



Medium Term Unit Planning

Topic Name: - Weather Experts

Learning outcome:

Children will learn about how different parts of the world have different climates and how extreme weather can cause damage. They will talk about what measures are put in place when people try to protect themselves from storms and how global warming is affecting our weather whilst locating the UK countries and the world continents.

Hook

Pretend storm report/news report

Topic Showcase (e.g. display, museum, performance, presentation)

Storm dance and storm song - using instruments

Oracy:

Children will talk about how to look after the world and why this is important. Discussing why and where extreme weather exists.

Key Vocabulary:

storm, hurricane, flood, drought, continent, country, climate, equator, North and South poles, temperature, freezing, Northern and Southern Hemispheres.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

After the Storm Nick Butterworth



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Citizenship/Community Opportunities:

(Focus – change in attitude/increase knowledge and awareness/make a difference)

Link to PSHE –

An awareness of cultural difference and what affect extreme weather has on people in different countries.

Experiences/Visits/Visitors

Main Subjects covered:

Geography, Science and DT

Geography Threshold Concepts

Investigate places

This concept involves understanding the geographical location of places and their physical and human features.

Investigate patterns

This concept involves understanding the relationships between the physical features of places and the human activity within them

Communicate geographically

Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques.

Science Threshold concepts

Working scientifically

This concept involves learning the methodologies of the discipline of science.

Investigate materials

This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.



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Understand the Earth's movement in space

This concept involves understanding what causes seasonal changes, day and night.

Design and Technology Threshold Concepts

Master practical skills

This concept involves developing the skills needed to make high quality products

Design, make, evaluate and improve

This concept involves developing the process of design thinking and seeing design as a process.

Take inspiration from design (throughout history)

This concept involves appreciating the design process that has influenced the products we use in everyday life.

Notes:

Weekly Lesson titles and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
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1. The Great UK!

L.I. I can name the countries in the UK and locate them on a map

L.I. I can find out facts about the UK.

L.I. I can identify the flags for each UK country.

Geography Threshold Concepts

Investigate places

This concept involves understanding the geographical location of places and their physical and human features.

Investigate patterns

This concept involves understanding the relationships between the physical features of places and the human activity within them Communicate geographically

Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

Identify seasonal and daily weather patterns in the United Kingdom

Name, locate and identify characteristics of the four countries and capital cities.

Looking at the UK map - name the countries and talk about where they are in relation to each other. Where are the borders? Label countries on own map and add weather symbols to make a weather report.

Find out facts about each country and their landmarks.

Study the flags for each one. Draw and colour in correct colours.



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2. Climate detectives

L.I. I can name and locate the continents of the world.

L.I. I can discuss the different climates around the world and locate hot and cold places.

Investigate places

This concept involves understanding the geographical location of places and their physical and human features.

Investigate patterns

This concept involves understanding the relationships between the physical features of places and the human activity within them Communicate geographically

Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques.

Name and locate the world's continents.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

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.

Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

Name and locate the world's seven continents and five oceans. Label these on a map and locate on globe. Sing the continents song.

Discuss different climates and how this is affected by how near/far away from the equator they are.

Look at the continents and the equator on the globe and also the flat map. Use colour coding to show the climates in different bands across the world.



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3. From my house to your house!

L.I. I can compare Climates around the world to the UK.

L.I. I can compare houses around the world.

L.I. I can design my own house.

Investigate places

This concept involves understanding the geographical location of places and their physical and human features.

Investigate patterns

This concept involves understanding the relationships between the physical features of places and the human activity within them Communicate geographically

Investigate materials

This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.

Design, make, evaluate and improve

This concept involves developing the process of design thinking and seeing design as a process.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

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.

Distinguish between an object and the material from which it is made.

- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Find out how the shapes of solid objects made from some materials can be changed

British weather – watch a recent forecast – look on the day and compare it to one from a hotter or much colder country at this time of year. Compare a very hot country and a cold country and draw what it would be like.

What would the houses be like there and how would they suit the weather? Look at materials they are built from and also windows, thickness of walls, doors, roof, colour, size etc... how does this affect the temperature/ comfort of living there?

Design own house that would be made for underwater/ in the sky – cold/hot climates or anywhere else they want it to be built for thinking about materials and how it would suit where it would be made for.



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		<p>by squashing, bending, twisting and stretching.</p> <ul style="list-style-type: none">• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. <p>Design products that have a clear purpose and an intended user.</p>	
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4. Meteorologists

L.I. I can identify differences in weather across the four seasons.

L.I. I can measure the wind and learn about weather stations.

L.I. I can learn about how the clouds hold the rain and how we can measure rainfall.

Understand the Earth's movement in space

This concept involves understanding what causes seasonal changes, day and night.

Working scientifically

This concept involves learning the methodologies of the discipline of science.

- Observe changes across the four seasons.

- Observe and describe weather associated with the seasons and how day length varies.

Ask simple questions.

- Observe closely, using simple equipment.

- Perform simple tests.

- Identify and classify.

- Use observations and ideas to suggest answers to questions.

- Gather and record data to help in answering questions.

How does weather change according to the season? Look at UK weather and how we can have different weather for Summer and slighter differences between other seasons. Look at how deciduous trees lose their leaves in Autumn and grow them again in Spring. Compare to evergreen trees.

How do meteorologists measure the weather? Make weather streamers to see which direction the wind is going in.

What are clouds and how do they tell us about the weather? Make rain gauges and learn about rain fall.



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5. Extreme weather

L.I. I can identify extreme weather especially storms and floods and its effects on people and their homes.

L.I. I can find out which material will be best to keep teddy dry.

L.I. I can design a storm shelter.

Working scientifically

This concept involves learning the methodologies of the discipline of science.

Investigate materials

This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.

Take inspiration from design (throughout history)

This concept involves appreciating the design process that has influenced the products we use in everyday life.

Ask simple questions.

- Observe closely, using simple equipment.
- Perform simple tests.

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

Explore objects and designs to identify likes and dislikes of the designs.

- Suggest improvements to existing designs.
- Explore how products have been created.

Look at what extreme weather is and where it happens/ damage is caused/how do people cope – evacuate houses, go to safer places etc. We do not have a lot of extreme weather in the UK but can have flooding – pics of Bewdley flooding, wind damage to buildings/ coastal reports.

What could we do to protect ourselves from a storm if we lived in a country that had frequent storms?

Role play news reports and interviews with people affected. Talk about how they would feel. Design own storm shelter and make a prototype. What will it protect people from, how many people will fit in, any other features e.g. space to prepare food/ holders for things such as water bottles – to keep in there in preparation in case they're in there for a while?



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