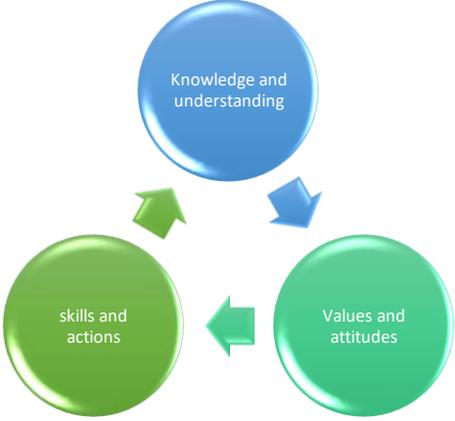


The Earth Museum Climate Action Learning Plan (for GFMAT Service Families Year 8 Learning Group, 2021-22)

<p><b>TEM Global Citizen Learning Framework</b></p>

<p><b>GFMAT Future Skills</b></p>
<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Teamwork</li> <li>• Creativity</li> <li>• Leadership</li> <li>• Aiming High</li> <li>• Problem Solving</li> <li>• Staying Positive</li> </ul>
<p><b>Curriculum Links</b></p>
<p><b>Science</b></p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Know and understand significant aspects of the history of the wider world; achievements and follies of mankind</li> </ul>

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contracts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history

### ***Geography***

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key human geographical features of the world (war, migration, cultural fusion)
- Are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- Use Geographical Information Systems to view, analyse and interpret places and data

### ***Computing***

- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- Create, re-use, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

### ***Citizenship***

- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

	<b>Lesson Plan 1: Climate Action Explorer Digital Resource</b>	<b>Lesson Plan 2: What Causes Climate Change and What is its Impact?</b>	<b>Lesson Plan 3: What Can We Do About It?</b>	<b>Lesson Plan 4: School Climate Action Challenge, Part one</b>	<b>Lesson Plan 5: School Climate Action Challenge, Part two</b>
Knowledge and understanding	<p>Understanding the United Nations Sustainable Development Goals</p> <p>Exploring climate action stories from the past to develop knowledge and understanding of climate challenges in the present</p>	<p>Understanding the science behind climate change</p> <p>Understanding how climate change occurs as a natural cycle and how human action has broken this system and accelerated change at an unprecedented rate</p>	<p>Know about the work being undertaken now by the global community via the United Nations</p> <p>Know how you can make a difference through individual actions</p>	<p>How to identify/ audit our use of energy during the school day.</p> <p>How some of this energy from fossil fuels is being used directly, and some involves the use of materials and equipment that require some form of fossil fuel energy/ element in manufacture.</p>	<p>How to reduce the school's carbon footprint by:</p> <p>Using less energy</p> <p>Using sustainable materials and equipment</p> <p>Using renewable energy</p> <p>Offsetting</p>
Values and attitudes	<p>Reflection on the impact we have on our planet, environment, and people across the world who we share it with; and how we are stewards with a duty of care to pass on</p>	<p>Realise the urgency and seriousness of our situation</p> <p>Appreciate that this is a global problem requiring a global solution</p>	<p>Want to make a difference through individual actions and becoming more aware of/ engaged in collective solutions</p>	<p>Want to make a difference through individual actions and becoming more aware of/ engaged in collective solutions</p>	<p>Want to make a difference through individual actions and becoming more aware of/ engaged in collective solutions</p>
Skills and actions	<p>Sharing this reflective experience with others</p>	<p>Be able to explain why we must act to save our planet and the place of humankind</p>	<p>Take actions to reduce your individual carbon footprint</p>	<p>Visually map their audit</p> <p>Working together as a team and showing leadership</p>	<p>Visually map their audit</p> <p>Working together as a team and showing leadership</p>



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