

Global Dimension & Climate Change – Vietnam & UK climate change impacts

KS3 Scheme of Work

Overview: This Module is designed to encourage young people to become global citizens using the theme of climate change impacts between Vietnam and the UK. Pupils will explore the similarities and differences of climate change impacts across both countries. French is strongly encouraged throughout this Module, as Vietnam is a French-speaking country and it helps students learn to communicate about climate change in different languages.

Most children will: be able to explain the similarities and differences of climate change impacts between Vietnam and the UK using appropriate French and gain an increased awareness of geographical location, broaden their horizons and become better equipped for working in a global village.

Some children will not have made so much progress and will: be able to describe various impacts of climate change locally and globally using some ability to speak French to describe these impacts.

Some children will have progressed further and will also: be able to communicate about climate change impacts to a wide audience using fluent French,

| Learning Objectives | Cross Curricular & Other | Key Resources: |
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| <p>Pupils will be able to locate Vietnam on a map and generally identify risks that the country faces from climate change.</p> <p>Pupils will be able to identify and describe similarities and differences in climate change impacts across 2 very different countries.</p> <p>Pupils will be able to use accurate French to describe and argue their views on climate change impacts in the UK.</p> <p>Pupils will gain an awareness of the major impacts of climate change on the lives of young Vietnamese people.</p> <p>Pupils will be able to explain the main impacts of climate change that they face locally.</p> | <p>This Scheme of Work is designed as a cross curricular, Global Dimension project involving Geography and French. It could either be team-taught with a Geography teacher and a French teacher, or taught individually providing the teachers have the necessary French language or geography knowledge.</p> <p>Vietnam has been chosen because it is a French speaking country and because it is severely at risk because of climate change.</p> <p>Other cross curricular links include: Science Citizenship English Literacy ICT</p> | <p>Post-it notes Index cards Books/magazines Internet (laptops/computers) Recording equipment Paper/pens/pencils/coloured pens World map Cards (diamond ranking) Recording equipment French statements (for reading exercise) Coloured pens/pencils 'Wallwisher' (online notice board)</p> <p>ICT/Internet usage is encouraged in this Module, so it may be helpful to book access in advance; otherwise may print relevant website pages and disseminate to students.</p> |
| <p>Pupils will be able to calculate their carbon footprints and produce an action plan using French to explain it to the class.</p> <p>Pupils will be able to communicate their learning about climate change impacts from Vietnam to the UK with other audiences.</p> | <p>Vocabulary:</p> <p>Climate change concepts, including: - Mitigation - Adaptation</p> <p>French vocabulary</p> | <p>Overall Outcome:</p> <p>Pupils will reflect on and develop an understanding of their own and a different culture using a common theme – climate change impacts. It helps pupils understand that they do not exist in isolation and they will develop a much greater understanding of life in other countries. Identification of similarities and differences will contribute to positive social change as pupils will realise that, despite the vast difference in location, lives of young people are not as different as one might imagine.</p> <p>Assessment:</p> <p>Formative but also summative by evaluating the final projects presented to Primary Schools.</p> <p>Unit Extension</p> <p>Develop a link with a school in Vietnam to further explore the issues. Share concerns and ideas for solutions. Apply to the British Council for funding to further develop your work.</p> |



