

## Weather Unit Primary 1: Unit 17

Class:	Teacher:	Study Title: Weather Unit Primary 1	ES Outcome	Peopl
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level A	Learning Outcomes for: Weather Unit Primary 1	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		
<p>People and Place</p> <ul style="list-style-type: none"> <li>Describe the main types of local weather including seasonal changes and how it affects their own lives – A.</li> </ul> <p>Earth and Space</p> <ul style="list-style-type: none"> <li>Link patterns of day and night to the sun – A.</li> <li>Associate the seasons with changes of heat from the sun – B.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to talk about the day’s weather using words such as rainy, sunny, windy, dry, cold, warm, hot.</li> <li>To be able to choose a picture from a weather chart and match to the type of weather outside that day.</li> <li>To know that different clothes are worn in different weather conditions.</li> </ul>			

## Weather Unit Primary 1 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
<p>Apply to People and Place units where relevant.</p> <p>Language Describing weather and times of day. Poems about seasons.</p> <p>Maths Telling the time, recording changes.</p>	<p>Book list Weather A/B (at end of Weather units)</p>	
<p>Assessment Strategies:            Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, project diagrams            Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)            Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

## Weather Unit Primary 2: Unit 17

Class:	Teacher:	Study Title: Weather Unit Primary 2	ES Outcome	Peopl
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level A	Learning Outcomes for: Weather Unit Primary 2	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		
<p>People and Place</p> <ul style="list-style-type: none"> <li>Describe the main types of local weather including seasonal changes and how it affects their own lives – A.</li> </ul> <p>Earth and Space</p> <ul style="list-style-type: none"> <li>Link patterns of day and night to the sun – A.</li> <li>Associate the seasons with changes of heat from the sun – B.</li> </ul>	<ul style="list-style-type: none"> <li>To record the weather over a period of a week using simple symbols – class activity.</li> <li>To suggest activities which could be done in certain weather conditions, eg when hot and sunny, swim, when windy, fly a kite, when snowy, sledging.</li> <li>To be able to draw the kinds of footwear and clothes which would be worn in different weather conditions.</li> </ul>			

## Weather Unit Primary 2 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
<p>Apply to People and Place units where relevant.</p> <p>Language Describing weather and times of day. Poems about seasons.</p> <p>Maths Telling the time, recording changes.</p>		
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, project diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)</p> <p>Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

## Weather Unit Primary 3: Unit 17

Class:      Teacher:		Study Title: Weather Unit Primary 3	ES Outcome    People
Term:		Date:	Duration:
Knowledge and Understanding Attainment Targets Level B	Learning Outcomes for: Weather Unit Primary 3	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)	
<ul style="list-style-type: none"> <li>Describe the main weather elements and the effects on people's everyday lives – B.</li> </ul>	<ul style="list-style-type: none"> <li>To make a simple individual weather chart for a week and choose a few simple symbols.</li> <li>To be able to discuss the chart when it is complete and draw simple conclusions.</li> <li>To be able to discuss and notice the signs all around us that tell us about the weather, eg trees bend when it is windy, big grey clouds usually mean rain.</li> </ul>		

## Weather Unit Primary 3 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
<p>Apply to People and Place units where relevant.</p> <p>Language Describing weather and times of day. Poems about seasons.</p> <p>Maths Telling the time, recording changes.</p> <p>Science Predictions and testing them.</p>		
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, project diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)</p> <p>Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

## Weather Unit Primary 4: Unit 17

Class:      Teacher:		Study Title: Weather Unit Primary 4	ES Outcome    People
Term:		Date:	Duration:
Knowledge and Understanding Attainment Targets Level B	Learning Outcomes for: Weather Unit Primary 4	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)	
<p>People and Place</p> <ul style="list-style-type: none"> <li>Describe the main weather elements and the effects on people's everyday lives.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to make a weather chart using symbols to record the weather over 1–2 weeks.</li> <li>To interpret the results and describe the weather, eg when it rained there were big grey clouds, when it was sunny it was warm and there were shadows.</li> <li>To be able to say how the weather affects their lives, eg when it rains we wear... we have to stay indoors, when it snows, cars get stuck, people are late for work... when it rains there may be floods... when it is windy trees blow down, etc.</li> <li>To know the effect of the weather/seasons on plant growth.</li> <li>To know directions north, south, east and west.</li> </ul>		

