

UNIT 1: SIGNS OF CHANGE

CONTENT	LEARNING OUTCOMES	ACTIVITIES	THINKING SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • Introducing the concept of climate change. • Past evidence of climate change. • Evidence Today: Temperature rise Glaciers retreat Polar Ice melts 	<ul style="list-style-type: none"> • Students should know: - the concept of climate change. • Students should be aware of: - past evidence of climate change. - temperature increase during the last century. • Students will be able to: - read data from a bar graph. - read a linear graph. - contrast two images of glacier retreating 	<ul style="list-style-type: none"> • Predict what the Little Ice Age was, when and where happened. • Activate prior knowledge • Complete a word box • Read a text and answer questions • Contrast pictures • Describe a graph • Read data from a graph • Fill in the gaps • Transfer information • Match headings and endings 	<ul style="list-style-type: none"> • Comparing and contrasting information • Identifying and analysing relationships • Finding relevant information • Imagining and hypothesizing • Processing information • Matching 	<p>Can students:</p> <ul style="list-style-type: none"> • Identify factors related to climate change? • Read data from a bar and linear graph? • Contrast two images <p>Do students know:</p> <ul style="list-style-type: none"> • how to interpret evidence from different sources?

UNIT 2: GLOBAL WARMING

CONTENT	LEARNING OUTCOMES	ACTIVITIES	THINKING SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • Global warming and the greenhouse effect. • Greenhouse gases and the influence of human activities on climate. • The role of carbon dioxide (CO₂) as a greenhouse gas. 	<ul style="list-style-type: none"> • Students should know: <ul style="list-style-type: none"> - the greenhouse effect is a natural process that keeps the Earth temperature - the influence of human activities on the greenhouse effect - what greenhouse gases are and some sources of emission. • Students should be aware of: <ul style="list-style-type: none"> - the importance of CO₂ as a greenhouse gas and its sources of emission. • Students should be able to: <ul style="list-style-type: none"> - select information and take notes from a video. 	<ul style="list-style-type: none"> • Complete a word bank • Use sentences to label a diagram • Fill in the gaps • Write sentences using language frames • Information transfer • Take notes 	<ul style="list-style-type: none"> • Sequencing information • Identifying • Classifying • Recognising cause and effect • Reasoning 	<p>Can students:</p> <ul style="list-style-type: none"> • explain what global warming is? • describe causes of the greenhouse effect? • classify human and non-human causes?

UNIT 3: EXPECTED CONSEQUENCES

CONTENT	LEARNING OUTCOMES	ACTIVITIES	THINKING SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • Consequences of climate change, both on a global and local escale. 	<ul style="list-style-type: none"> • Students should know about different consequences that climate change might cause. • Students should be aware that climate change has direct and indirect consequences • Students should be aware that some consequences are not likely to happen in the short or mid term • Students should be able to produce a powerpoint presentation 	<ul style="list-style-type: none"> • Mutual dictation • Identify and select data from a video • Complete a word bank • Produce a powerpoint presentation • Predict what the relationship between climate change and jellyfish plage are. • Read and fill in the gaps • T / F • Jigsaw reading 	<ul style="list-style-type: none"> • Remembering • Identifying • Analysing • Creative thinking • Predicting • Reasoning 	<p>Can students:</p> <ul style="list-style-type: none"> • cooperate in a writing task? • make notes from a video? • produce and deliver a Power Point presentation? • predict the consequences of climate change?