



Year Groups: Year 3-6

Length: 25 mins

Starting Positions: Sit in your own space on the floor

Learning Intentions:

To know about:

- The causes of global warming (emission of CO2 from burning fossil fuels)
- The effects of global warming (e.g. droughts, melting ice caps, floods)
- Renewable and non-renewable energy sources
- The role of politics in preventing/allowing global warming

Synopsis:

- At school in 2062, your Dad calls but you're cut off. The Thames floods - you climb up to shelter.
- Dr Eco rescues you and sails you home. Your house has washed away. Your family are missing.
- Dr Eco's boat becomes a time machine: you'll go back in time to make the government cut fossil fuels.
- You photograph your washed-away house.
- In Uganda, where it's not rained for years, you give tribe leader Solomon a rain laser. The next-door village use their own, and a water war ensues.
- You go to the Arctic and photograph a polar bear, floating to its death on an ice raft.
- You go back to 2012. Disguised as an MP, you meet a young Dr Eco who's presenting a Fossil Fuel Bill
- You show the MPs the photos. The MPs vote in favour of the bill.
- It's announced that there's an imposter in parliament! You and Dr Eco go back to the future (to 2062).
- As you fly, you see wind-farms and tidal power. The Arctic is frozen, Uganda has grazing animals.
- You return to a dry London. Your Dad rings – you've been away for an hour. You say goodbye to Dr Eco.

Characters:

- **Teacher**
- **Dad**
- **Flood Warden** – solutions for global warming may create new jobs and industries
- **Dr Eco** – there are arguments to suggest that with proper investment, renewables could power Britain
- **Solomon** - 'cloud-seeding' (i.e. making clouds rain) is practiced in drought areas (in wealthy countries).
- **Polar Bear** – hunt seals off ice and don't have time to build fat reserves in winter. They can also drown
- **Leader of the Opposition** – it can seem 'too much hard work' to find an alternative to something that makes a lot of money

Locations:

- **School** – teaching/learning is set to change with digital technology (like, ahem, now>press>play).
- **London 2062** - sea levels could rise up to 600mm by 2100, putting coastal cities at risk.
- **Uganda** – some harvests in Uganda have failed for years. Tribes steal cattle and fight over pasture.
- **Arctic** – in recent years, the centre of the Arctic has become a 'lake' in summer.
- **London 2012** – In 1997 developed countries signed the Kyoto Protocol, setting emissions targets.

Glossary:

- **Global warming** - fossil fuels generate carbon dioxide. CO2 traps the heat in our atmosphere.
- **Fossil fuels** - energy sources like coal, oil and gas - formed from dead organisms.
- **Extinction** - the end of an species of animal or plant.
- **Houses of Parliament** - where the government and the opposition debate in Westminster.
- **Bill** - a proposal in parliament to change a law.
- **Renewable** - energy sources which won't run out (e.g. wind, tide) and are typically clean.
- **Non-Renewable** - energy sources which will run out (e.g. coal, oil, gas). Fossil fuels generate CO2.

Discussion:

Story & Factual

- Why is London particularly prone to flooding?
- How might coastal cities have to change if they start flooding regularly?
- Name three different consequences of ice caps melting.
- What was the situation in Uganda?
- Are there other countries in Africa that have suffered from drought or famine?
- What does renewable mean? Name a renewable and a non-renewable energy source.
- Why might a government not want to pass a law against the use of fossil fuels even though they know it would help the planet survive?

PSHE & Philosophical

- What did it feel like when you thought you had lost your family and house to flooding?
- If you had a time machine, what would you do? Is there anything else you'd try to fix? Is there a possibility you'd just make things worse?
- In Uganda, you and Dr Eco introduced rain lasers to the Ugandans but it started a war. Do you think we should be using technology to control the weather?
- Are human lives and habitats more important than those of animals' (e.g. the polar bear)?
- If fossil fuels were banned, the price of food would shoot up. What is more important: the environment or the price of food?
- You persuaded parliament by providing evidence for global warming from the future. How else could you raise awareness of the dangers of global warming today?

Resources:

You'll find these follow up resources on your shared drive:

- **Literacy Resources** – Reading Comprehension/Text Analysis, 3x SPAG exercises, Poem/Short writing exercise, Formal Prose, Creative Writing, Spelling Test
- **Photo Storyboard** – order the images from the story (or use them for other things – e.g. writing)
- **Quick Quiz** – re-cap key facts
- **Or try some recount, report or creative writing ideas of your own!**