



THINKING THROUGH  
**CLIMATE CHANGE**

GREENING UP & DOWN

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## Teachers' notes

This section is dependent on an external site maintained by the Woodland Trust.

We have included this section, because it offers exceptional learning opportunities which complement the material we have created for Thinking through climate change. > [Greening Up & Down](#)

**Nature detectives** support learners in monitoring and observing changes in nature. It encourages them to reflect on these observations, and what this tells us about climate change.

It is part of a wider site dedicated to phenology [see below]. Phenology is the *"study of the times of recurring natural phenomena especially in relation to climatic conditions"* [Concise Oxford Dictionary]. This includes bud-burst, leaf-fall, the arrival of spring flowers and patterns of migrating birds.

Because climate change is something, which is happening now, it offers an exceptional opportunity for young learners to contribute to serious research: providing data and reflecting on research findings. It is not something for which all the answers already exist.

Independent learners may wish to look around the entire site. Teachers may want to select a particular theme or opportunity for their class [eg dependent on time of year, or a current topic]. Materials on the site allow for differentiation across key stage and ability ranges, including supporting information, frameworks and "fun stuff."

To contribute research findings, learners will need to register with the site.

As elsewhere, this section is framed by the final task: making a presentation based on learners' findings. This can be accessed by learners from their log.

## Assessment green

We imagine most learners at KS2 and KS3 will be able to do these activities without significant support, but there is material on the site, which allows older or more able learners to take this further.

## Curriculum

This site offers a rich range of curricular opportunities, including:

### **Science**

The site develops scientific enquiry at KS2 and KS3, especially investigative skills. It supports work on Sc2 *Life processes and living things*, especially *Living things in their environment* [eg habitats and adaptation]

### **Geography**

This activity supports work on sustainable development and environmental change at both KS2 and KS3. It requires collecting and analysing evidence, and supports an exploration of weather and climate. It also involves the critical use of mapwork skills.

### **ICT**

The site requires data collection, processing and analysis in a purposeful context, and the exchanging and sharing of information through electronic media.

### **Mathematics**

The site involves skills of data collection, processing, representation and interpretation in a meaningful context.

There are opportunities in other areas, including Literacy, Art and Citizenship.

## Links

There are a number of other opportunities for young learners as climate change researchers. These include:

Climate prediction [this uses the processing power of learners' computers to support climate modelling, but is not designed to offer learning opportunities as such] [www.climateprediction.net](http://www.climateprediction.net)

The Globe Programme [this also includes opportunities for learners to exchange data with each other] [www.globe.org.uk](http://www.globe.org.uk)

For more on Phenology see:

- > [European Phenology Network](#)
- > [Life cycles](#)
- > [Royal Botanic Garden Edinburgh Phenology Site](#)
- > [Woodland Trust Phenology site](#)

## 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](#)