| Learning Objectives | Key resources | Suggested Activities | Cross-curricular & other | Outcomes | Extension(s) |
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| (1) Vietnam and climate change – setting the scene | | | | | |
| Pupils will be able to locate Vietnam on a map and generally identify risks that the country faces from climate change. | Post-it notes Index cards World map | <p>Introduce the Module topic – ‘Climate change impacts in Vietnam & the UK’ to students and explain that they will be considering the causes, effects and responses to climate change in the UK and Vietnam.</p> <p>Vietnam has been chosen because it is a French speaking country and because it is severely at risk because of climate change. See/show on whiteboard (or provide as handouts): www.oxfam.org.uk/resources/policy/climate_change/vietnam_report08.html?ito=3062&itc=0 www.scidev.net/en/news/climate-change-threats-outlined-for-vietnam-and-se.html http://ipsnews.net/news.asp?idnews=44046</p> <p>Provide pupils with post-it notes and ask them to put up on the wall in 2 different locations around the room: what they already know about Vietnam and what they want to know with regards to climate change.</p> <p>Diamond ranking: ask pupils to write on index cards in French what they know about climate change impacts in Vietnam using the website links above. Individually/in pairs/in groups, ask pupils to rank the climate change impacts in Vietnam that they think are most or least important.</p> | <p>Geography Science French Citizenship English Literacy</p> <p>Developing skills to evaluate information and different points of view on global issues through the media and other sources (Global Citizenship)</p> <p>Understanding how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in other countries (Interdependence)</p> | Pupils will begin to become familiar with Vietnam and explore climate change issues that are relevant to South East Asia. | Pupils may write a letter in French to ‘pen-pals’ in Vietnam asking about living day-to-day with the impacts of climate change in South East Asia. |
| (2) Similarities and differences of climate change impacts between UK and Vietnam | | | | | |
| Pupils will be able to identify and describe similarities and differences in climate change impacts across 2 very different countries. | Pictures in books, magazines, internet (laptops or computers) Statements in | <p>Ask pupils in groups to find images in magazines, books or the internet of climate change impacts (flooding, droughts, mosquitoes/disease spread, etc.) and sort into UK or Vietnam (or both). The teacher can challenge preconceptions of Vietnam during this exercise.</p> <p>Ask pupils to write brief statements in French which describe</p> | <p>Geography Science French Citizenship English Literacy</p> | Pupils will appreciate similarities and differences around the world in the context of | Students to ‘pack’ 2 imaginary suitcases – 1 for visiting Vietnam and the other as tourist to |

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| | French for reading exercise | <p>the scene in the picture; e.g. <i>Il pleut beaucoup et il y a souvent des inondations</i> (it often rains and there are floods). Pupils then swap statements with other groups/peers and match these to pictures. This will lead students to understand that both countries may face similar issues/impacts.</p> <p>Opinion line exercise on the question, 'The UK will be more affected by climate change than Vietnam. Do you agree or Disagree?' Ask students to move to one side of the room or the other reflect their decision. Ask each group to formulate an argument to defend their decisions. Question/debate as a class to allow groups to explain their decision.</p> | <p>Understanding how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in other countries (Interdependence)</p> <p>Appreciating similarities and differences around the world in the context of universal human rights (Diversity)</p> | climate change impacts and universal human rights. | England in 2100 (using the following global climate change scenario: 1 metre sea level rise & 3C temperature rise). What would you bring with you and why? |
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(3) Exploring UK climate change impacts

