

Medium Term Plan for Geography Year 3 and 4 Investigating Weather!

This topic is intended for children to learn and develop ideas about weather conditions around the world. The focus is the relationship between weather and tourism, but it could be extended to include other forms of human activity, eg occupations, settlement, transport, or amended to make another human activity the main focus.

Differentiation and Expectations:

Most children will: respond to questions about where places are, beginning to offer observations about locations and patterns, eg areas of the world where there are particular types of climate; respond to geographical questions about places and begin to suggest their own geographical questions; undertake simple investigations using maps and secondary sources mainly provided by the teacher

Some children will not have made so much progress and will: respond to questions about where places are; make simple observations in response to tasks set by the teacher

Some children will have progressed further and will also: offer appropriate observations about locations and patterns; respond to geographical questions and begin to suggest their own appropriate geographical questions

Cross curricular links to other subjects:

- Literacy – information posters, persuasive writing
- Numeracy – data handling, coordinates, associated word problems.
- Art – generation of water maps, subject and inspiration for painting theme
- PHSE – tie-ins to neighbourhood and environment theme.
- ICT – use of internet for research; link to writing for different audiences.
- Science – observation and field work skills on trips etc.
- Assembly –presentation of Literacy work etc.

Lesson No.	Lesson Intention (and learning objectives/success criteria)	Activities	ICT Opportunities	Vocab.	Resources
1	<p style="color: red;">Aim: to see where we go on holiday and why!</p> <p>Children should learn;</p> <ul style="list-style-type: none"> • to investigate places • to use and interpret globes, atlases and maps 	<ul style="list-style-type: none"> • Ask children about their recent holiday destinations. Tease out from them why they thought they went there. Focus on what the weather was like at their destinations 	<ul style="list-style-type: none"> • use of IWB for displaying world map and holiday destinations 	Holiday, weather, climate, route, journey, transport, distance, destination, leisure, country, continent	<ul style="list-style-type: none"> • IWB notebook • A3 activity sheet showing atlas

<p>2</p>	<p>Aim: to find out where the hot and cold places of the world are! Children should learn to:</p> <ul style="list-style-type: none"> to ask and respond to geographical questions to recognise patterns to use geographical vocabulary about weather conditions around the world 	<ul style="list-style-type: none"> Discuss with the children where hot and cold places tend to be located through discussion of holidays and atlas work, introducing the idea of climatic zones. Show zones on whiteboard and atlases Show children a list of possible destinations or countries, and show them how to use an atlas to find out how hot or cold these countries are. 	<ul style="list-style-type: none"> use of IWB to show temperature map of world 	<p>climatic zone, hot, cold, dry, wet, tropical, desert, warm temperate, cool temperate, polar, temperature</p>	<ul style="list-style-type: none"> IWB notebook Atlases Activity sheet
<p>3</p>	<p>Aim: to find out where the dry and wet places of the world are! Children should learn to:</p> <ul style="list-style-type: none"> to ask and respond to geographical questions to recognise patterns to use geographical vocabulary about weather conditions around the world 	<ul style="list-style-type: none"> Discuss with the children where dry and wet places tend to be located through discussion of holidays and atlas work, reinforcing the idea of climatic zones. Show zones on whiteboard and atlases Show children a list of possible destinations or countries, and show them how to use an atlas to find out how dry or hot these countries are. 	<ul style="list-style-type: none"> Use of IWB to show rainfall map of world 	<p>climatic zone, hot, cold, dry, wet, tropical, desert, warm temperate, cool temperate, polar, temperature rainfall</p>	<ul style="list-style-type: none"> IWB notebook Atlases Activity sheet
<p>4</p>	<p>Aim: to choose holiday destinations and methods for getting there! Children should learn to:</p> <ul style="list-style-type: none"> to ask and respond to geographical questions how places relate to each other to use and interpret atlases and maps about weather conditions around the world 	<ul style="list-style-type: none"> Divide the children into small groups and ask them to decide where they will send a person with particular likes, dislikes and needs on holiday this summer. This could be someone they know or they could use profiles of fictitious people to ensure that a range of holidays, in terms of weather and climate, are considered. 	<ul style="list-style-type: none"> Use of IWB to model ideas, and to show temperature map of world. 	<p>route, journey, transport, distance, destination, leisure, country, continent</p>	<ul style="list-style-type: none"> IWB notebook Atlases Appropriate websites – find these Various customer profiles for children to interpret requirements. Activity sheet showing children's recommendations.

		<p>When each group has chosen a holiday destination, ask them to locate the place, using an atlas, and identify the climatic zone. Then ask them to mark, on a base map of the UK or world, the route from 'home' to the holiday destination and state the type of transport they would use. Information from all groups could be collated and transferred to a whole class display.</p>			
5	<p>Aim: to decide what we would need to take with us to our holiday destination! Note: this would be done as a speaking and listening literacy lesson.) Children should learn</p> <ul style="list-style-type: none"> About the effect of weather on human activity. 	<ul style="list-style-type: none"> Get children to look at the temperature and rainfall data on their chosen destination, or provide groups with specific data for different destinations. From that, ask each group to discuss and then write a list of what they would pack if they were visiting the chosen destination, taking weather and climate into consideration. 	<ul style="list-style-type: none"> IWB notebook to model activity. 	<p>route, journey, transport, distance, destination, leisure, country, continent</p>	<ul style="list-style-type: none"> Activity sheets IWB notebook to model activity. Data sets for different destinations.
6	<p>Aim: to use the internet to find out what the weather is like in our chosen destination – right now! Children should learn</p> <ul style="list-style-type: none"> to ask and respond to geographical questions to use geographical vocabulary about 	<ul style="list-style-type: none"> Show children website where you can input the destination and find out what the temperature and weather conditions are like. Ask the children to 	<ul style="list-style-type: none"> Use of internet to research geographical data 	<p>route, journey, transport, distance, destination, leisure, country, continent</p>	<ul style="list-style-type: none"> Access to computer suite Websites that show up to date weather info for a range of destinations

	weather conditions around the world	imagine they are in the chosen destination and to write a postcard describing the range of weather conditions and leisure activities that depend on the weather that they experienced on holiday, eg <i>visiting an indoor leisure pool on a wet day, going to the beach on a hot day, staying in the shade by a hotel pool on a very hot day. Model accordingly.</i> The postcards could be added to a whole class display.			<ul style="list-style-type: none">• Postcard proformas
--	-------------------------------------	--	--	--	--