

Independent enquirers	Creative thinkers	Reflective learners
Analysing photos and exploring issues: questions 1 – 3 on page 33 of <i>geog.2 students' book</i>	Generating ideas about different climatic circumstances: <i>What if...?</i> on page 31 of <i>geog.2 students' book</i>	Revising work done and presenting it in different ways for different audiences: question 7 on page 45 of <i>geog.2 students' book</i>
Supporting conclusions: question 5 on page 35 of <i>geog.2 students' book</i>	Generating and connecting ideas: question 5 on page 33 of <i>geog.2 students' book</i>	Scoring, and offering feedback on, the work of other students: question 25 on page 73 of <i>geog.2 teacher's handbook</i>
Using maps to answer questions: question 2 on page 36 of <i>geog.2 students' book</i>	Connecting ideas: question 7 on page 39 of <i>geog.2 students' book</i>	Reflecting on, and revising, the unit and presenting work in different ways for different audiences: question 1 on page 18 of <i>geog.2 workbook</i>
Considering the feelings and opinions of others: questions 2 and 3 on page 41 of <i>geog.2 students' book</i>	Generating and connecting ideas about Poland's weather: question 6 on page 45 of <i>geog.2 students' book</i>	Reflecting on rain and clouds: question 1 on page 20 of <i>geog.2 workbook</i>
Supporting conclusions: question 2 on page 43 of <i>geog.2 students' book</i>	Connecting ideas about weather: questions 2 and 3 on page 49 of <i>geog.2 students' book</i>	Reflecting on air pressure: question 1 on page 21 of <i>geog.2 workbook</i>
Analysing information shown in climate graphs: questions 3 – 5 on page 47 of <i>geog.2 students' book</i>	Generating ideas about Molly the water molecule: question 5 on page 72 of <i>geog.2 teacher's handbook</i>	Completing an activity that tests understanding of the causes of change in weather: question 1 on page 22 of <i>geog.2 workbook</i>
Supporting conclusions: question 6 on page 47 of <i>geog.2 students' book</i>	Connecting ideas and people's experiences to show how a storm has varied impacts: question 1 on page 23 of <i>geog.2 workbook</i>	Completing a crossword that tests understanding of the unit: page 27 of <i>geog.2 workbook</i>
Finding out about weather in mountain environments (there is potential for a research project here): question 6 on page 49 of <i>geog.2 students' book</i>	Generating and connecting ideas about climate: <i>The world's climates</i> (a worksheet) on <i>geog.2 resources and planning OxBow CD-ROM</i>	Applying success criteria to level-marked assessment: criteria given on pages 53 and 54 apply to the level-marked assessment on
Analysing climate graphs to answer weather		

<p>questions: question 3 on page 51 of <i>geog.2 students' book</i></p> <p>Considering different perspectives in relation to climate: question 3 on page 51 of <i>geog.2 students' book</i></p> <p>Collecting weather photos for individual research: question 1 on page 72 of <i>geog.2 teacher's handbook</i></p> <p>Carrying out research into today's weather: question 9 on page 72 of <i>geog.2 teacher's handbook</i></p> <p>Analysing satellite images: question 25 on page 73 of <i>geog.2 teacher's handbook</i></p> <p>Considering different feelings about the weather: question 2 on page 17 of <i>geog.2 workbook</i></p> <p>Supporting conclusions: question 3 on page 19 of <i>geog.2 workbook</i></p> <p>Analysing climate graphs: question 1 on page 24 of <i>geog.2 workbook</i></p> <p>Analysing and interpreting isobars: <i>Introducing isobars</i> (a worksheet) on <i>geog.2 resources and planning OxBox CD-ROM</i></p>		<p>pages 52 – 60 on <i>geog.2 assessment file & OxBox CD-ROM</i></p> <p>Completing a test on the chapter: <i>Weather and climate scored test</i> on pages 62 – 65 on <i>geog.2 assessment file & OxBox CD-ROM</i></p> <p>Reviewing and analysing their own work: <i>Weather and climate self-assessment form</i> on page 67 on <i>geog.2 assessment file & OxBox CD-ROM</i></p> <p>Completing a card-based consolidation exercise: <i>Why does it rain?</i> (a longer learning activity) on <i>geog.2 resources and planning OxBox CD-ROM</i></p>
--	--	---

Team workers	Self managers	Effective participators
<p>Working on a weather-related project as a group (involves developing the students' book question into a wider project): question 7 on page 37 of <i>geog.2 students' book</i></p> <p>Writing a weather broadcast for the radio (this could be developed into group work): question 3 on page 43 of <i>geog.2 students' book</i></p> <p>Monitoring the weather as a group: question 8 on page 72 of <i>geog.2 teacher's handbook</i></p> <p>Analysing travel brochures done as a group project: question 36 on page 73 of <i>geog.2 teacher's handbook</i></p> <p>Working as a group to create a climate mind map: question 37 on page 73 of <i>geog.2 teacher's handbook</i></p>	<p>Managing a project to prove that there is water vapour in the air (involves goal-setting): question 3 on page 35 of <i>geog.2 students' book</i></p> <p>Measuring the weather – there is potential here for an individual project in which pupils set their own goals: question 7 on page 37 of <i>geog.2 students' book</i></p> <p>Collecting literary descriptions of the weather – this could be developed into a homework project: question 3 on page 72 of <i>geog.2 teacher's handbook</i></p> <p>Undertaking an individual research project about the sun: question 6 on page 72 of <i>geog.2 teacher's handbook</i></p> <p>Carrying out a personal enquiry that looks at the accuracy of weather forecasts: <i>How accurate is the weather forecast?</i> (a longer learning activity) on <i>geog.2 resources and planning OxBor CD-ROM</i></p>	<p>Advocating views and influencing others: question 6 on page 41 of <i>geog.2 students' book</i></p> <p>Influencing others to stay safe in storms: question 4 on page 45 of <i>geog.2 students' book</i></p>