## Weather Unit Primary 4 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
<p>Apply to People and Place units where relevant.</p> <p>Language Describing weather and times of day. Poems about seasons.</p> <p>Maths Recording measurements.</p> <p>Science Making and testing predictions.</p>	<p>Book list – page 15 of this unit.</p>	
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, peer diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)</p> <p>Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

## Weather Unit Primary 5: Unit 17

Class:	Teacher:	Study Title: Weather Unit Primary 5	ES Outcome	Peopl
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level C	Learning Outcomes for: Weather Unit Primary 5	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		
<ul style="list-style-type: none"> <li>Describe the main types of climate in the world and some ways in which people adapt to them, eg style of house, working outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use a thermometer to record temperature over a period of time.</li> <li>To be able to make and use a rain gauge to collect and record rainfall.</li> <li>To know about the effects of wind direction on the weather, eg west winds usually bring rain, east winds are cold.</li> <li>To know about different types of clouds and precipitation, eg rain, snow, ice.</li> <li>To understand how the weather affects man-made structures (buildings, roads).</li> <li>To revise the link between plant growth, animal life cycles and seasons.</li> </ul>			

## Weather Unit Primary 5 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
Science Forces Air resistance Making and testing predictions  Maths Recording measurements	Book list page 16	
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, peer diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)</p> <p>Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

## Weather Unit Primary 6: Unit 17

Class:      Teacher:		Study Title: Weather Unit Primary 6	ES Outcome    People
Term:		Date:	Duration:
Knowledge and Understanding Attainment Targets Level C	Learning Outcomes for: Weather Unit Primary 6	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)	
<ul style="list-style-type: none"> <li>Describe the main types of climate in the world and some ways in which people adapt to them, eg style of house, working outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use a range of instruments to record weather.</li> <li>To record and interpret a variety of weather data over a period of time which includes the use of a database and/or spreadsheet on the computer.</li> <li>To know there are different types of climate in the world and the difference between climate and weather (local).</li> <li>To be able to describe simple weather charts, including the TV weather bulletins.</li> <li>To describe ways in which world climates/weather affect lifestyles, eg homes, farming methods.</li> </ul>		

## Weather Unit Primary 6 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
<p>Relate to other Environmental Studies units as appropriate.</p> <p>Science Predictions and testing them</p> <p>ICT Recording data</p>	<p>Book list page 15</p>	
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, peer diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)</p> <p>Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

## Weather Unit Primary 7: Unit 17

Class:	Teacher:	Study Title: Weather Unit Primary 7	ES Outcome	People
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level D/E	Learning Outcomes for: Weather Unit Primary 7	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)	Skills A Highlighted Level E	
<ul style="list-style-type: none"> <li>Describe how extremes of weather and climate can disastrously affect people and places – D.</li> <li>Give some causes of the main weather and climate patterns in Britain and the wider world including extremes and explain the effects on ways of life, eg farming in the desert – E.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use and make a variety of weather instruments to record and interpret local weather over a period of time.</li> <li>To compare data collected with current national weather bulletins.</li> <li>To understand about weather/climate extremes and the effect on people – eg drought, hurricane, floods, (local) altitude, polar regions, deserts (climate zone).</li> </ul>		Level E Pupils are preparing <ul style="list-style-type: none"> <li>plan sequence required</li> <li>identify information for class</li> </ul> Carrying out <ul style="list-style-type: none"> <li>select to access information sources</li> <li>select in a</li> <li>make and exchange</li> </ul> Reviewing <ul style="list-style-type: none"> <li>present show special</li> <li>present refer</li> </ul>	
<b>Assessment Strategies:</b> Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, peer diagrams Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project) Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book				

