



Geography: Year 7 Unit 5 – Weather and Climate.

Number of weeks		Content of the unit		Assumed prior learning (tested at the beginning of the unit)			
10 lessons (6 weeks)		The UK's weather, impact of weather upon human activity, ways to measure weather, types of rainfall, depression and anticyclone.		Pupils will know some key words from having seen weather forecasts.			
Assessment points and tasks		Written feedback points		Learning Outcomes (tested at the end and related to subject competences)			
Lesson 5: Rainfall descriptions Lesson 8: End of unit assessment Peer assessed activities throughout.		Lesson 5: Rainfall descriptions Lesson 8: End of unit assessment		<p>I can give my own opinion or reaction to a picture, statement or situation.</p> <p>I can give reasons for my opinions.</p> <p>I can identify advantages of processes and events.</p> <p>I can identify disadvantages of processes and events.</p> <p>I can explain advantages of processes and events.</p> <p>I can explain disadvantages of processes and events.</p> <p>I can explain the justification for a particular management strategy.</p> <p>I can explain how management can reduce the impacts of a problem / challenge.</p> <p>I can evaluate the sustainability of management choices .</p> <p>I can explain the different stakeholder views on processes and management.</p> <p>I can suggest new ways to make a process more sustainable or how to manage a process or event.</p>			
Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	Introduction: How can the weather affect us?	BTEOTL I will be able: To define weather To identify the impacts of weather To explain the impacts of weather To make links to how this will affect our daily lives	Tornado/hurricane/flood/snowstorm pictures (extreme weather)	PowerPoint Crib sheets Weather photos YouTube	Activity 1: Different types of weather photos. Pupils define weather and complete table – what are the impacts of this weather on human activity? How can we prepare for it. Review with class and peer mark. Activity 2: Videos of helicopter pilots. Pupils to use case study to complete a describe question. Describe sentence starters.	Weather and climate worksheet	Class discussion: What types of weather have the greatest negative impact on human activity?



2	How can we measure the weather?	BTEOTL I will: Identify aspects of the weather which we can measure. Describe the methods we can use to record the weather. Consider the advantages and disadvantages of each method. Compare how we could measure the weather to how meteorologists measure the weather.	Students look at the weather symbols and try to name what they represent. Extension to draw any more they can think of. Peer marking of this section.	Measurement instruments (images and real things) PowerPoint	Activity 1: Discuss what a weather forecast, meteorologist, met office does. Students note down the answers. Discuss what aspects of the weather we can measure – get students to think about this first then show them a list so that they can fill in any gaps. Ensure students are clear about the key words (and write them down if not) Activity 2: Students walk around the room and look at the posters, trying to fill in the table with data about how each thing is measured, by what instrument and with what units. There are images to support weaker students and an extension (with prompts) to consider advantages and disadvantages of each method. Some students consider what we can measure and what would have to be done by a meteorologist.	Students complete sheet with calculations and interpretation of sunshine hours data.	Students complete a quiz to check their knowledge, then peer mark. Look back at the objectives and reflect on how well they have been met.
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3	What is a microclimate?	<p>BTEOTL I will:</p> <p>Know the definition of a microclimate</p> <p>Describe how certain features change temperature or wind speed</p> <p>Explain how certain features change temperature or wind speed</p>	Students look at the image and try to guess what we will be learning today (3 differentiated questions)	Yellow textbook PowerPoint	<p>Activity 1: Students write down the definition of micro climate. Then they write sentences to describe areas of school with particular microclimates</p> <p>Activity 2: Guided reading of p20 in the yellow text book. Students read the information and complete the table to describe and explain how each factor affects temperature and wind. Example done already to show what to do – teacher could model another. Picture prompts for less able.</p>	Design a new park. Put the features in a suitable place for the microclimate it will have and annotate the diagram giving reasons for the choices.	Check your knowledge – differentiated questions to check today's learning.
4	What is the weather and climate like in Britain?	<p>BTEOTL I will be able to:</p> <p>To produce maps to show the temperature in the UK in summer and winter.</p> <p>To describe the difference between summer and winter temperatures.</p> <p>To explain the reasons for the change between summer and winter temperatures.</p>	Weather forecast...tell me the weather	Info packs PowerPoint	<p>Activity 1: Describe the weather, supply with sentence starters. Review and www ebi</p> <p>Activity 2: Tables and info packs on latitude, altitude, winds, aspect and ocean currents. Pupils to complete table using info packs. Packs to rotate every 5 mins.</p>	None	Fill in the blanks competition between groups.



5	How does it rain? (Convectional and relief)	BTEOTL I will be able to: Label a diagram and describe the process of convectional and relief rain. Describe and begin to explain the process of convectional and relief rain. Compare the characteristics of convectional and relief rain. Apply this knowledge to the wider world	Students create an acrostic to show their learning from the last few lessons. 3 choices.	YouTube PowerPoint Describe and explain scaffolds	Activity 1: Introduce the concept of there being different types of rainfall. Show students the 2 videos/animations showing the 2 types. Students sketch the diagrams and add labels to show the process, first of convectional rain, then of relief rain. Activity 2: Students write sentences/paragraphs to describe, explain and compare the process. Questions colour coded to show differentiation. Students must work through the tasks in order from red to purple.	None	Students look back at today's outcomes and rate their progress. Teacher to ask questions to consolidate/demonstrate their learning.
6	How does it rain? (frontal and bringing it together)	BTEOTL I will: Label a diagram to show the process of Frontal rain. Describe the process of Frontal rain. Explain the process of frontal rain. Compare the 3 types of rainfall.	Students look back at their work to determine whether the statements are true or false. Animation answers to check these.	Blank diagrams PowerPoint	Activity 1: Students create their own diagram and add labels to show how frontal rainfall occurs. Stretch question to explain why this rainfall happens a lot in the UK. Activity 2: Students copy and complete the sentences to describe the process of frontal rainfall. Differentiated questions to explain the process and compare the rainfall types.	Revise for a key knowledge test.	Students work in pairs to come up with a good way to remember which type of rainfall is which.



7	Forecasting the weather (anticyclones and depressions)	BTEOTL I will: Describe the weather conditions in an anticyclone and a depression. Explain why the weather conditions are different in an anticyclone and a depression. Annotate anticyclones and depressions on a weather map and give evidence for decisions.	Students complete key knowledge test	Yellow textbook PowerPoint	Activity 1: Students look at the image of hot air balloons and describe what they can see, think about how they might work and how this relates to our topic. Introduce today's key words and make sure students record them (isobar, high pressure, low pressure) and make sure students understand that hot air rises and cold air sinks. Students watch the video and sort the statements into the correct side of the table, according to whether they represent a depression or an anticyclone. Activity 2: Students complete the sentences to describe how depressions and anticyclones occur (there are key words to help.) There are then 3 more levels or questions for students to answer, colour coded by difficulty. They can use the text book or the help slide for assistance.	Revise for the end of unit test.	Students look at the pictures of the weather maps and vote whether it is an anticyclone or a depression,. Then justify their answers. Students work with a partner to come up with a clever way to remember which is which.
8	Assessment	BTEOL I will: Be able to show off how great I am at Geography	How do I answer problem solving based Qs...give me the structure	Exam Papers	Activity 1:P Pupils complete assessment	None set	Take feedback on how pupils thought it went
9	Assessment Run through	To create www and ebi for myself	Review your test – each tell your partner what you think is a www and ebi	Mid Unit tests Mid Unit Mark schemes	Whole lesson. Run though test. Pupils to grade their work with www and ebi and run through occurs	Complete your most important ebi	Class discussion: What are our most important ebi?