

Assessment

green

We imagine most learners at KS2 and KS3 will be able to do the **introductory and design activities** without significant support. Some learners, however, may require substantial time looking at existing examples, and some guidance in ensuring that their own designs are not simply imitations of these.

red/black

We anticipate that learners may need support to understand the background to **the energy question activities**. Once the background information has become clear, we expect most learners will be able to complete the activities unaided.

Curriculum

Citizenship This section has strong links to themes of:

- Political literacy [political structures responding to climate change at local, national and international levels; Local Agenda 21];
- Participation [see, for example KS3 Unit *10 Debating a global issue*; KS2 Units *1 Taking part* and *2 Choices*].

There are opportunities in other areas, especially Geography, ICT and Literacy.

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](#)