners may require discussion with peers before completing these activities. Activities have been designed to support self-evaluation by learners as well as teacher assessment opportunities.

Curriculum

This section touches on questions of bias, evidence and opinion, which has strong links to many parts of the curriculum at both KS2 and KS3. This includes:

Literacy

Balance and evaluate different points of view. Argue a point of view.

Science

Using secondary sources/considering evidence. [See KS3 Unit 9M *Investigating scientific questions*; Unit 5/6 H *Enquiry in environmental contexts*; Unit 9G *Is global warming happening?*]

Geography

Investigating and evaluating evidence. [See KS2 Unit 16 *What's in the news?*]

ICT

Interpreting a range of information, checking for relevance/plausibility, considering its characteristics and purposes. [See KS2 Unit 5C. *Evaluating information, checking accuracy and questioning plausibility*; KS3 Unit 10 *Information, reliability, validity and bias*].

Citizenship

Analysing information and its sources, justifying opinion, expressing views [own and others']. [See KS3 Unit 10 *Debating a global issue*; KS2 Units 1 *Taking part* and 2 *Choices*].