

HAMPDEN GURNEY MEDIUM TERM PLANNING

Class: Mr Rodgers Term: Autumn 1 2009/10 Topic: Weather around the world Subject: Geography Lesson length: 1 hour

Differentiation and support	Vocabulary	Cross curricular links
<p>SEN / EAL: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs on the carpet.</p> <p>GT: require additional, detailed information, presented in correct tone.</p>	<p>Holiday, weather, climate, climatic zone, hot, cold, dry, wet, tropical, desert, warm temperate, cool temperate, polar, temperature, rainfall, route, journey, transport, distance, destination, leisure, country, continent, population</p>	<p>Science: meteorology, measuring temperature.</p> <p>ICT: combining text and graphics unit</p> <p>Literacy: letter writing</p> <p>Numeracy: Temperature, Position: N, S, W, E</p> <p>Display: Weather diary for five weeks of daily temperature and overall conditions e.g. sunny, rainy</p>

W	LO	Schemes of work Skills/Knowledge/Activities	Resources	Success Criteria	Evaluation
1	<p>Formative assessment exercise</p> <p>Weather001</p>	<p>Children complete a mind map on what they already know about weather around the world.</p> <p>This will hopefully tell me what they already know, and therefore what they need to learn.</p> <p>In this lesson each child will write in one particular coloured pencil. In the last lesson the children will return to their mind maps to add what they have learnt in a different coloured pencil.</p> <p>Plenary: Children also make a list of questions they would like to know the answers to on weather, climate and climate zones</p>	<p>Mind map frame</p>	<p>Complete a mind map and list of questions they would like answered</p>	

2	<p>To investigate places</p> <p>To use and interpret globes, maps and atlases</p> <p>Respond to geographical questions about places and begin to suggest their own geographical questions</p> <p>Weather 002</p>	<p>Intro: Give out an atlas between two. Discuss with children where they have been on holiday. Ask children one at a time and find the place:</p> <ul style="list-style-type: none"> • On a world map on the IWB • Get one child to find the place on the globe • All children find the place in their atlas (15 mins) <p>Main: Read a model example I have written about going on holiday. (5 mins)</p> <p>Write about place have been on holiday to, with the following list of prompt questions displayed on the IWB:</p> <ul style="list-style-type: none"> • Where was the place? • How did you get there? • How long did you go for? • Who did you go with? • Why did you go to the place you went to? • What was the weather like? • What did you take? • What did you do? • What did you enjoy? Why? • What did you not enjoy? Why? • Did you send a letter or postcard? Who did you send it to? (20 mins) <p>How were all these things influenced by the weather?</p> <p>Plenary: Children read their recounts to each other and ask each other any questions they have (10 mins)</p>	<p>Atlases</p> <p>Globe</p> <p>Political world map on IWB</p> <p>Display list of questions on IWB</p>	<p>MUST: find a place they have been on holiday and write about it</p> <p>SHOULD: link the activities on their activity to the weather where they visited</p> <p>COULD: write about relevant things that they have not been prompted by me to write about</p>	
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3	<p>To recognise patterns</p> <p>To undertake simple investigations using maps</p> <p>Weather 003</p>	<p>Intro: Explain what a key is and how to use one.</p> <p>In pairs on carpet, children look at world map showing climate and try to find a pattern about location of hot and cold places. Look at climate map and discuss that areas close to the equator are warmer and areas closer to polar regions are colder</p> <p>Explain the difference between weather (what is happening on a particular day) and climate (typical weather in an area over a period of time) (10 mins)</p> <p>Explain why the equator is the hottest part of the earth and the poles are the coldest places, with the aid of a diagram, a globe and a torch. (10 mins)</p> <p>Main: Children colour in climatic zones on world map.(25 mins) Colour map using blue for polar, yellow for desert, red for tropical and green for temperate</p> <p>Cross reference with a world map to:</p> <ul style="list-style-type: none"> • Label oceans • Label continents • Find places e.g. Brazil, London on the world map and label them on their climate map <p>Plenary: Label oceans, continents and places on map on the IWB (10 mins)</p>	<p>Torch</p> <p>Globe</p> <p>Map showing climate zones http://www.meteorologyclimate.com/Climate.htm</p> <p>Coloured pencils</p> <p>Blank world maps</p> <p>Atlases or world map with places and oceans</p> <p>Blank world map on IWB</p>	<p>MUST: colour in the main four climate zones on a map</p> <p>SHOULD: label the oceans and continents</p> <p>COULD: find places in an atlas and label them on their map</p>	
4	<p>To undertake simple investigations using atlases</p> <p>Weather 004</p>	<p>Intro: Explain what an atlas is and how it is organised. Explain how it contains different types of maps with different types of keys, and maps with different amounts of detail.</p> <p>Model how to find places by searching either in the contents or in the index</p> <p>Go through some examples with all the children on the carpet (10 mins)</p> <p>Main: Children have to answer a range of questions using their atlases (30 mins)</p> <p>Plenary: In partners children come up with questions for each other to answer using the atlases (10 mins)</p>	<p>Copies of the <i>same atlas</i> (having all different ones makes the lesson much harder)</p> <p>Differentiated questions to answer using an atlas</p>	<p>MUST: know what an atlas is and how to navigate it</p> <p>SHOULD: be able to find places, referring to their page number and grid coordinates</p> <p>COULD: answer questions that require interpretation of keys and cross-referencing between different maps</p>	

