

Title of Rubric: KS/curriculum area/topic KS3 Geography - Weather and Climatic Variation

Weather and Climatic Variation - Key stage 3

Subject curriculum intent:	Pupils should develop and awareness of the world around them. This includes both physical and human features and aspects of the world. Pupils will be able to identify key physical features that they can see around them and be able to identify how these may change due to climate change or life changing events. Pupils should be able to identify different countries from around the globe and be able to make comparisons with human and physical features within the UK.			
End of KS3 intent/outcome	End of KS4 intent/outcome		End of KS5 intent/outcome	
To have developed contextual knowledge of the location of globally significant places – both terrestrial and marine including defining physical and human characteristics.	To be able to interpret a range of sources of geographical information, including maps, diagrams, globes, and aerial photographs. To be able to communicate geographical information in a variety of ways including through maps, numerical and quantitative skills.		N/A	
Intent for this topic:	Pupils should develop their knowledge of how weather differs in different climates across the globe. Pupils should be able to compare the weather and climate of where they live to another area of the world in other conditions. Pupils should be able to identify how changes in weather can cause natural disasters that may change the landscape of the affected areas.			
Core vocabulary needed for this subject/topic:	Natural, world, human, population, weather, climate, environment			
Vocabulary pupils will have accessed in other topics or subject areas:	Change, differences, similarities, globe, world, extreme, harsh			
Key vocabulary taught within this topic:	Weather, climate, change, disaster, impact, equator, tropics, arctic circle			
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
3	Geography	Map Skills	Year 2 Autumn 2.	How to access information in an atlas. Where to find countries and climates on a globe.
3	Geography	Restless earth: Earthquakes and volcanoes	Year 1 Autumn 1.	Where harsh climates are located.
Links to other subjects:				

	B2P5-6	B2P7-8	B2Level 1	B2Level 2
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Key learning: Weather and Climatic Variation

<p><u>Subject specific knowledge</u></p>	<p>Knows two properties of different climates e.g temperature and ground type.</p> <p>Knows the names of what they can see in images of different climates.</p> <p>Knows the meanings to environmental signs used in different climates e.g a flood sign.</p> <p>Knows the names of common structures from different climatic environments.</p>	<p>Can use comparative language to identify differences between climates.</p> <p>Can describe information shown in a picture.</p> <p>Knows different features of places/climates e.g sand found in deserts and hot climates.</p> <p>Knows and can identify which images are different from their own climate.</p> <p>Recalls features of a place.</p> <p>Knows features of the climate they live in.</p>	<p>Recalls signs in the environment e.g flooding signs.</p> <p>Knows how to use pictures for information from non—fiction books.</p> <p>Knows how to to use an atlas to identify where different climates are located.</p> <p>Knows and can recall identify similarities and differences between different climates.</p> <p>Knows the four main compass points i.e North, South, East, West.</p> <p>Knows ways that people have affected their climates e.g greenhouse gases</p>	<p>Knows and can describe physical and human features of a climate they can see.</p> <p>Recalls different features of a map e.g snowy climate.</p> <p>Knows how climatic differences can affect tourism e.g snowy mountainous areas will attract tourists for skiing.</p>
<p><u>Subject specific skills</u></p>	<p>Is able to identify environmental signs.</p> <p>Is able to use basic comparative language.</p> <p>Is able to match pictures of different weather climates.</p> <p>Can match objects that would be used in different weather climates.</p> <p>Can ask simple "What is.." about different weather formations.</p>	<p>Is able to record data of weather events.</p> <p>Is able to use descriptive language of environments.</p> <p>Is able to describe weather using appropriate language.</p> <p>Can record data of climates using pictures e.g desert - hot symbol.</p> <p>Can make pictures of climates they are familiar with.</p>	<p>Is able to use an atlas.</p> <p>Is able to identify environmental signs in their immediate environment.</p>	<p>Is able to use pictures to collect information.</p> <p>Is able to find information using the contents page of a book.</p> <p>Is able to use an index page to understand more information.</p> <p>Is able to conduct a survey from their class about different environments.</p> <p>Is able to compare a photo and a map of an area.</p> <p>Can compare images of different climates.</p> <p>Is able to identify their favourite climate and explain what they like/dislike about it.</p>
<p><u>Personal development</u></p>	<p>Team work Problem solving Communication skills Self-belief Self-management Respect</p>			

Self-awareness
IT skills

Suggested activities

Create a factfile of different types of climates.
Create a large map highlighting different climates.
Create a weather diary throughout the week. Compare throughout the term.
Look at and dress up in different types of clothing suitable for different areas.
Look at natural disasters that happened because of climatic variation.

Online resources

[Earth's Harshest Environments | Australian Outback, Greenland | Live Science](#)
[Extreme Weather and Climate Change - Center for Climate and Energy SolutionsCenter for Climate and Energy Solutions \(c2es.org\)](#)
[Climate Variability | Center for Science Education \(ucar.edu\)](#)
[Extreme Weather \(nationalgeographic.org\)](#)

Evidencing Work

Work sheets
Photographs
PowerPoints