

Geography Medium Term Plan Year 7 - Wild Weather SOW

Unit planning and evaluation sheet:

Year 7 Unit 5	Title: Wild Weather	
Why are you teaching it? What do they need to know? Misconceptions?	Links to the KS3 National Curriculum: 'Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: 'weather and climate' and 'to understand how human and physical processes interact'. Misconceptions: Students struggle conceptually with regards to air pressure and the process of how it rains.	
Why are you teaching it now? What prior learning do students have?	Prior Learning: Students have previously learnt about the influence of temperature on our world biomes in the 'Year 7 - Brilliant Biomes SOW' and have studied the impact of latitude. Why Now?: This builds on their learning of global patterns of human geography and allows deeper study of a major factor in the location of the world's population.	
	Key words: 'weather', 'climate', 'latitude', 'air masses' and 'relief, frontal and convectional rainfall' (Highlighted for Frayer model deep dive)	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	Oracy	Confidently be able to discuss the issues within this topic and be able to explain how each of the different skills are applied. Always aim to Elicit response from whole class <i>All students should respond to questions using either:</i> Think - Pair - Share Use of Mini whiteboards (Ensure all misconceptions are addressed before moving on) Type of questions: <ol style="list-style-type: none"> 1. Open questions. E.g What do you think about...? 2. Higher order questions. E.g What can you infer...? 3. Hinge questions. E.g. diagnostic questions asked at the point in the lesson called the 'hinge' where you need to check if your students are ready to move on Students will use tier 2 & 3 vocabulary in their verbal answers.
	Literacy	Define new key words such as 'weather', 'climate', 'latitude', 'air masses' and 'relief, frontal and convectional rainfall'. Write about these processes and issues in depth using examples. Be able to demonstrate and explain the factors affecting temperature, different types of rainfall, the way the weather affects our lives.

		<p>Reading: Use of the three whole school reading strategies where appropriate:</p> <ol style="list-style-type: none"> 1. Skim, scan and zoom. 2. Choral and repeated reading 3. Use of tier 2 and 3 vocabulary <p>Extended writing using clear success criteria.</p> <p>Use of Frayer model to embed understanding of key words.</p>
	SEND	<p>Learning objectives are made clear for each lesson and differentiated resources provided for our SEND students to access all lessons.</p> <p>Activities follow a support and challenge structure to develop knowledge, skills and understanding.</p> <p>Use of PCS 10 for SEND strategies. All staff to have seating plans identifying SEND students, making sure SEND students are asked more questions and provided with more support in lessons. All staff will have pupil profiles in their teaching and learning folders.</p>
As a result of assessment what % of students can achieve these focus skills.	<p>Mastered (16+) =</p> <p>Secure (11-15) =</p> <p>Developing (6-10) =</p> <p>Emerging (0-5) =</p>	
Key Assessments	End of unit Assessment ' Weather'	