

BGE S1-S3

Geography

Planning & Assessment

**Third and
Fourth Levels**

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Overview of Resources

Within this resource pack you will find materials to complement the Third and Fourth Levels Geography student textbook. These materials have been designed to develop vital skills whilst promoting literacy, numeracy and health and wellbeing. This resource pack is divided into three distinct sections:

- Scheme of work and lesson plans for each unit.
- Worksheet materials and associated answers.
- End-of-unit assessments and associated marking schemes.

Scheme of Work and Topic Lesson Plans

A scheme of work for each chapter identifies how the content matches the Social Studies outcomes and benchmarks. Each lesson is based on a fifty-minute period. However, this should be used as an approximate guide and may vary across establishments and cohorts.

Each topic's lesson plan includes details of any materials that are required and ideas for additional activities or resources to consolidate learning. These are in no way exhaustive or prescriptive but are simply there as possible suggestions to promote active learning and enhance the classroom experience.

Worksheets

The worksheets have been designed to add breadth and depth to each unit of work. They have been carefully devised to be accessible to all learners and may be delivered traditionally or electronically.

Assessments

Opportunities for assessment have been included for every topic in an attempt to check for understanding and monitor progress. There are also opportunities for peer assessment through paired and group tasks.

Each unit is accompanied by a summative end-of-unit assessment. Each assessment is marked out of twenty-five and is designed to be completed in forty minutes under exam conditions. Marking instructions are provided.

Unit 2: Weather

Unit	Unit objectives	Key aspects of student achievement	Key assessment opportunities
2 Weather – covering textbook pages 18–33	In this unit, pupils will learn: <ul style="list-style-type: none"> • the difference between weather and climate • how to measure and record the weather • what clouds are and how they influence our weather • how different air masses affect weather in the UK • how forecasts are created • the impact of anticyclones on UK weather • the weather associated with the passage of a depression. 	Contextual locational knowledge <ul style="list-style-type: none"> • Identify the location and origin of air masses affecting the UK Investigate the relationship between weather and climate <ul style="list-style-type: none"> • Understand how people are able to forecast and predict the weather. • Understand what factors influence different elements of the weather. • Understand the causes of weather systems. • Understand the impact of different weather systems on the UK. Competence in geographical enquiry and skills <ul style="list-style-type: none"> • Read and interpret a synoptic chart. • Annotate maps to show the impact of various air masses on the UK. 	1 Summary materials – creation of annotated maps 2 Extended pieces of writing 3 Worksheets 2A – Air masses and 2B – Weather station circles 4 Final end-of-unit assessment (recommended time for completion – 40 minutes)

Topic	Teaching notes	Experiences and outcomes	Benchmarks	Assessment opportunities
<p>2.1 What is weather and climate? – covering textbook pages 18–20</p>	<p>In this topic pupils will need:</p> <ul style="list-style-type: none"> • an atlas. <p>Activities in this topic include:</p> <ul style="list-style-type: none"> • paired work • finding out information from an atlas. <p>This topic lends itself to:</p> <ul style="list-style-type: none"> • annotating maps to show how average temperatures and precipitation vary across the UK. <p>Monitoring pupil progress:</p> <ul style="list-style-type: none"> • Pupils can successfully describe the differences between weather and climate. • Pupils can successfully explain what factors influence our climate. <p>Key skill:</p> <ul style="list-style-type: none"> • Analysis. 	<p>I can investigate the relationship between climate and weather and be able to understand the causes of weather patterns within a selected climate zone. SOC 3-12a</p> <p>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a</p>	<p>Demonstrates a basic understanding of the relationship between weather and climate.</p> <p>Selects relevant ideas and information including supporting detail or evidence.</p> <p>Organises ideas and information in a logical order.</p> <p>Uses varied and appropriate vocabulary to make meaning clear and/or to attempt to enhance writing.</p>	<p>End-of-topic activities – page 20</p> <p>Successful participation in paired discussion/feedback about the effects of weather</p> <p>Successful completion of a writing exercise on precipitation</p>

BGE S1–S3 Geography: Third and Fourth Levels
Planning Tables: 2 Weather

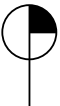
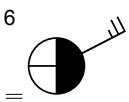
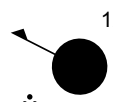

