

**Come rain or shine – exploring weather and climate
KS2 Post-visit lesson plan**

National Curriculum: Geography



Learning Objectives	Structure	Plenary
<ul style="list-style-type: none"> To ask and respond to geographical questions. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To understand about weather conditions around the world. To understand that there is a difference between weather and climate. To recognise that different climates affect the type of plants that will grow. <p>Climate based</p> <ul style="list-style-type: none"> To recognize the plant adaptations in different climate zones. To create a 'plant' 	<p>There are two different lesson plans here - one with an emphasis on climate around the world and the other on the weather in the UK.</p> <p>Introduction</p> <ul style="list-style-type: none"> Discuss the visit to Wisley- what did they learn? What was the difference between the weather outside the glasshouse and inside? What is the difference between weather and climate? <p>Activities</p> <p>Climate based</p> <ul style="list-style-type: none"> Recall the plants seen growing in the different climatic zones at Wisley. Use books and the internet to learn more about their adaptations to climate. Produce an information page about one type of adaptation to make a whole class book or display. Create a plant that is adapted to a climate zone- what feature would it need to grow well? Create some mini gardens in the class growing plants adapted to the climatic zones seen at Wisley. 	<p>Climate based</p> <p>Ask groups of children to share their research with the class and demonstrate how their plant is adapted to its climate.</p> <p>Consider how best to care for their mini gardens- how can they produce the right climate in the classroom?</p>

<p>demonstrating adaptations to climate</p> <ul style="list-style-type: none"> To grow plants in the classroom demonstrating the types of plant grown in different climates. <p>Weather based</p> <ul style="list-style-type: none"> To make and use weather instruments in the school grounds. Record weather over a period of time. <p>Assessment Questions</p> <ul style="list-style-type: none"> How are plants adapted to their climate? What weather should we record in our school grounds? Which instruments should we make? How do we record it? What is the climate of Britain and how does this compare with the climatic zones in the Glasshouse at Wisley? What plants would grow well in our climate? 	<p>Weather based</p> <ul style="list-style-type: none"> Make some simple weather instruments and use them to measure the weather at school. Look at internet weather recording sites and use the same symbols to record your weather. Decide which plants would grow well in the British climate and plant some in the school garden or in a container. <div data-bbox="624 708 1749 900" style="border: 1px solid black; padding: 5px;"> <p>Key Vocabulary: Weather, climate, hot, dry, humid, tropical, desert, temperate, moist, adaptation. Windy, sunny, snowy, cloudy</p> </div> <div data-bbox="624 922 1749 1353" style="border: 1px solid black; padding: 5px;"> <p>Links to ICT: Useful adaptations sites: www.mbgnet.net; www.kidcyber.com.au/topics/biomes.htm Enter 'plant adaptations ' in a search engine and many sites will be shown. Similarly ' plant adaptations in the desert/ rainforest' etc will also produce good results. Weather instrument sites: Enter 'making weather instruments' in a search engines and many sites will be displayed.</p> </div>	<p>Weather based</p> <p>Ask children where the weather station should be placed and how the weather should be recorded.</p> <div data-bbox="1794 938 2145 1347" style="border: 1px solid black; padding: 5px;"> <p>Resources: Resources on plant adaptations, paper, pencils, scissors etc for plant design.</p> <p>Range of materials needed for making weather instruments- see websites.</p> </div>
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