



Learning Scotland




Thursdays 11.45-12.00

% *Gàidhlig Ìre 1c & C Mòr Ìre*

BBC2

These notes relate to re-transmitted programmes, and were conceived within the 5-14 framework. While the 5-14 terminology has been



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Environmental Studies: Social Subjects, Science

Attainment outcome main focus Social subjects – People and place
 minor focus Science – Living things and the processes of life

Level A/B

<p>Knowledge and understanding</p> <p>Using maps developing an understanding of location and features of maps</p> <p>The physical environment: developing an understanding of physical processes in the earth's atmosphere and surface: weather and climate, landscapes and physical processes</p> <p>Human-physical interactions: developing an understanding of the interactions between people and the Earth's natural environment: land use, resources and changes, environmental issues and sustainability</p> <p>Interaction of living things with their environment: developing an understanding of the interdependence of living things with the environment</p>	<p>Pupils will be able to</p> <p>(programmes 1-3)</p> <ul style="list-style-type: none"> - identify locations included in the programme on a map of Scotland - recognise symbols for given weather types - record weather features relevant to each area on a map of Scotland using weather symbols <p>(programmes 1-3)</p> <ul style="list-style-type: none"> - state reasons why L 	<p>BBC programmes, teachers' notes, worksheets</p> <p>'After the programme' discussions, using 'What?Where?When?Why?' questions as starting points</p> <p>Suggested activities, and the resources recommended for them, are listed within the notes for each programme</p>	<p>Children should peer-assess and self-assess their learning using the assessment sheet</p> <p>Teachers can add their assessment to the sheet.</p>
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The three programmes in this unit deal with Scottish weather. The Happy Gang look at how weather in different locations through out Scotland can be very different on the same day, and the effects that weather can have on gardens, leisure, transport and how wild animals cope in the winter.

9bj Jfcbā YbHU' Ghī XJgHfUWYfġFYgci fW6cc_ %'
 Í Aitken Ellis Laing Souter ISBN 0-17-423353-1

GMBW? YniGHJ Y&GWhUbXpp 4-6 (Stanley Thornes Blueprint) ISBN 0-7487-2213-0
 (Although this is written for an older age group there are worksheets that can be used to extend the more able pupil.)

: c' Ybg'GMBW-b'5 Wcb HfUWYfġFYgci fW6cc_ %' Patricia Harrison, Christine Moorcroft, Joan Boden and Karen Hartley ISBN 1-85276-255-1

: c' Ybg'GMBW-b'5 Wcb HfUWYfġFYgci fW6cc_ " Patricia Harrison and Christine Moorcroft ISBN 1-85276-261-6

<http://www.brainpop.com>

<http://www.bbc.co.uk/schools/whatisweather/>

<http://www.bbc.co.uk/paintingtheweather/>

<http://creativearchive.bbc.co.uk/>

<http://www.scratch-pad.com/kites/make.html> (plan for making a basic kite.)



Before the programme

- 1 Look at a large map of Scotland and pinpoint the different locations visited during the programme. Look at the landscape and discuss why weather can be affected by location and landscape.
- 2 Familiarize children with the word bank and the song.
- 3 Using drawings and photographs, discuss favourite seasons.
- 4 How can we record weather? Ask the pupils what weathers should be recorded. Ask the children to suggest and choose suitable symbols for their weather chart.
- 5 Familiarise the pupils with the words of the songs from the programme.

After the programme

- 1 Using either a wall display or a database, make a regular record of the weather.
- 2 Ask pupils to use a drawing package on the computer to create a picture of their favourite season, with text telling why they like it best.
- 3 In small groups, look at and discuss the information printed on packets of seeds, such as where and when to plant them and the best weather conditions for growth.
- 4 Carry out the sequencing activity in Worksheet 1, using version a or version b as appropriate.
- 5 Invite a gardener, parent or grandparent in to tell children about gardening and caring for plants at different times of the year.
- 6 Plant seeds and grow them in various locations. Record, compare and contrast the results. (The Stanley Thornes Blueprint worksheets referred to on page 8 may be useful for this.)
- 7 Use Worksheet 2 to reinforce the location of each place visited. Less able pupils can cut and stick the location labels using the labels provided on the supplementary sheet. The more able children can simply write the place names in the boxes on the map. Compare the places visited with the places where the pupils live.

This activity, using Worksheet 2, can be carried out after each of the three programmes.

- Pupils should be able to use appropriate words to describe weather.
- Pupils should be able to discuss the best time and place to plant seeds, using the information on the seed packets.
- Pupils should be able to predict what may happen to different plants in different locations, based on previous discussions and information on seed packets.

drizzle

hurricane

weather forecast

weather symbols

seasons

condenses

Name _____

Planting seeds

The drawings show some of the story of planting and growing some flowers. But they are all mixed up. Can you cut them out and stick them down in the right order?



