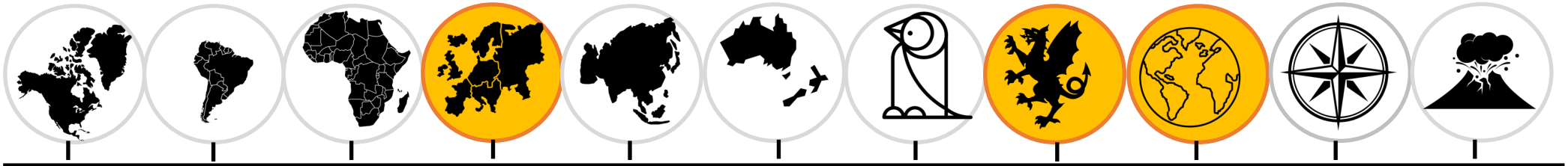
Year 3

GEOGRAPHICAL CONTEXT: The weather.



KEY VOCABULARY:

Weather	The state of the atmosphere at a particular place and time as regards heat, cloudiness, sunshine, wind, rain etc.
Climate	The weather conditions in an area in general over a long period.
Temperature	The degree of heat present.
Precipitation	Rain, snow, sleet or hail that falls.
Evaporation	The process of turning from liquid to vapour.
Condensation	The process of turning from vapour into liquid.

1. What will the weather be like in different places and how will this affect us?

2. How can the weather change throughout a week?

3. How is temperature measured?

4. What is the water cycle?

5. What effect does the weather have on tourism,?

WHAT?

Pupils should be taught to

- Ask and respond to geographical questions and use geographical vocabulary
- Learn about weather conditions around the world and that varying weather conditions can have a significant impact on life in an area
- Read scales that are numbered or partially numbered on a thermometer to make careful measurements of temperature and answer questions by organising and interpreting data
- Explain temperature and temperature changes, understanding that it is a measure of how hot or cold things are and that something hot will cool down/ cold will warm up until it is the same temperature as its surroundings
- Outline the water cycle

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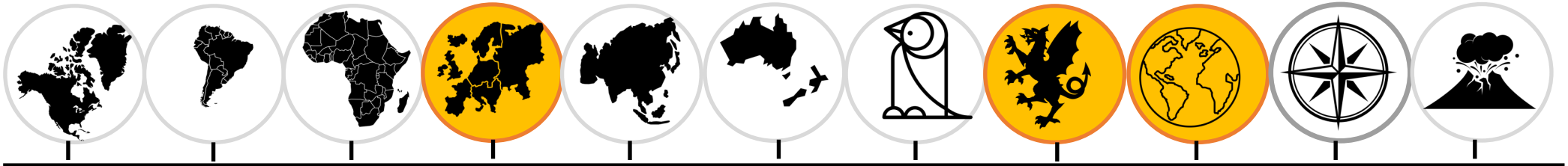

https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-two/weather-around-the-world/

Session 1: What will the weather be like in different places and how will this affect us?

Starter

Retrieval— answer the key questions from the year 1 topic on weather and seasons.

Main activity

We have won a holiday competition! Children work in small groups to match the cards, aligning the climate in a location with the tourism activity that can happen there. They then discuss and come to a decision as a group on where they would choose to go and why—encourage discussion around the general weather in the location and how this would affect them while there.

Plenary

Each group share their decisions and discuss the two parts to the key question for this theme:

- how does the weather differ in different places?
- How does different weather affect us?

Assessment

Independently—children complete a table with the locations they have sorted in groups, filling in the general climate in each location. Then answer 2 questions:

1. Where would they choose to visit and why?
2. How might the weather affect them while they are there?

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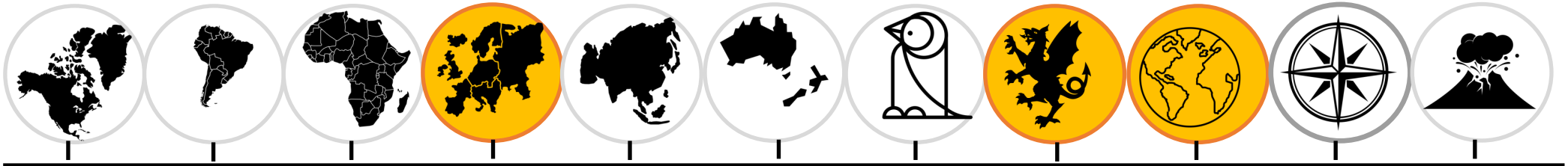

https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-two/handling-data-and-measurements/

Session 2: How can the weather change throughout a week?

Starter	Main	Plenary	Assessment
Recap grid—last lesson, last topic, last year Look at the photo on slide 1 and discuss what children know already.	Introduce handling data and measurements using the RGS slides. Children begin completing a weather diary by recording the temperature, rainfall, wind speed and general weather throughout the week.	In the next weeks lesson, discuss the questions using the RGS slides.	Children answer questions individually on weather diaries in their books. Check for accurate recording of temperature, rainfall and wind speed tin their diaries throughout the week.

