

**A Shifting Climate Needs Sharper Thinking:
A Unit of 2 Lessons focusing on Climate Change Information and Critical Thinking (Foundation
and Advanced Levels)
KS3 in England (English)**

Introduction

This programme develops transferable evidence-evaluation skills required across Science, Geography, English, and Humanities curricula in all UK nations.

This unit develops transferable evidence-evaluation and media-literacy skills required across Citizenship, English, Science and Humanities in all UK secondary curricula, using climate examples as structured case studies.

As such, the programme functions as a cross-curricular reasoning module that can be delivered within Science, Geography, English, Citizenship, or broader interdisciplinary provision.

Climate Action Plan Compliance in England

This programme fulfils the curriculum-education strand of a school Climate Action Plan by developing pupils' climate information literacy, enabling them to evaluate environmental claims, interpret scientific evidence, and engage responsibly with sustainability initiatives. It strengthens the knowledge and decision-making capacity that underpins long-term climate action in education settings.

Purpose of the programme

This two-lesson KS3 unit develops students' ability to interpret information, evaluate claims, and justify decisions using evidence. Climate change is used as a real-world context, but the core aim is to strengthen transferable reasoning skills needed across the curriculum.

The unit teaches students to:

- identify what information is claiming
- recognise evidence and missing information
- interpret graphs and data correctly
- evaluate sources and expertise
- recognise persuasive language
- justify decisions using evidence

These skills support learning in multiple subject areas and align with national curriculum expectations in all UK jurisdictions.

Delivery requirements

- two standard KS3 lessons
- no specialist subject knowledge required beyond basic climate awareness
- group discussion-based
- minimal written workload
- ready-to-use student worksheet

The programme is designed for straightforward classroom delivery without additional resources.

Expected student outcomes

After completing the unit, students should be able to:

- apply a structured method to test reliability of information
- interpret graphs and claims with greater accuracy
- recognise when important information is missing
- justify decisions using evidence
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These competencies transfer directly to GCSE study in multiple subjects.

Implementation flexibility

The programme can be used:

- once per KS3 cohort
- as part of a broader climate education strand
- as an introduction to evidence evaluation skills
- as preparation for GCSE analytical work

No ongoing timetable commitment is required beyond the two lessons.

Curriculum positioning

This programme is not designed to sit within a single subject. It supports core analytical competencies already required across:

- Science
- Geography
- English
- Mathematics
- Citizenship/Humanities/Modern Studies

It may be delivered:

- within Geography
- within in Science
- within English
- as part of literacy across the curriculum
- as an interdisciplinary KS3 enrichment module
- during PSHE / tutor curriculum / project weeks

Schools may place ownership where most convenient operationally.

Direct Curriculum Mapping to English if taught here

KS3 English requires:

- analysing texts
- knowing how language presents meaning
- evaluating sources

Relates to:

- ✓ persuasive wording
- ✓ selective evidence
- ✓ tone vs proof

This is essential English curriculum skill development.

Cross-Departmental Justification

To explain why and highlight where subjects other than English can be involved in the teaching of this resource.

Subject contributions:

Science

Supports:

- working scientifically
- interpreting data and graphs
- evaluating evidence
- understanding reliability of claims

Students practise distinguishing evidence from assertion and recognising limits of data.

Geography

Supports:

- analysing environmental information
- evaluating sources
- interpreting climate-related data
- considering consequences of environmental decisions

Students apply geographic reasoning to real-world environmental claims.

English

Supports:

- critical reading
- analysing persuasive language
- distinguishing fact from opinion
- evaluating argument structure

Students practise identifying how language shapes interpretation.

Mathematics

Supports:

- interpreting graphical data
- understanding trends
- recognising misleading statistical presentation

Students learn how scale, timeframe, and representation affect conclusions.

Supports:

- evaluating public claims
- considering consequences of decisions
- understanding information used in public debate

Students discuss how unreliable information can influence real-world outcomes.

Inspection and school improvement relevance

The programme directly supports:

- disciplinary literacy across subjects
- evidence-based reasoning
- student ability to interpret complex information
- preparation for GCSE analytical requirements

It also strengthens students' ability to evaluate information encountered online and in media, supporting whole-school priorities for digital and information literacy.