



# YEAR 7 Autumn TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Weather & Climate

Curriculum Intent	
Skills/Assessment Objective Links	<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>
Spiritual, moral, social, and cultural development	<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>
Numeracy	Completion and interpretation of climate graphs. Synoptic weather charts.
Literacy	<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>
Becoming future ready	<b>Careers/Employability:</b> Urban Planning / Meteorologist / Immigration officers / Businesses reliant on the weather / Sustainability Officers / Green engineering / Met Office / Scientists / Mathematicians.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<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>
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Knowledge)	<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>

- Be aware of the future careers linked to this topic.
- Red denotes interleaving; aspects of knowledge covered previously.



**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.