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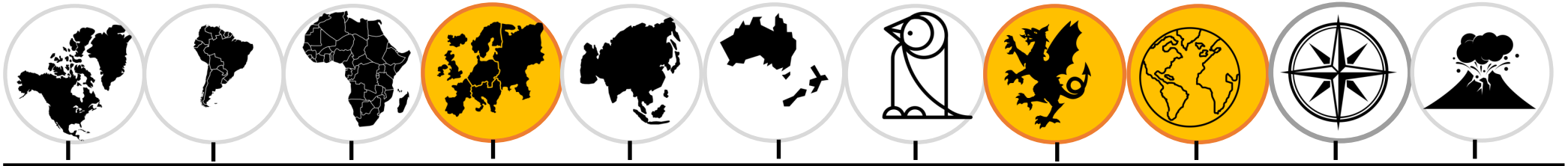

https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-two/keeping-warm/

Session 3: How is temperature measured?

Starter

Recap/deeper thinking—so what? Grid— The general climate is hot and dry in Egypt.

Main

Introduction to using thermometers

Using slides one and two the children discuss uses of thermometers and are taught how to handle thermometers safely. They are then given a selection of thermometers to handle and examine.

Teach the children how to read the thermometer scale.

Activity two

Have containers of water at different temperatures ready, positioned so that all the children will be able to take temperature readings during the activity. Tell the children they will be practising taking temperature readings for each container of water and the empty container which will be at room temperature. Remind the children that care will be needed when measuring the temperature of very hot water. Children record their measurements using the measuring temperatures worksheet and note the time. They will take a second reading an hour later.

While waiting to take the second reading,

Plenary

When children have completed all readings and constructed their bar graphs, discuss the results and ask children questions about their findings.

Ask the following:

- What was the temperature at 9am?
- What was the temperature at playtime?
- How did the temperature change during the day?
- What was the warmest time of the day?
- Can you explain why the temperature changes during the day?

Assessment

Have the children accurately recorded temperatures during both activity 2 and 3?

Do they understand what temperature is and how it can be measured?

Can they answer the plenary questions?

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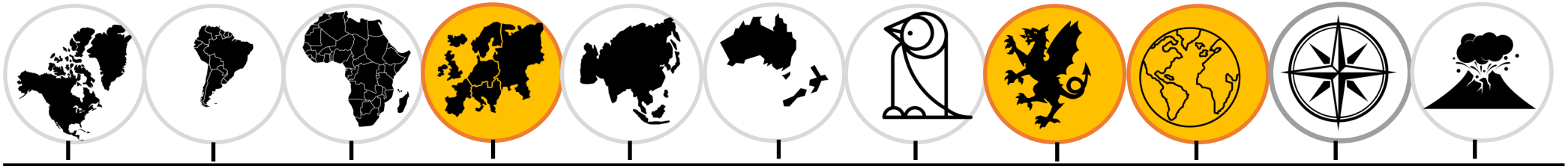

https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-two/the-water-cycle/

Session 4: What is the water cycle?

Starter

Recap– the answer is thermometer, what could the question be?

Main

Introduce water cycle using BBC teach video. Pick out the key vocabulary in the water cycle process with the children. It is key the children understand that water evaporates from oceans, seas and lakes, condenses into clouds then falls as precipitation before it runs back to the seas/ oceans/lakes and the cycle continues.

In small groups, children can create a small model of the water cycle by placing water in a large bowl, placing a small bowl in the centre and covering this with clingfilm. Then, placing some form of weight on the cling film over the small bowl and placing the bowls in a sunny windowsill. Within a couple of days, some water should have moved into the small bowl. Some condensation may also be visible on the cling film.

Plenary

Each group present their work.

Monitor the 'water in a bowl' experiment over the next few days and take photos of/ make notes on children's observations.

Assessment

Can all children list the key stages of the water cycle? (evaporation, condensation, precipitation, runoff).

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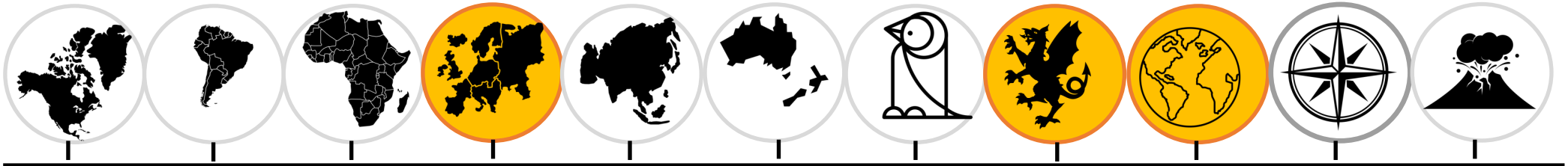

https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-two/weather-and-tourism/

Session 5: What effect does the weather have on tourism?

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Starter Recap– beat the clock—can they label the different parts of the water cycle before the time runs out?0	Main Use the slideshow to aid discussion with the class– where would they like to go on holiday in winter? What about in the Summer? Is the weather important? What type of weather would be needed for the different types of holidays? Show children where French alps are on a map and ask what they know about mountains– have any of them been there? Look at a picture of the French Alps in Summer and winter together and compare– give children time to discuss the	Plenary Each group can present their findings to the class. Discuss key question—what effect does the weather have on tourism?	Assessment Can children compare tourism activities that can take place in the summer vs winter? Can they answer the key question? KWL end of topic assessment