

Year 7 GEOGRAPHY – Weather and climate

Intent	<p>Wider Learning:</p> <ul style="list-style-type: none"> • Biomes • Tropical rainforests • Climate change • Biodiversity • Weather and climate for other countries outside of the UK • Global atmospheric circulation • Extreme weather for other countries outside of the UK 	<p>Prior learning:</p> <p>An understanding of weather in the UK at KS2 and from personal experience. This should include some understanding of basic geographical terminology when referring to meteorological vocabulary.</p>	<p>Key vocab:</p> <ol style="list-style-type: none"> 1. Weather 2. Climate 3. Atmosphere 4. Temperature 5. Tropical 6. Mediterranean 7. Polar 8. Precipitation 9. Air pressure 10. Humidity 11. Anemometer 12. Meteorologist 	<ol style="list-style-type: none"> 11. Microclimate 12. Hypothesis 13. Prevailing wind 14. Isotherms/bars 15. Cyclones 16. Convectional 17. Relief 18. Frontal 19. Depressions 20. Front
	<p>The big questions</p> <ul style="list-style-type: none"> • This module's underpinning 'big question': Can I explain why different weather events occur and why the world has many different climates? 			
Implement	<p>Order of learning</p> <ol style="list-style-type: none"> 1. Introduce the module and the subject. Define weather and climate. Discuss the difference using examples. What's behind the weather? Teach the 2 main concepts before introducing the worksheet. Plenary – check understanding (true or false questions). 2. Rainfall. Recap the water cycle in the starter activity. Group activity, place the 3 posters outside of the room and have students recreate the posters from memory as a team. Explain each type of rainfall. Introduce the worksheet and questions. Correct and reflect. Plenary – recap and check understanding from the lesson. Students to make a short quiz for other students in the class. 3. Air pressures. Starter activity recaps rainfall from the previous lesson. Explain what air pressure is, what high and low pressures are. Hinge questions to check understanding. Use Geog 2 textbook to complete the table. Questions for all levels on slide. Correct and reflect. Plenary – wordsearch. 4. UK climate and changeable weather. Students to produce a poster using resource and Geog 2 textbook on why UK has the climate it does and why our weather is changeable. Peer assessment of posters. 5. Depressions and low pressures. Starter – recap previous knowledge. Storyboard of a depression with questions for all levels. Homework: In the world this happened this month... November. Ellen McArthur. 6. UK extreme weather. Starter – guess the extreme weather. Introduce social, economic and environmental effects using an image of a UK flood. Independent research task that will see students research a UK extreme weather event. Plenary - social, economic and environmental effects using an image of a UK extreme cold spell. 7. UK extreme weather. Documentary with questions. Correct and reflect. 8. Tropical storms. Discuss tropical storm names around the world and their distribution. Discuss why they occur. Storyboard or card sort (with questions) task for all levels of ability. Correct and reflect. Plenary – true or false check for understanding. 9. Climate and climate factors. 10. World climates. Starter activity will recap high and low pressures. Discuss the patterns of climate zones around the world. Guess the climate zone using images quiz. A3 worksheet task exploring climate zones. Correct and reflect. 11. Measuring weather. Recap in the starter activity on the different climate zones. Students will gather information from around the room about the different ways we can measure the weather. 12. Microclimate study. Introduce by discussing 'what is a microclimate?' Then discuss what affects a microclimate. Students will then produce a hypothesis and select 2 sites for their investigation. Data collection. Lastly, evaluation of results and testing against the hypothesis. Does it prove we have a microclimate here at MDSA? 13. Weather and climate skills revision – PowerPoint followed by individual mind mapping. Guided study for some students will be required. 14. Weather and climate skills summative assessment. Feedback on homework. 15. Feedback on map skills assessment, EBI and WWW. WCF sheet available as required. 		<p>Differentiation</p> <p>G&T/stretch: Link to other geographical topics. Questioning based on higher order (bloom's taxonomy of questioning). Super stretch tasks (GCSE).</p> <p>Scaffold in mind: Modelling tasks. Scaffolding and explanations to assist students in this bracket. Support students with sentence starters. Recap during starters and plenaries (link).</p> <p>SEND: Short chunks of reading with glossaries. Sentence starters and word banks for written tasks. Dual coding on slides.</p>	
	Impact	<p>Assessment and homework</p> <ul style="list-style-type: none"> • Formative assessment using hinge questions, starters, plenaries and questioning throughout the lessons. Adjust lessons to adapt to the groups understanding of each topic taught (as required). • Formative assessment of weather and climate. • Homework will look to 'hook' students onto interesting geographical topics and develop geographical questioning techniques in a fascinating manner. <i>What happened in the world this month...</i> • Summative assessment 1 will take place at the end of topic. 		<p>Feedback</p> <p>Feedback strengths and areas of critical evaluation. Peer and self-assessment. Correct and reflect opportunities to encourage independent progression.</p>
<p>Where will this be revisited?</p> <p>The lessons taught in this model are fundamental geographical skills which will be revisited throughout KS3 and KS4 lessons, for example, social/economic/environmental impacts, climate graphs, climate zones, weather conditions, climate change, fieldwork skills and extreme weather.</p> <p>Yr 8 will progress students to fieldwork further afield. Yr 9 will progress students to world biomes and TRF. Locational knowledge and atlas work throughout KS3 and KS4.</p>				