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| Pupils will be able to use accurate French to describe and argue their views on climate change impacts in the UK. | <p>News, magazine articles, internet (laptops or computers)</p> <p>Cards (for diamond ranking)</p> <p>Recording equipment</p> | <p>Research task – provide students with articles or other references on UK indicators of climate change (see KS3 Module 3 SoW downloadable from the Lead Schools site, as there are helpful website links to information that will get you started, e.g. flooding, peat bog, phenological changes etc.)</p> <p>Pupils should read their selected information and highlight the effects of these issues and present these to the class. These can be summarised on the board and discussed. Use French opinion words to link to each issue. Feedback and discussion.</p> <p>Group work – Mixed ability groups - Diamond-rank the issues in French. Feedback reasons for rank ordering. Peer assess with another group. Then decide on which issues are the most common.</p> <p>Group work – speaking work – in French, give scaffolding to present their arguments e.g. 'we think that flooding is the most</p> | Geography Science French Citizenship English Literacy | Pupils will expand their range of communication skills and put across different points of view to justify their argument. | Pupils may produce a leaflet for the school website which provides clear, concise and interesting information about climate change impacts in the UK, and solutions to help people adapt (see also KS3 Module 6 SoW & associated files on climate change adaptation). |
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| | | serious problem because it causes lots of damage.’ Record speaking work and playback to groups/class for practice. | | | |
| (4) Exploring Vietnamese climate change impacts | | | | | |
| Pupils will gain an awareness of the major impacts of climate change on the lives of young Vietnamese people. | News, magazine articles, internet (laptops or computers) Paper, pens, pencils, coloured pens World map | Pupils refer back to their questions about Vietnam from session 1. In pairs/small groups, pupils may further research their questions using the internet about the impacts of climate change in Vietnam and what people are doing to adapt, to help answer in more detail. Using this additional knowledge, ask pupils to formulate an interview in French of a young Vietnamese person answering questions about how climate change affects his/her life and what they do to adapt (i.e. protect themselves from these impacts). This is then read by a pupil to the class, with other pupils having to understand and answer the questions. Issues such as crop failure, flooding, weather extremes and disease should be addressed. | French Geography ICT English | Pupils will expand their range of communication skills and put across different points of view to justify their argument. Pupils will also empathise with others around the world and issues that different countries face from climate change. | Map skills – in groups, ask pupils to create a key in French showing climate change impacts in the UK and Vietnam and share their maps around the room. |
| (5) Starting an action campaign to improve the environment | | | | | |
| Pupils will be able to explain the main impacts of climate change that they face locally. Pupils will be able to calculate their carbon footprints and produce an action plan using French to explain it to the class. | News, magazine articles, internet (laptops or computers) | Ask pupils in teams to research and identify: (1) local impacts of climate change; (2) actions that they can improve on as individuals to reduce the causes of climate change (‘mitigation’), TV on stand-by, traffic/transport etc, which particularly interests them. Ask students to calculate their own carbon footprint using online carbon footprint calculator http://footprint.wwf.org.uk/ and formulate a strategy to reduce this. Using French , ask pupils make individual presentations highlighting the problems and promoting actions that could be taken to reduce that problem. This would be done using <i>avant</i> | French Geography Maths ICT Science Appreciating the global context of local and national issues and decisions at a personal and societal level. (Global citizenship) | Pupils will critically assess their own behaviours on climate change and develop solutions to change these behaviours and/or inspire others to take action. | Pupils/class to share their learning or presentations with partner primary school classes. |

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| | | <p>(before) and <i>après</i> (after) to record the change in their behaviour. E.g. Before I travelled to school by car. After I will walk. Differentiate by level of French and quality of presentations.</p> <p>Later: ask students to re-calculate their carbon footprint to review how it has changed.</p> | <p>Appreciating young peoples' views and concerns matter and are listened to; and how to take responsible action that can influence and affect global issues (Global citizenship)</p> | | |
| (6) Communicating about climate change | | | | | |
| <p>Pupils will be able to communicate their learning about climate change impacts from Vietnam to the UK with other audiences.</p> | <p>'Wallwisher'</p> | <p>Split the class into 5 groups. Each group should take one of the previous 5 session topics and prepare an activity suitable for teaching/informing primary school children all about their lesson.</p> <p>Arrange primary cluster afternoon. Primary children then visit each group as part of a carousel activity.</p> <p>Use a 'wallwisher' http://www.wallwisher.com/faqs to leave evaluation comments (<i>'Wallwisher' is an online notice board which can be used in this instance for students to leave feedback</i>).</p> | <p>ICT French Geography English Science Literacy</p> <p>Developing skills to evaluate information and different points of view on global issues through the media and other sources (Global Citizenship)</p> | <p>Pupils will develop confidence to communicate their increased understanding about climate change impacts from around the world.</p> | <p>Pupils could present their carousel of workshops at a parents' evening or a school open day.</p> |