



Topic Title: Wild Weather

Year Group: 4

Academic Year: 2022-2023

Geography Intent: Children will learn about a variety of extreme weathers and their impact as experienced around the world. They will have a good understanding of the water cycle and the distribution of water around the world.

<p>Prior Geographical Learning/Linked Topics:</p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>		<p>Literacy Links (including texts/media used):</p> <p>Twister (Entertain)</p> <p>Ice Palace (Entertain)</p> <p>Information texts – (Inform) create an information page for a non-fiction book based on an extreme weather</p>	<p>Maths Links:</p>
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li>name and locate geographical regions and their identifying and physical characteristics, key topographical features (including hills, mountains, coasts)</li> <li>Australia, North America and Asia</li> <li>identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> </ul>		<ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones</li> <li>mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 6-figure grid references and to build their knowledge of the wider world.</li> </ul>



<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical characteristics, countries.</li> </ul>			
<p>Content:</p> <p><b>Lesson1 : To find out about the Earth's climate and areas of extreme temperatures.</b> Everything we do is determined by the weather. How many different words can you think of to describe the weather and phenomena associated with the weather? What is climate? Invite children to share their ideas, then go through the explanation on the slides. Explain that different areas of the world experience different climates and conditions depending on where they are. Show children the world map on the slides. Where would you expect the hottest countries on Earth to be? Why? Where would you expect the coldest places to be? Why? Go through the explanation for why some areas are hotter and colder than others. Go through the information about the hottest and coldest places in the world, as well as other extreme conditions in other areas, such as the wettest places, driest places and 'Tornado Alley'. Children to go on a fact hunt around the room to find the answers to the given questions. Children to use the information they have found out to annotate the map on worksheet 1C. Children could mark the hottest, coldest, driest and wettest places, using atlases or the internet to help them locate the places they have learnt about.</p> <p><b>Lesson 2: To find out about the water cycle and the distribution of water across the world.</b> Where does rain come from? Children to think, pair, share their ideas. Explain that all the water in the world rises from the Earth's surface and falls back to the ground in a continuous cycle which is driven by the sun's energy. Show children the diagram of the water cycle on the slides. Can you explain what is happening in this diagram? Children to discuss ideas, then go through the explanation on the slides. Show children the picture on the slides and explain that the river has completely dried up because it hasn't rained here for months. Why do some places get more rain than others? Invite children to share their ideas. • Do you know what a drought is? What do you think causes a drought? Go through the information on the slides about natural and human causes of drought, and the effects of droughts on the environment. Children to draw a diagram to show how the water cycle works,</p>			<p>Key Vocabulary:</p> <p>Cyclones, hurricanes, tornados, typhoons, tsunami, drought, water cycle, precipitation, condensation, evaporation, transpiration, ground water flow, surface run off, volcano, tectonic plates, lava, flooding, bush fires.</p>



then answer the questions about droughts.

**Lesson 3: To find out about extreme weather conditions across the world.**

What is the weather like today? What was it like yesterday? What do you expect it to be like tomorrow? Explain that for a lot of the world, weather changes very little. It can be hot, cold, rainy, snowy, foggy, etc. but not extreme. However, freak weather occurrences can happen anywhere in the world and some parts of the world frequently have to endure extreme weather. What kinds of extreme weather can you think of? Children to think, pair, share their ideas. Go through the information on the slides about different types of extreme weather, such as tropical storms, tornadoes, blizzards, etc. Which of these types of extreme weather have you ever experienced? What was it like? Children to complete the glossary of extreme weather. Encourage children to use what they have found out during the teaching input but provide books and/or access to the internet so they can check their understanding.

**Lesson 4: To find out about earthquakes and what causes them.**

How many types of natural disaster can you think of that are caused by the weather? Encourage children to think back to what they learnt in lesson 3 about extreme weather. Explain that is not only weather that can cause devastation on Earth. Do you know what an earthquake is? Do you know what causes earthquakes? Invite children to share their ideas. Go through the information on the slides about how earthquakes are caused by moving tectonic plates and where they are most likely to happen. • What effect do you think earthquakes have on landscapes and people? Children to share their ideas, then go through the pictures and information on the slides. Show children the Richter scale and explain that not all earthquakes are deadly.

**Lesson 5: To find out about tsunamis and how they are caused**

Show children a photo of a the damage caused by a tsunami. What do you think caused this natural disaster? Explain that this was a tsunami which is a giant wave. What do you think causes tsunamis? Invite children to share their ideas. Explain that tsunamis have nothing to do with the weather. They are caused by earthquakes. Go through the information on the slides about tsunamis, how they are caused and the effects they can have. Show children the pictures from the Asian tsunami in 2004. Explain that this is the worst to have happened in modern times because of the massive loss of life. Go through the information about this tsunami on the slides. What words do you think of when you see these pictures of the 2004 tsunami? Invite children to share their ideas.

Children to write 10 questions they want to find out about the 2004 tsunami, then use books or the internet to find the answers to their questions.



**Lesson 6: To find out what volcanoes are and how they are formed.**

Show children the four pictures on the slides. Which of these is the odd one out and why? Invite children to share their ideas. Show children the odd one out and explain that this is a volcano instead of a mountain. What is the difference between a volcano and a mountain? Children to share their ideas. Show children the photos of volcanoes on the slides and ask them to describe what they think is happening. Go through the information on the slides about volcanoes, how they are formed and where the active volcanoes in the world are. Children to use what they know about volcanoes to answer the questions, then draw and label a picture of an erupting volcano. Make a working volcano.

Stunning Start/Marvellous Middle/Fabulous Finish:

Tornado hunters video – descriptive writing

Fabulous finish – make a working volcano

OAA/Trips/Visits/Visitors:

Lookout Centre ? tbc