



### Transcript of curriculum making in action video

This artefact has been identified for the teaching of global climate change, which is part of Unit 3 for A Level Geography which is studied by 17-18 year old students. These students may, or may not have studied climate change as part of their GCSE studies but have all studied climate change as part of their key stage 3 curriculum. As you can see from the specification there is a direct reference to both climate change and global warming.

Before the artefact is introduced students existing knowledge and preconceptions of global warming is explored. This is then expanded upon when the artefact is shown as this can trigger more thoughts. This mind map activity is fundamental to understanding what the students are bringing to the classroom.

The infographic is supported by definitions of global warming and climate change. The first time the artefact is shown the students are asked to carry out an examination. It is important to understand who has created it, the intended audience of it, the purpose of it and what information it contains.

As you can see the artefact does not refer to one specific place, it is placeless, a tool to show what could happen if climate change was tackled in a certain manner. The artefact shows two scales: global effects and impacts alongside national effects and impacts. When using this artefact, I translate these to the UK setting.

The powerful geographical knowledge comes from using this artefact. Students watch a clip from an old BBC World Climate Change documentary showing the impact of climate change in Switzerland. This is a useful tool to scaffold conversations on the impact of climate change and to separate physical and human causes of climate change. The powerful knowledge comes from these discussions including the short and long term potential changes. The students are challenged to link climate change to health, development, urbanisation, industry, globalisation and sustainability. This activity challenges the students to think geographically about climate change and to establish indirect and direct links to other areas of their studies.

From this task, students are challenged to think beyond their existing knowledge by carrying out targeted research on the Department of Health. They are asked to look at the Department of Health's policy on the projected impact of climate change. This links directly to the artefact since co-benefits are shown between health and climate. The research is then used to identify direct and indirect links between the BMJ infographic and the Climate Change Act of 2008.

The geographical thinking is expanded by then looking at climate change alongside groundwater stores within the UK. Students are required to apply climate change projections to groundwater systems. This allows students to tie together knowledge of environmental wealth, energy supplies, health and place.

This infographic was used in three separate geography lessons, each 70 minutes in duration. The infographic proved a hook for the discussion of climate change. The lessons were inductive, the generalisations were given by the infographic and then through critical assessment powerful disciplinary knowledge was explored.

As the teacher, I guided the students through the activities, it was a teacher-centred task, yet the infographic provided alternative avenues for exploration.