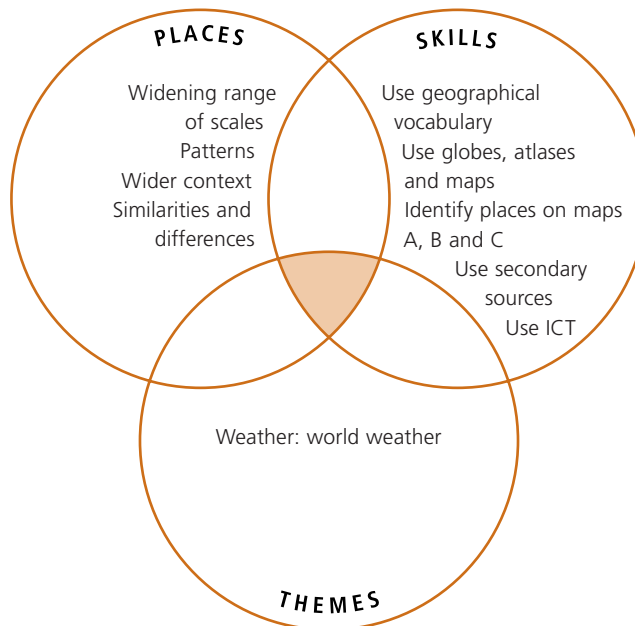


Unit 7 Weather around the world

ABOUT THE UNIT

This is a 'medium' unit. It helps children to 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.

The unit offers links to literacy and IT.



VOCABULARY

In this unit, children are likely to use:

- 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

They may also use:

- words associated with the chosen destinations

RESOURCES

- world map
- globe
- atlases
- profiles of holiday makers
- blank base maps
- display material
- photographs
- CD-ROMs and brochures of holiday destinations
- blank postcards
- 'passports'
- access to the internet
- daily newspaper weather reports (refer to Unit 16)

PRIOR LEARNING

It is helpful if the children have:

- investigated the local area, as in Unit 1, for example
- developed the concept of travel, as in Unit 5, for example
- started to develop geographical skills – mapping, using secondary sources, using geographical vocabulary
- investigated the weather in their own locality through simple measurement and observation

EXPECTATIONS

at the end of this unit

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

FUTURE LEARNING

Children could build on what they have learned in this unit by studying:

- the characteristics of a tropical climate and its impact on people, *eg Units 10 and 11*
- weather and microclimates, *eg Unit 13*, and making comparisons with the school locality
- weather conditions in mountain environments, *eg Unit 15*

They could also consider ideas about weather events in a recurring way, *eg in 'weather reports' in Unit 16.*

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
Why do people go on holiday? Where have we been on holiday?			
<ul style="list-style-type: none"> to investigate places to use and interpret globes, atlases and maps 	<ul style="list-style-type: none"> Discuss with the class why people go on holiday, identifying weather as an important factor. Ask the children to identify places they have visited on holiday on a world map and globe, reporting on weather and leisure activities. 	<ul style="list-style-type: none"> locate and describe places they have visited 	
Where are hot and cold places located on a world map?			
<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. 	<ul style="list-style-type: none"> identify hot and cold places in an atlas or on a globe 	
Where can we go on holiday? How will we get there?			
<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. 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. 	<ul style="list-style-type: none"> make and justify decisions about best locations for holidays based on specified criteria 	<p>Literacy: the enquiry can be linked to work on note making, the importance of establishing what needs to be researched. Children could be encouraged to consider different formats for recording information to decide which is appropriate.</p>
What is the place like? How is it similar to, and different from, our locality?			
<ul style="list-style-type: none"> to investigate places to ask and respond to geographical questions to use secondary sources about weather conditions around the world to identify similarities and differences to use ICT to access information 	<ul style="list-style-type: none"> Ask each group to research what their chosen holiday destination is like using selected information, which could include photographs, CD-ROMs, pictures from holiday brochures, atlases and general literature. Ask the children to use a prepared overlay keyboard file or a multimedia resource to find out about life in the chosen locality. Help the children to search the file for answers to enquiry questions that focus on the similarities and differences between their own locality and lifestyle and that in the chosen destination. 	<ul style="list-style-type: none"> research and record evidence to answer their own questions and/or those set by the teacher obtain information about a locality using ICT understand that weather conditions vary from place to place 	<p>To answer the enquiry questions, focus activities on specific questions, eg <i>What is the weather like? What leisure activities do people do?</i></p> <p>IT: there are links with IT when children use an overlay keyboard file or multimedia resource.</p> <p>Literacy: the work on vocabulary associated with weather can form part of ongoing work on collecting and defining words.</p>
How do we decide what we need to take with us?			
<ul style="list-style-type: none"> about the effect of weather on human activity 	<ul style="list-style-type: none"> Ask each group to 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"> understand how weather conditions affect what they will need to take 	<p>Literacy: during this activity, children can produce lists, revising their purpose and organisation.</p>
What will the weather be like? How will it affect what we do?			
<ul style="list-style-type: none"> to ask and respond to geographical questions to use geographical vocabulary about weather conditions around the world 	<ul style="list-style-type: none"> Ask the children to 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</i>. The postcards could be added to the whole class display. The activity may be extended for more able children by asking them to find out about weather conditions for particular days at the chosen destination, eg <i>from newspapers or the internet</i>, and to compare them with claims and climate graphs in travel brochures. 	<ul style="list-style-type: none"> show awareness of the impact of weather on human activity 	<p>To answer the first enquiry question, focus activities on specific questions, eg <i>What is the weather like? What leisure activities do people do? What does it feel like to be in this place?</i></p> <p>Literacy: the limited form of a postcard can be used to encourage children to focus on key incidents in their writing.</p>
Which places have we 'visited'?			
<ul style="list-style-type: none"> to investigate places to use and interpret atlases and maps 	<ul style="list-style-type: none"> Ask the children to start a 'passport' of places 'visited' during this unit. For each of the holiday destinations on the whole class display, ask children to fill in their passport, including information on: place, country, continent, climatic zone and other factual data such as population. 	<ul style="list-style-type: none"> show a developing awareness of different places around the world 	
			<p>The number of possible destinations children are offered could depend on the resources available, eg <i>holiday brochures, photopacks</i>.</p>