5	<p>Research and compare flights and journeys</p> <p>Weather 005</p>	<p>Intro: Explain the role of a travel agent (someone who researches holidays). Explain that in the past you needed to go to a travel agent to book a flight, but now you can book a flight for yourself using the internet. Explain that children are going to be researching journeys.</p> <p>Model how to complete the following tasks:</p> <ol style="list-style-type: none"> 1. From, to, duration and price for 5 different flights 2. Compare price of flights in summer holidays, Christmas and mid-January 3. Compare journey from London to Paris by plane, coach + ferry and Eurostar, choosing and explaining a preference <p>Main: Children try to do tasks independently.</p> <p>Plenary: Discuss what we found out:</p> <ul style="list-style-type: none"> • different prices at different times of the year. Why? • advantages and disadvantages to different forms of transport. 	<p>Worksheet</p> <p>Hyperlinks in year 3 folder</p>	<p>MUST: compare 5 different flights</p> <p>SHOULD: compare prices of the same flight at different times of the year</p> <p>COULD: Compare different methods for the same journey and explain a preference</p>	
6	<p>Understand that climate impacts on the lives of animals and that they are adapted to suit their climate</p> <p>Weather006</p>	<p>Intro: Explain that animals are adapted to suit different environment and give some examples e.g. a fish being streamlined or a tree losing its leaves.</p> <p>Explain the term habitat – where an animal lives.</p> <p>Explain task: children will have a description of the adaptation of four plants and four animals. Based on what they have learnt in literacy they need to work out which animal and which plant lives in which climate. (10 mins)</p> <p>Main: Children read descriptions of adaptations of plants and animals and work out which climate the plant / animal lives in.</p> <p>Extension: Answer questions on why one of the plants / animals would not be suited to a particular climate (30 mins)</p> <p>Plenary: In partners children compare their answers and discuss reasons for any differences.</p> <p>Come back together as a class and go through the correct answers to the task. (10 mins)</p>	<p>Descriptions of the adaptations of different plants and animals</p>	<p>MUST: know that animals are adapted to suit their climate</p> <p>SHOULD: be able to tell which climate an animal / plant lives in based on a description of it adaptations</p> <p>COULD: explain why an animal / plant might not survive in a particular climate</p>	

