Acle Academy

Y8 GEOGRAPHY

WEATHER AND CLIMATE- How does our weather work?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
• In this unit, students will start to study geographical processes which produce the weather. They will be introduced to the position and significance of latitude, longitude, Equator, and Northern and Southern hemisphere and link these to the different weather zones, and biomes. • Throughout the unit they will start to explore different weather events by using locational geography, students will build on the KS2 curriculum with regards to place knowledge, and physical geography to link weather processes and impact of physical geography on specific extreme weather. • The unit is sequenced so that pupils will start by explain processes – linking to impacts and the locational geography via the study of recent case studies.	• Students will understand the difference between weather and climate, how we measure it, and being able to explain the impact of weather on communities and countries by studying different case studies. • To understand how human and physical processes interact to influence, and change the climate: and how human activity have an impact on our climate, stretch tasks exploring impact of current concerns of climate change via study of extreme weather and change of weather and climate over time.	Meteorology Pressure Precipitation Condensation Weather Climate Atmosphere Cumulus Nimbus Temperate Prevailing Hurricane Tornado
Challenge and Support:	**World wide learning/ links to 21st century:**	**Cultural capital/ Industry/ Enrichment:**
• Progress grid, scaffolded worksheets, structure strips, support skills booklet • Please note, for scaffolded work there are two versions to choose from. You will notice one is heavily scaffolded, this has been designed for a particular student who struggles to write. Please adapt and select as you see fit. Also, for HA, please encourage to complete all further thinking tasks.	• We will study recent extreme weather events such as the flooding in Boscastle and the 2018 heatwave in the UK. Students will start to draw upon impacts on extreme weather events from a social and economic point of view. • From a political point of view we will start to explore the concept of Climate Change, what we mean by this and the impact of climate change on the world in 21st C and the future. Reading -The	• Explore professions linked to weather- such as meteorologist, someone who predict the weather and study the causes of particular weather conditions using information obtained from the land, sea and upper atmosphere, and weather reporter. https://www.prospects.ac.uk/job-profiles/meteorologist • Weather broadcaster – external visit from a current ITV broadcaster- presenting skills, training needed

• Britain Underwater: Fighting the Floods https://www.itv.com/hub/britain-underwater-fighting-the-floods/7a0157 • Reading: Climate Change – The Guardian have an excellent section on Climate Change which is frequently updated with articles and is well worth dipping into https://www.theguardian.com/environment/climate-change • The week Britain Froze (Dispatches) https://www.channel4.com/programmes/dispatches/on-demand/66548-007	Conversation – a wealth of articles – frequently updated – highly recommended! https://theconversation.com/uk/topics/climate-change-27 • Extension work- home learning Greta Thunberg's manifesto available through the geography department – exploring young adult raising awareness and impact of protest to make change.	and hands-on opportunity for pupils to create and film themselves presenting the weather using green screen, real life opportunity to see weather at work in the real world.
Historical, Social, Moral, Spiritual, Cultural context:	**Cross curricular links/ literacy/numeracy:**	**Common misconceptions:**
• From a historical and social context students will explore how weather has changed over time, potential causes of this, linking to impact of human consumptions and the way society and industry has changed in order to accommodate out living standards. • From an ethical and spiritual point of view, students will be asked to reflect upon our responsibility with regards to climate change, and weather we have a moral duty to act upon the evidence with regards to climate change when we can see the impact that extreme weather events can have upon communities across the globe.	• The unit links closely to science and biology where students will explore the science behind the change in atmosphere and impacts of use of different resource on climate. • Numeracy – being able to read, produce and analyse climate graphs. • Literacy – use of keywords in context, through inclusion in activities and expectation of use in extended writing. • Opportunities for class reading out load using a variety of different texts, including newspaper articles.	• High and low pressure – to understand what weather is linked with each type. This will be addressed through words association, re-cap and freeze frame/ picture links. • Common misconception of misuse of the concepts of weather and climate- when each is to be applied- this is addressed in clear teaching in first two lessons, with re-cap game on true and false- revisited throughout the unit.

Assessment timeline:

- Revisits to geographical concepts from KS2 such as locational and maps skills using reference points of equator, hemisphere etc.
- Regular re-visits and application both orally and in formal writing tasks of key vocabulary and subject knowledge through starter tasks, re-cap quizzes and low stake knowledge tasks.
- End of topic review Task- assessed.

Home learning
• Create postcard from a holiday in the UK describing the weather linked to typical weather brought by airmass – partner must guess which airmass they are describing using new knowledge and key vocab. • Create a weather report using weather symbols / alternatively a mini fieldwork study of the weather over a week.
Feedback
• Feedback will follow school policy and include live feedback using the iscan. • Peer reading and feedback will be used through sharing of weather reports- peer assessments. • Re-cap quiz will be marked mainly using self-assessment.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													