
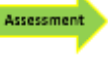





A2 GEOGRAPHY Year 13 LP1 [Unit 4.5 : Weather and Climate]

This half term: Skills, Knowledge and Understanding to be developed:		Key Terms / Words:	
<ul style="list-style-type: none"> • Skills: Students will be able to analyse patterns and statistics, present data and research secondary resources. • Knowledge: Students will know how the world's atmospheric systems lead to a variety of climatic types; how the air masses and weather systems lead to the UK's changeable climate; how and why climatic hazards occur; the features of an urban climate and the challenges of climate change. • Understanding: Students will understand the influence of atmospheric systems on world climates; how the UK's climate is influenced by a variety of factors; how climatic hazards form and how they can be mitigated and how and why climate change forms a major global challenge. 		Air masses, hazards, resilience, vulnerability, urbanisation, climate change, tipping point, mitigation, risk, systems, threshold, heat budget, circulation, continentality, altitude, low and high pressure, adaptive capacity, stress, variability	
LP 1 – Week 1 Learning Outcomes: KQ 4.5.1 1. Students will be able to describe the structure of the atmosphere and the key characteristics of each layer. 2. Students will be able to explain how these layers play a role in climate regulation and the atmospheric heat budget.		Success criteria: Description of the key features of each layer of the earth's atmosphere. Explanation of how these layers regulate climate and the atmospheric heat budget.	Homework LP1 1 Research into the key features of each layer of the atmosphere.
LP 1 – Week 2 Learning Outcomes: KQ 4.5.1 1. Students will be able to describe and explain the processes of global atmospheric circulation. 2. Students will be able to describe and explain the global distribution of high and low pressure belts and how they impact on planetary surface winds; how oceanic circulation impacts climate and the regional impacts of continentality and altitude on climate. (Part 1)		Success criteria: Detailed diagram of the tricellular model drawn and explained. Global map of high and low pressure belts/oceanic circulation drawn and described in detail.	Homework L1 2 Revision for APP [GC] <div style="border: 2px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
LP 1 – Week 3 Learning Outcomes: KQ 4.5.1 & 4.5.2 1. Students will be able to describe and explain the global distribution of high and low pressure belts and how they impact on planetary surface winds; how oceanic circulation impacts climate and the regional impacts of continentality and altitude on climate. (Part 2) 2. Students will complete their APP. Students will be able to locate the major climatic types and describe their distinctive characteristics.	<div style="border: 2px solid blue; padding: 5px; width: 60px; margin: 0 auto; text-align: center;">APP</div> <div style="border: 2px solid red; padding: 5px; width: 60px; margin: 0 auto; text-align: center;">Grade:</div>	Success criteria: Detailed explanation of how continentality and altitude affect climate. Correct location of the major climatic types on a world map and detailed description of their distinctive characteristics.	Homework LP1 3 Research into the distinctive characteristics of TWO climatic types (eg Mediterranean/Arctic)
LP 1 – Week 4 Learning Outcomes: KQ 4.5.2 1. Students will be able to explain how seasonal variations in the position of the ITCZ (including the migration of the heat equator, wind and pressure belts) occur. 2. Students will be able to describe and explain the main features of the monsoon climate.		Success criteria: Detailed explanation of why the ITCZ varies in location and how it impacts climate. Detailed description and explanation of the main features of the monsoon climate.	Homework LP1 4 Fact file on the monsoon climate.

<p>LP 1 – Week 5 Learning Outcomes: KQ 4.5.3</p> <ol style="list-style-type: none"> 1. Students will be able to <u>describe</u> the main features of the climate of Wales and the UK. 2. Students will be able to <u>analyse</u> how the sources and characteristics of air masses influence the weather of Wales and the UK. 		<p>Success criteria:</p> <p>Detailed description of the climate of Wales and the UK; including data on temperature and rainfall.</p> <p>Detailed analysis of the influence of air masses on the climate of Wales and the UK.</p>	<p>Homework LP1 5</p> <p>Revision for SA [GC]</p> <div style="border: 2px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
<p>LP 1 – Week 6 Learning Outcomes: KQ 4.5.3</p> <ol style="list-style-type: none"> 1. Students will complete their SA. 2. Students will be able to <u>describe</u> and <u>explain</u> how the position, pattern and amplitude of the jet stream influences the UK’s weather. 	<div style="border: 2px solid blue; padding: 5px; display: inline-block; margin-bottom: 10px;">SA</div> <div style="border: 2px solid red; padding: 5px; display: inline-block;">Grade:</div>	<p>Success criteria:</p> <p>SA</p> <p>Explanation of influence of jet stream refers to factors such as position, pattern and amplitude.</p>	<p>Homework LP1 6</p> <p>Preliminary research into extreme weather events.</p>
<p>LP 1 – Week 7 Learning Outcomes: KQ 4.5.4</p> <ol style="list-style-type: none"> 1. Students will be able to <u>describe</u> and <u>explain</u> recent and cyclic climate change, including extreme weather events. 2. Students will be able to <u>analyse</u> and <u>evaluate</u> what factors cause populations to become vulnerable to weather and climate hazards. 		<p>Success criteria:</p> <p>Correct definition of cyclic climate change; description of extreme weather events.</p> <p>Correct graph of cyclic climate change drawn.</p> <p>Detailed definition of factors such as exposure to climatic variability, including examples.</p>	<p>Homework LP1 7</p> <p>Analysis of recent weather events and outlining factors that increase vulnerability.</p>
<p>LP 1 – Week 8 Learning Outcomes: KQ 4.5.4</p> <ol style="list-style-type: none"> 1. Students will be able to <u>draw conclusions</u> on the changing vulnerability of populations to weather and climate hazards by undertaking a detailed case study of a climatic event in two contrasting environments – [Part 1] 2. Students will be able to <u>draw conclusions</u> on the changing vulnerability of populations to weather and climate hazards by undertaking a detailed case study of a climatic event in two contrasting environments – [Part 2] 		<p>Success criteria:</p> <p>Detailed case study presented, including maps, graphs, facts and figures, using key terms and contrasting TWO environments illustrating vulnerability to climatic hazards.</p>	<p>Homework LP1 8</p> <p>Research into ONE low-pressure hazard</p>

Please note: This Learning Programme is subject to change.