Year 3 Geography: Weather Around the World

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| Lesson | WALT | Introduction | Main Teaching | Activities | Plenary |
| 1 | Know what the weather is | Ask children what we mean by the weather. Write their ideas on w/b. | Go through website looking at the seven kinds of weather (wind force, wind direction, precipitation, temperature, sunshine, visibility, cloud)  <http://www.bbc.co.uk/schools/whatisweather/> | Complete worksheet matching weather with their descriptions | Discuss worksheet answers |
| 2 | Identify hot and cold places on a map. | Ask children to find hot and cold places on a world map, How do they know this? Review work on weather. Weather can change quickly. Explain that climate is temperature change over long periods of time (years). | Show video <http://www.proteachersvideo.com/Programme/40342/lesson-starters-weather-around-the-world>. Find the Equator and Poles on the World Map. | Colour in different climates on the map using a key. | Why is the Equator the hottest part and the Poles the coldest? What is the difference between climate and weather? |
| 3 | Find ways we can reduce our impact on the climate | Recap the difference between the weather and climate. What do scientists think is a factor in climates changing? Ask children about what they think carbon footprint is. Show video about carbon footprint [www.youtube.com/watch?v=YB9TCxhjVHo](file:///C:\Users\Gareth\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\C8I3224T\www.youtube.com\watch%3fv=YB9TCxhjVHo) | Calculate childs carbon footprint by going onto the website [www.cooltheworld.com/kidscarboncalculator.php](http://www.cooltheworld.com/kidscarboncalculator.php)  Talk about ways we can reduce our carbon footprint (holidays in UK, walking/cycling to school, etc) Show powerpoint of posters to give ideas to children when they design their own posters. | Design a poster to encourage people to cut the greenhouse gases that they use and their carbon footprint. | Share examples of pupils work. Would these posters persuade you to think about how much fossil fuels you use? |
| 4 | Identify different climates around the World | Discuss as a class – why do people go on holiday? Fill in on IWB as a class.  Show powerpoint with answers. | Ask the children to write down one place they have visited on holiday or on a day trip (including England). Find these places on the world map. How did they get there? How long did it take to get there? Then ask them to write the type of weather they had whilst there. As a class, list the places they have visited and talk about the weather. Ask them what they did on holiday and if the weather influenced their choice of location. Talk to them about special clothing they bought for their holiday and why. | Match up holiday suitcase labels to their suitcases. Complete worksheet matching people with their holiday destinations. | Go through completed worksheet to say why people were matched to certain destinations. |
| 5 | Identify different climates around the World | Remind children about the work we did in the last lesson about holidays. Recall why people go on holidays? | Show a picture of the world map. (Talk partners) Children to indicate where they would like to go in the world if they had a chance. Give reasons why they would go there. Tell children we are going to create a person and find them a holiday destination. Ask different children the following questions.  1. What is your persons name? and note it on the w/b.  2. What weather does your person like?  3. How does your person like to travel?  4. Does your person like the city/countryside/beach?  5. What does your person like to do on holiday?  Try to find a destination from the answers.  Talk to children about what a passport is and why it is needed. | Children to use atlases, internet, etc to complete their passport and details of a country they would like to go to. | Selected children explain countries they have chosen. |
| 6 | How the weather can affect our choices | Show picture of beach on Powerpoint and explain that if we were visiting this location, how would we be feeling? Why? Now were not sure what to pack for this trip so we need to sort out some items from our wardrobe. Show slide 2 with items that children have to sort out for visiting the beach. | Children need to sit in Topic groups at the table and are shown a slide at the time. They have to work as a group to list as many items of clothing/objects they would need if they visited that destination. There are 6 destinations so one person from the group at a time will use their w/b to list items that other children tell them to write down. After all the six destinations have been shown and discussed,  Explain that you’ve found out that they are only allowed to take one very small suitcase that fits 5 items. Children to narrow their list to 5 items. Go round room choosing a different group for a different destination and they explain their reasons why they made their choices of 5 items. | Children to list 5 items for each destination in their Topic books. | Do children agree with choices made by other groups? |
| 7 | How the weather can affect our choices | Who had a holiday in the  UK last year/half term?  What was the weather like?  What did you do when it rained?  What did you do when the sun was shining? Record this info on 2 lists. | Show powerpoint slide with 4 venues of places in the UK. Generate ideas where these places could be and what weather would be like.  Explain about what things you would write to a friend on a postcard (chatty, etc). | Fill in postcard worksheet imagining you had been at the destination in Summer.  (Activity Sheet7 on LCP file) | Read postcards out. What do you think the weather is like? How can you tell? |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WALT: know what the weather is

Match up the weather with their descriptions Cut out the types of weather and their description.

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| Wind force | This comes from clouds in the form of rain, hail, sleet or snow. |
| Wind direction | This can be strong or weak depending on the time of the day. |
| Precipitation | Millions of water droplets form |
| Temperature | This tells us if the wind is blowing from the North, East, South or West. |
| Cloud | Clear, misty or foggy are three examples of how clear you can see objects in the distance. |
| Visibility | This is the degree of hotness or coldness that can be measured using a thermometer. |
| Sunshine | This tells us if the wind blows calmly or with a gale force. |

My favourite weather is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My least favourite weather is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_