




YEAR 7 2023-2024 Summer TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Weather & Climate

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

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