

Environmental Transport Association :: teaching sustainable travel through the National Curriculum
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Subject/ Title/ Summary/ Objectives/ Timings	Intro	Main teaching	Plenary/ Extension	Resources
<p>Unit 3: SCIENCE/ GEOGRAPHY "Global climate change" Understanding global climate change through a web-based study</p> <p>Science 1a. that science is about thinking creatively to try to explain how living and non-living things work, and to establish links between causes and effects 1b. that it is important to test ideas using evidence from observation and measurement</p> <p>Geography 4b. recognise some physical and human processes 5a. recognise how people can improve the environment and how decisions about places and environments affect the future quality of people's lives 5b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement 6e. an environmental issue, caused by a change in the environment</p> <p>ICT 1b. ...selecting suitable sources, finding information, classifying it and checking for accuracy 1c. to interpret information, to check if it is relevant and reasonable to think about what might happen if there were any errors or omissions 2a. develop and refine ideas by bringing together, organising and re-organising text, tables, images and sound as appropriate</p> <p>Approximately 3 hours</p>	<p>Tell the Council that they are going to have some climate change training. Start by mind-mapping everything the children think or know around the phrase "climate change"</p> <p>Add the words "global warming" and ask the children if they think this is different.</p> <p>Tell the children they are going to undertake an Internet study on what climate change is.</p> <p>Ask the children to list the questions that need to be asked, such as evidence for climate change, it's possible causes, effects, and what if anything we can do</p>	<p>Ask the children if they can see any problems in relying on web sites for information (e.g. Anyone can publish anything, it is not always accurate, it is often biased.) Discuss sources that we might find more reliable or less reliable and say why. How might you decide that a website is not reliable?</p> <p>Demonstrate using the links to locate relevant information and make notes using a new Word document. Verbalise your thoughts through the process e.g. This looks a reliable site because it is from the BBC. This is a relevant piece of text because it is explaining how climate change works. I will copy this sentence because it summarises what my article will be about. This illustration summarises the process I am trying to explain, so I will also copy and paste that.</p> <p>Give the children some time to browse through the links provided before telling them to start taking notes on what they find.</p>	<p>When they find relevant information they can copy key phrases, but not the entire text.</p> <p>At the bottom of their document they should list their sources as websites.</p> <p>You may wish to extend the ICT potential of this unit by presenting information in a desktop publishing package, or multimedia programme, instead of Word.</p> <p>If you do not have access to a good DTP programme, PowerPoint can be quite effective instead.</p> <p>In Circle Time, ask the children how they feel about what they have learnt</p>	<p>Links for children section on www.eta-schools.co.uk</p> <p>Word processing package</p> <p>Possibly PowerPoint or equivalent (www.openoffice.org) or DTP package</p>