

Climate change– How can I help?

Key Question: What is climate change and how can we make realistic changes to people's lifestyles that could have a positive impact on the rate at which it is affecting the planet?

In this experience, we will be inviting you to a parents workshop on the 22nd of September to be persuaded by class 4 to make a positive change towards your carbon footprint.

After a summer of record-breaking temperatures in the UK, and extreme weather affecting the rest of the world, climate change and its effects are at the forefront of everyone's minds. This is why we believe it is an important and apt time to give the class the knowledge they need to not only educate themselves but make positive changes within their lifestyles for the world they are growing up in.

Hook: Thought provoking gallery of devastating climate change images

Start date: 5/9/22

End date: 23/9/22

Geography: In geography, we will aim to understand climate change and the positive and negative impact human activity has had and is having on the natural world. Developing their understanding of the world by gaining knowledge of climate zones, biomes, and resource depletion.

English: With this knowledge, we will be looking at how to persuade within our writing and how this could change depending on who their audience is.

Outcome: A persuasive presentation for adults aiming to make positive changes towards the climate change crisis. Acknowledging the negative, but suggesting ways of making an impact towards reducing their carbon footprint in both small and larger ways.

<u>Vocabulary:</u>	Climate change
Biomes	Ozone layer
Natural	Threat
environment	Plastic pollution
Deforestation	Influence
Emissions	Greenhouse gases

Effective Communication:

In this experience, the class will hopefully become confident speakers when addressing an adult audience. We will be looking at skills such as standing up straight, making eye contact, and talking from the heart.

Thinking tool:

We will be using the empathy map to help develop an understanding of how the parents might feel towards climate change and making changes to their lifestyles. We will be using the empathy map to support our home learning.

Take home task:

The class will bring home an empathy map to enable themselves to see someone else's perspective—in this case- yours. This particular tool will enable the class to understand climate change from an adult's point of view and the challenges they face.

Links to Rights Respecting: Article 24

You have the right to a clean and safe environment.



Knowledge:

By the end of the experience, the children will be expected to:

Know what climate change is

Understand that different factors contribute to climate change

Know how humans have contributed to climate change and the impact this has had

To know what they can do to help with climate change and minimise their impact

Be able to share their knowledge of climate change and analyse the effectiveness of how they have done.

Know how to research

Know how to persuade

(Y5 Only: Know what high modality is, the suitable tense for the writing style, the purpose of their writing, how to address the audience, what flattery is, and how to apply and edit these within their writing.)

(Y6 Only: Know how to use a wide range of punctuation and use them for effect, how to use the power of three, how to write for different levels of formality, what alliteration is, what complex sentences are, and how to form them, as well as applying and editing these within their writing.)

How we evaluate:

The children will be assessed against the learning objectives taught. We use the stages know, show and grow to support the assessments. If a child is able to 'show' that they have achieved the objective, they will be judged as working at the expected level. If the child has shown they have reached the 'grow' stage of their learning and are able to independently apply their knowledge to a new challenging situation, then they will be considered as working at a 'greater depth'. Children who are assessed as not meeting the objective, will be given extra support to enable them to reach the expected level.

Throughout the experience, the children will be encouraged to reflect on their own learning and will set themselves challenging targets.

