




# YEAR 7 2023-2024 Summer TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Weather & Climate

<b>Curriculum Intent</b>	<p>In addition to working further on objectives from Year 6, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none"><li>• The weather describes the day-to-day condition of the atmosphere whereas climate is the long-term average.</li><li>• Aspects of the weather (such as temperature and precipitation) can be measured and recorded to enable forecasts to be made.</li><li>• Several factors affect the weather in the UK, such as the North Atlantic Drift ocean current.</li><li>• Precipitation is a component of the water cycle, one of Earth's most important natural systems.</li><li>• Urban areas create distinctive microclimatic conditions.</li><li>• Despite experiencing a moderate climate, the UK occasionally experiences extreme weather events.</li><li>• Whilst the UK experiences a temperate maritime climate, there are significant regional climatic variations.</li></ul>
<b>Skills/Assessment Objective Links</b>	
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Tolerance <b>PSHE/British Values:</b> Climate Change, Carbon Footprint, UK Weather changes. <b>Skills Builder:</b> climate graphs. Interpretation of weather charts</p>
<b>Numeracy</b>	Completion and interpretation of climate graphs. Synoptic weather charts.
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> <i>Command words are used frequently. These are defined before any key piece.</i> <b>Vocabulary Tier 3:</b> <i>Subject-specific keywords are defined by students from their learning journey.</i> <b>Reading:</b> Guided Reading of Climate change impacts. <b>Writing:</b> Big Write based on Climate change responses. <b>Oracy:</b> presentations on effectiveness of responses.</p>
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b> Urban Planning / Meteorologist / Immigration officers / Businesses reliant on the weather / Sustainability Officers / Green engineering / Met Office / Scientists / Mathematicians.</p>
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking. <b>By resource:</b> Booklets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. <b>By Intervention:</b> by providing different levels of supervision and support. <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference. <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• explain the evidence both for and against climate change.</li><li>• explain both the natural and human causes of climate change.</li><li>• give and evaluate the economic, social, environmental effects of climate change both on the world and the UK.</li><li>• describe and evaluate the responses to climate change on a local, national and international level.</li><li>• give the difference between weather and climate.</li><li>• give the ways we measure and record the weather.</li><li>• explain how the weather can change in a small area - microclimate.</li><li>• give the ways that the weather impacts on our daily lives.</li><li>• describe and explain the different types of rainfall.</li><li>• explain the different air pressure systems and the associated weather.</li></ul>
<b>Learning Outcomes (Knowledge)</b>	

	<ul style="list-style-type: none"> <li>• Be aware of the future careers linked to this topic.</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p> 
<b>Current learning to be developed in the future within:</b>	This topic will be revisited in Y11 for those students opting to study Geography at GCSE.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.