## Weather Unit Primary 7 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)	Evaluati
<p>Apply to other Environmental Studies units as relevant.</p> <p>ICT Recording and databases</p>	<p>This unit page 15</p>		
<p>Assessment Strategies:            Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, pr diagrams            Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)            Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal bookl</p>			

People and Place			Weather
	ISBN	Author	Title
*	0431037825	Ashwell, Miranda	Rain
*	0431037833	Ashwell, Miranda	Snow
*	0431038295	Ashwell, Miranda	Watching the Weather
	0006643183	Butterworth, Nick	One Snowy Night
	0199164274	Foster, John	Snow Poems
	0099404451	Hanson, Stephen	Froobie Pink and the Night Noises
	0744578272	Henderson, Kathy	Storm
	0370325613	Hughes, Shirley	Alfie's Weather
	0563373822	Jennings, Terry	Weather
	0744543258	Lewis, Kim	First Snow
	0749628529	Manning, Mick	Snowy Day
	0749634979	Manning, Mick	Windy Day
	0750211830	Moss, Miriam	Weather in Summer
	0750211857	Moss, Miriam	Weather in Winter
	075137248X	Murphy, Mary	Here Comes the Rain
*	1841380377	Powell, Jillian	Sun and Us
	0749607823	Richardson, Joy	Weather
*	0750234865	Royston, A	Weather around You
	0862643600	Willis, Jeanne	Dr Xargle's Book of Earth Weather

People and Place			Weather
	ISBN	Author	Title
	0431037841	Ashwell, Miranda	Watching the Weather
*	0750220201	Bender, Lionel	Heat and Drought
	1861730322	Bundey, Nikki	Drought and People
	1861730225	Bundey, Nikki	Rain and the Earth
*	1861730292	Bundey, Nikki	Snow and People
*	1861730284	Bundey, Nikki	Snow and the Earth
	1861730314	Bundey, Nikki	Storms and People
	1861730306	Bundey, Nikki	Storms and the Earth
	186173025X	Bundey, Nikki	Wind and People
	0749634812	Cooling, Wendy	Who Has Seen the Wind
	0713637609	Davies, Kay	Sun – See for Yourself
	0099404451	Hanson, Stephen	Froobie Pink and the Night Noises
*	0749633239	Hewitt, Sally	Weather – It's Science
		Lye, Keith	Cold Climates
	0749633794	Macdonald, Fiona	Weather – Topic Books
*	0749635932	Morgan, Sally	Changing Climate
	1902260341	O'Neil, Judith	Whirlwind
	0431037833	Owen, Andy	Snow – What is Weather?

People and Place			Weather
	ISBN	Author	Title
	0751328561	Allaby, Michael	Guide to Weather
*	0751362166	Challoner, Jack	Hurricane and Tornado (DK)
	0431096031	Chambers, Catherine	Drought (Disasters in Nature)
	0431096112	Chambers, Catherine	Floods (Disasters in Nature)
*	0749634812	Cooling, Wendy	Who Has Seen the Wind
	0863185789	Cosgrove, Brian	Weather (DK)
	0140382364	Dewan, Ted	Weatherbirds
*	0750220228	Dunn, Andrew	Fogs, Mist and Smog
	0744577985	Howarth, Lesley	Weather Eye
	1842180839	Kerrod, Robin	Fantastic Facts (Weather)
	0744560640	Llewellyn, Claire	Wild, Wet and Windy
	0749633794	Macdonald, Fiona	Weather – Topic Books
*	0431064342	Martin, Fred	Weather (Themes in Geography)
	0750227397	Maslin, Mark	Storms (Restless Planet)
*	1860071090	Morris, Neil	Hurricanes and Tornadoes
	0750027215	Oxfade, Chris	Weather (Science Fact Files)
	075022021x	Steele, Philip	Snow and Ice