

Subject	Year	Term
Geography	8	Summer Term 1
<b>Topic</b>		
Weather the Storm		
<b>Content + skills (Intent)</b>		
<p><b>Prior Learning (Topic)</b>  <b>KS1/KS2 –</b></p> <ul style="list-style-type: none"> <li>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p><b>KS3 at Balcarras –</b> Think Today Enjoy Tomorrow (Year 7), Help We’re Going Under (Year 7), Cut Down Deforestation (Year 8), “Wanderlust” Africa and Asia (Year 8)</p>		
<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Be able to define weather and climate and understand how they are different.</li> <li>Learn why weather and climate varies across the planet.</li> <li>Understand how we measure the weather.</li> <li>Learn how to interpret weather maps and create their own weather forecasts using a set of weather data.</li> <li>Learn why it rains and the different cloud types.</li> <li>Learn what a microclimate is and the factors that influence climate in a small area.</li> <li>Undertake a microclimate investigation around the school.</li> <li>Learn what is meant by extreme weather and be able to identify different types of extreme weather.</li> <li>Undertake research on a geographical question of their choice related to weather and climate.</li> <li>Learn about the formation of tropical storms (focussing on hurricanes in the Atlantic Ocean), the impacts they have and how we reduce the hazard risk through monitoring, planning and protection.</li> </ul>		
<p><b>Future Learning (Topic)</b>  <b>KS3 at Balcarras –</b> Fairer Trade – A Choice and a Voice (Year 8), Pershing Places (Year 8), The delicate balance – Ecosystems (Year 9), Clean Water for Everyone (Year 9), Paradise Lost? (Year 9)  <b>KS4 at Balcarras –</b> Physical Landscapes in the UK (Year 9/10), Natural Hazards (Year 10), Resource Management (Year 11), The Living World (Year 11)  <b>KS5 at Balcarras –</b> Hazards (Year 12), Coastal Systems and Landscapes (Year 12), Global Systems and Global Governance (Year 12/13), Water and Carbon (Year 13), Population and the Environment (Year 13).  <b>Cross curricular-</b> Science</p>		
<p><b>How will knowledge and skills be taught? (Implementation)</b></p>	<p><b>How will your understanding be assessed &amp; recorded (Impact)</b></p>	
<p>A series of lessons covering: weather and climate (including global patterns), measuring the weather, weather forecasting, rain and clouds, microclimate, extreme weather and tropical storms.  Microclimate data collection around school.  Through homework tasks e.g. horrible geography task.</p>	<p>Through a graded assessment in the form of a geographical write up based on a microclimate investigation around the school environment.  Marks for homework tasks.  Marking of classwork.</p>	
<p><b>How can parents help at home?</b></p>		

Support with homework and revision techniques for graded assessments. Discuss current affair issues by watching/reading the news. Download the BBC or Guardian news app and set to environmental notifications to receive the most update articles. Watching relevant documentaries.

**Websites you could look at:**

- <https://www.bbc.co.uk/newsround>
- <https://www.bbc.co.uk/bitesize/topics/zx38q6f>
- <http://www.weatherwizkids.com/>
- <https://www.dkfindout.com/us/earth/weather/>
- <https://www.bbc.co.uk/weather>

**Programmes/Films you could watch:**

- Global Climate Debate – BBC I Player
- Panorama – Wild Weather: Our World Under Threat – BBC I Player
- Britain’s Wildest Weather – Channel 4
- Extreme Weather Podcast - <https://www.bbc.co.uk/programmes/p09qy22c>
- The Day after Tomorrow
- The Perfect Storm
- Twister

**Conversation Starters:**

- Weather and climate are the same thing.
- Lightening never strikes twice at the same location.
- The strength of the wind if the most important factor in determining the damage caused by tropical storms.
- Red sky at night shepherd’s delight, red sky in the morning shepherd’s warning. Is this saying true?
- Do new spider webs mean dry weather?
- Are tropical Storms the weather events that kill the most people every year?
- Not all scientists agree that Global Warming is happening.
- Is it that bad if the planet gets a few degrees warmer?
- Human Activities alone are what cause the greenhouse effect.

## Helpful further reading/discussion

Reading	Vocabulary Lists	Careers Links
<p>How to read the weather – Storm Dunlop</p> <p>The Cloudspotter’s guide - Gavin Pretor-Pinney</p> <p>The Cloud Collectors Handbook - Gavin Pretor-Pinney</p> <p>Is Our Climate Changing? by Anne Rooney</p> <p>On Thin Ice: Climate Change by Lynette Evans</p> <p>Predicting the Effects of Climate Change by JohnTownsend</p> <p>The Rough Guide to Climate Change by Robert Henson</p> <p>Climate Change by Colin Hynson</p> <p>Climate Change by Chris Oxlade</p> <p>Climate Change by Richard Spilsbury</p> <p>Climate Change by Mike Unwin</p> <p>Changing Climates by Terry Jennings</p> <p>Changing Climate (Living with the Weather) by Louise Spilsbury</p> <p>Climate Change: Our Impact on the Planet by Simon Scoones</p> <p>Energy Revolution – Climate Change and the Post-Carbon Future</p>	<p>Weather</p> <p>Climate</p> <p>Temperature</p> <p>Humidity</p> <p>Visibility</p> <p>Forecasting</p> <p>Microclimate</p> <p>Tropical Storm</p> <p>Hurricane</p>	<p>Jobs linked to the topic referenced within lessons e.g. meteorologist, climate change related jobs.</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zv6992p">https://www.bbc.co.uk/bitesize/articles/zv6992p</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zbywwnb">https://www.bbc.co.uk/bitesize/articles/zbywwnb</a></p> <p><a href="https://nationalcareers.service.gov.uk/job-profiles/meteorologist">https://nationalcareers.service.gov.uk/job-profiles/meteorologist</a></p> <p>Further information on the VLE.</p> <p><a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a></p>