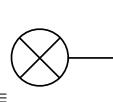
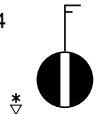
Topic	Teaching notes	Experiences and outcomes	Benchmarks	Assessment opportunities
2.5 Forecasting the weather – covering textbook pages 28–29	<p>In this topic pupils will need:</p> <ul style="list-style-type: none"> • a round coin • examples of weather forecasts (from newspapers/apps/radio/TV). <p>Activities in this topic include:</p> <ul style="list-style-type: none"> • how to interpret and draw weather station circles • paired work • researching weather forecasts. <p>This topic lends itself to:</p> <ul style="list-style-type: none"> • creating a weather station circle wall chart using paper plates. <p>Monitoring pupil progress:</p> <ul style="list-style-type: none"> • Pupils can successfully understand what a synoptic chart is and how it can tell us about the weather. • Pupils can successfully interpret weather station circles. 	<p>I can investigate the relationship between climate and weather and be able to understand the causes of weather patterns within a selected climate zone. SOC 3-12a</p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 3.14a</p>	<p>Demonstrates a basic understanding of the relationship between weather and climate.</p>	<p>End-of-topic activities – page 29</p> <p>Successful analysis of weather station circles</p> <p>Successful participation in paired activity</p> <p>Worksheets 2B – Weather station circles</p>

Topic	Teaching notes	Experiences and outcomes	Benchmarks	Assessment opportunities
2.5 Forecasting the weather – covering textbook pages 28–29	<p>Extension task:</p> <ul style="list-style-type: none"> Pupils should create a weather station circle for the current weather conditions. They should be encouraged to use the weather forecast to help them. Some pupils could be encouraged to create a weather station circle for the predicted weather conditions for the days ahead. <p>Key skill:</p> <ul style="list-style-type: none"> Interpretation skills. 			

Topic	Teaching notes	Experiences and outcomes	Benchmarks	Assessment opportunities
2.7 Depressions: areas of low air pressure – covering textbook pages 32–33	<p>In this topic pupils will need:</p> <ul style="list-style-type: none"> • a blank map of the British Isles • A3 paper • coloured pens/pencils. <p>Activities in this topic include:</p> <ul style="list-style-type: none"> • annotating a map • drawing and annotating a depression • the creation of flashcards. <p>This topic lends itself to:</p> <ul style="list-style-type: none"> • group work – ‘The passage of a depression’ thinking card task. Pupils are given a number of cards describing different stages of a depression. With the aid of a diagram, pupils should put these cards in the correct order. <p>Monitoring pupil progress:</p> <ul style="list-style-type: none"> • Pupils can successfully describe what a depression is. • Pupils can successfully understand the weather associated with the different parts of a depression. <p>Key skill:</p> <ul style="list-style-type: none"> • Interpretation. 	<p>I can demonstrate an understanding of weather and climate by explaining the relationship between weather and air pressure.</p> <p>SOC 4-12c</p> <p>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>LIT 3-15a</p>	<p>Provides a simple explanation for a weather pattern within a selected climate zone.</p> <p>Explains links between weather and air pressure.</p> <p>Summarises key information using own words.</p> <p>Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.</p> <p>Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</p>	<p>End-of-topic activities – page 33</p> <p>Successful completion of annotated maps</p> <p>Successful creation of annotated diagrams</p> <p>Successful production of revision materials</p>

Worksheet 2B – Weather station circles

Fill in the table below by either drawing the weather station circle or decoding the circle that is given.

Weather station circle	Cloud cover	Temperature	Wind direction	Wind speed	Present weather
	7 oktas	7 degrees	North west	20 knots	Heavy rain
	1 okta	20 degrees	South west	1 knot	Mist
	Obscured	12 degrees	North west	45 knots	Thunder
	8 oktas	2 degrees	Polar maritime	15 knots	Snow
	5 oktas	7 degrees	South	20 knots	Drizzle
	2 oktas	9 degrees	West	15 knots	Sunny
29 					
16 					
 12					
6 					
3 					
4 					

Unit 2. Weather Assessment

- 1 Explain two factors that contribute to variations in temperature. (4)
- 2 Explain one factor that contributes to variations in precipitation. (2)
- 3 Describe the key features of a Stevenson Screen and explain why they are necessary. (4)
- 4 Name one type of rainfall and explain how it is formed. (2)
- 5 Describe the similarities and differences between an anticyclone in summer and in winter. (4)
- 6 What are the advantages and disadvantages of a long spell of weather brought by a Tropical Continental air mass in the summer? (4)
- 7 What are the two most common air masses to form a depression? (2)
- 8 What are the differences between an anticyclone and a depression? (3)

Total marks: 25