7	<p>Respond to geographical questions about places and begin to suggest their own geographical questions</p> <p>Realise the impact of weather on human activity</p> <p>Weather007</p>	<p>Intro: Children will have worked on desert climates in literacy.</p> <p>Recap key features of desert climate e.g. hot, dry, sandy etc and some key facts about life in the desert e.g. no roads or trains</p> <p>Display a list of these on the IWB to help prompt questions.</p> <p>Explain task: children will be writing a letter to a member of a nomadic desert tribe:</p> <ul style="list-style-type: none"> • asking them questions about their lives • telling them about life in Britain <p>Go through layout of a letter (15 mins)</p> <p>Main: Children write a letter to a member of a nomadic desert tribe (20 mins)</p> <p>Explain that we are now going to watch some video clips of a documentary by a British man who lived with a nomadic desert tribe (the Dassanech). The clips are from the BBC series 'Tribe' on the BBC website.</p> <p>Children write another letter, this time pretending to be a member of the Dassanech tribe, to a person in Britain.</p> <p>Again display prompt list of things to think about e.g. difference in temperatures, transport links and so on (15 mins)</p> <p>Plenary: Hot seating session where children take it in turns to be:</p> <ul style="list-style-type: none"> • first a member of the Dassanech tribe answering questions from a British person • then a British person answering questions from a member of the Dassanech tribe (10 mins) 	<p>http://www.bbc.co.uk/tribe/tribes/dassanech/index.shtml (check the link and videos work)</p> <p>Letter writing frames</p> <p>Sheet with tasks and prompts</p>	<p>MUST: write a letter as themselves and as a member of a tribe living in a different climate</p> <p>SHOULD: give accurate geographical information about their own locality</p> <p>COULD: write convincingly from the point of view of a member of a tribe</p>	
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8	<p>Respond to geographical questions about places and begin to suggest their own geographical questions</p> <p>Realise the impact of weather on human activity</p> <p>Weather008</p>	<p>Intro: Explain task: children will be writing a script for an interview with a member of a rainforest tribe:</p> <ul style="list-style-type: none"> • asking them questions about their lives • giving the answers to the questions <p>Read through model playscript about an interview with a desert tribesperson and go through key features:</p> <ul style="list-style-type: none"> • no speech marks • no need for said or words like it • speakers name in capital letters with colon after their name <p>Children will have worked on tropical climates in literacy.</p> <p>Recap key features of tropical climate e.g. hot, wet, rainforest etc and some key facts about life in the rainforest e.g. no roads or trains</p> <p>Display a list of these on the IWB to help prompt questions.</p> <p>Explain that we are now going to watch some video clips of a documentary by a British man who lived with a rainforest tribe (the Matis). The clips are from the BBC series 'Tribe' on the BBC website. (20 mins)</p> <p>Main: Explain that we are now going to watch some video clips of a documentary by a British man who lived with a rainforest tribe (the Matis). The clips are from the BBC series 'Tribe' on the BBC website.</p> <p>Children write a script for an interview with a member of a rainforest tribe (20 mins)</p> <p>Plenary: Hot seating session where children take it in turns to be a member of a rainforest tribe answering questions from a British person (10 mins)</p>	<p>http://www.bbc.co.uk/tribe/tribes/nenets/index.shtml (check the link and videos work)</p> <p>Script writing frames</p> <p>Sheet with tasks and prompts</p>	<p>MUST: write a script for an interview with a rainforest tribesperson on a writing frame</p> <p>SHOULD: write a script for an interview with a rainforest tribesperson without a writing frame</p> <p>COULD: include details based on the video clips</p>	
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9	<p>Respond to geographical questions about places and begin to suggest their own geographical questions</p> <p>Realise the impact of weather on human activity</p> <p>Weather009</p>	<p>Intro: Read model diary entry I have written as an explorer going to the rainforest. Explain what a diary entry is and how it is written in first person.</p> <p>Explain that children will be writing a diary entry as an explorer in the Arctic.</p> <p>Explain that we are now going to watch some video clips of a documentary by a British man who lived with a nomadic polar tribe (the Nenets). The clips are from the BBC series 'Tribe' on the BBC website.</p> <p>Children will have worked on polar climates in literacy.</p> <p>Recap key features of polar climate e.g. cold, snow, ice etc and some key facts about life in polar areas e.g. no roads or trains</p> <p>Watch video clips.</p> <p>Display a list of key features of Polar climates on the IWB to help. (20 mins)</p> <p>Main: Children write a diary entry as an explorer in the Arctic. (20 mins)</p> <p>Plenary: Hot seating session where children take it in turns to be a member of the Nenets tribe answering questions from a British person (10 mins)</p>	<p>http://www.bbc.co.uk/tribe/tribes/matis/index.shtml (check the link and videos work)</p> <p>Letter writing frames</p> <p>Sheet with tasks and prompts</p>	<p>MUST: write a letter diary entry as an Arctic explorer</p> <p>SHOULD: write in the first person</p> <p>COULD: write convincingly from the point of view of a member of a tribe</p>	
10	<p>Assessment exercise</p> <p>Weather010</p>	<p>Children return to their mind maps from the first week and add what they have learnt over the past few weeks to them in a different coloured pencil.</p> <p>This will hopefully show me (and them) what they have learnt.</p>			

Homework project: Children write a section of a report into global warming every week.

ICT week: Children dress up as indigenous Inuit, nomad, rainforest tribesperson or temperate person

Some children will not progress so far and will L2c-b	Most children will achieve: L2a – 3b	Some children will progress further L3a – 4c
<ul style="list-style-type: none"> • respond to questions about where places are • make simple observations in response to tasks set by the teacher 	<ul style="list-style-type: none"> • respond to questions about where places are, beginning to offer observations about locations and patterns, <i>eg areas of the world where there are particular types of climate</i>; • 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 	<ul style="list-style-type: none"> • offer appropriate observations about locations and patterns; • respond to geographical questions and begin to suggest their own appropriate geographical questions