



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.