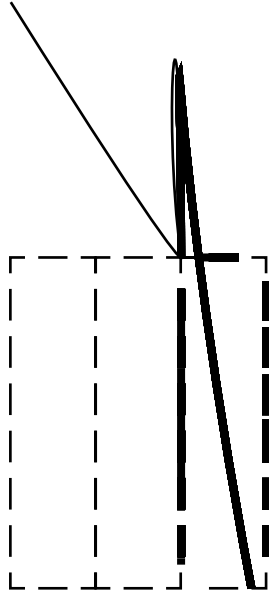
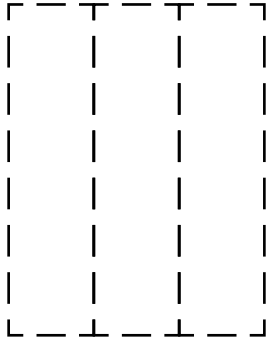
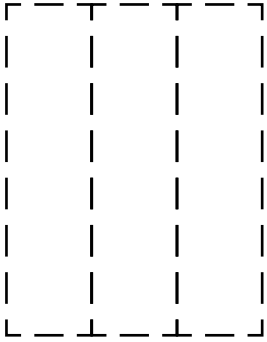
Name



Name _____

Scotland

These labels can be cut up and given out to pupils for use with Worksheet 2.



Programme Two

— Transmission date 25 September 2008

Spatz is struggling to find ideas for the next weather programme. Mr P provides the inspiration when he announces that he is off skiing. With the help of children from around Scotland Mr P explores the activities people do in different types of weather and different landscapes. The programme also explores the difficulties experienced during the winter months and the fun we can have in the snow.

The learning aims of Programme Two are

- to develop an awareness of the needs of wildlife during winter
- to further develop children's awareness of locations in Scotland
- to develop the link between weather and leisure activities
- to develop their understanding of snow as frozen water
- to develop a basic awareness of thunder and lightning
- to develop an understanding of the difficulties caused by snow.

Weather chart, seasonal weather pictures and map of Scotland used for Programme One.

Non fiction books depicting snow scenes and the difficulties that snow can cause. (Kingscourt is a good source for fiction and non-fiction books to support these topics.)

Ice cube tray and containers for making and melting ice.

Worksheets 3a and 3b give observation sheets for making and melting ice. Less able pupils can draw their findings using sheet 3a. More able pupils can write about what they see using sheet 3b.

Pictures of wild animals in different weather conditions.

A video of thunder and lightning.

News report of severe weather conditions.

Tape recorder or video recorder for interviews.

*K \ U*winter sport was Mr P all dressed for at the beginning of the programme?

*K \ Y*did Mr P's ski instructor say the best places for winter sports in Scotland were?

*K \ B*do wild animals and birds struggle to find food?

*K \ M*did Nicky want to make a bird feeder?

Before the programme

- 1 Look at a large map of Scotland and pinpoint the different locations visited during the programme. Look at the landscape and discuss why weather can be affected by location and landscape.
- 2 Familiarize children with the word bank and the song.
- 3 Discuss pictures of Glenshee, Cairngorms, Glencoe or Nevis Range in winter and summer. Compare and contrast the similarities and differences.
- 4 List, or dress a teddy, with the sort of clothes we would wear during the winter to play outside.
- 5 Make a word bank describing snow, ice and hailstones.

After the programme

- 1 Talk about what can be done to help wild animals during the winter. Use pictures of the animals to help prompt the discussion. You could use the internet or reference books to research different ways of feeding wild animals and birds during cold periods.
- 2 Look at pictures of different activities, and discuss the type of weather that would be most suitable for them.
- 3 Look at how ice is made. Fill plastic cups with water, and place them in a freezer.

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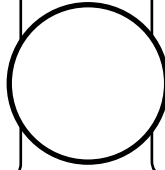
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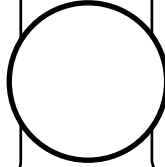
Making and melting ice

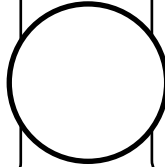
Check what's happening to the ice at regular intervals during the day, and make notes about what you find.

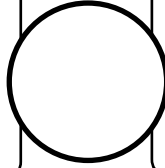
Making ice

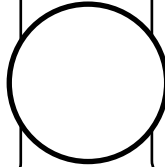
Melting ice

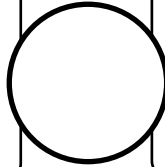




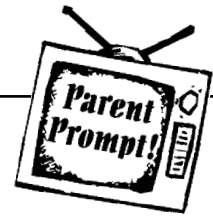








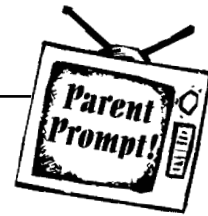
Weather



Name

Before the programme

- 1 Look at a large map of Scotland and pinpoint the different locations visited during



Name

