

TEACHERS' NOTES

PLEASE FIND TIPS AND HELPFUL HINTS FOR EACH SECTION OF THE WORKSHEET BELOW.

Weather and climate section

Suggestion:

You could extend the conversation about the difference between weather and climate to kick-start this section. Have there been any notable world weather events recently that your students might know about? You could discuss these further. It's also an idea to invite students to share their knowledge about other climate types from around the world, i.e. we've provided the example of monsoons in South America, but they may know others.



Suggestion:

Why not expand on this section's **cloud types activity** and encourage the students to go outside and study the clouds - either at school or at home. How many cloud types can they spot in real-time? Are there any that they haven't learnt about in the worksheets perhaps?

Population section



Suggestion:

You could expand on this section's **draw a population pyramid activity** and ask students to present their findings back to the class. As prompted in the worksheets, you could encourage students to think about the economic and social factors associated with different types of populations and what that might mean for their case study city.

Urban environments and pollution section



Suggestion:

If you or the students have access to tablets or smartphones, why not expand on this section's **air quality news reporter activity** and get them to film their news reports as well. You could then organise a class watch and review, so the students can share their news pieces with their peers.

Recap opportunity:

In line with this section's learning on the Air Quality Index and harmful substances and gases, it could be an opportunity to tie back to the national curriculum and invite the class to review the periodic table and even explore drawing some well-known chemical compounds.



Suggestion:

If the students come up with some strong points during the **air pollution debate activity** that they feel they want to take further, why not encourage them to write a letter to their local politician or council to outline their thinking.

Sustainable growth and technology section



Suggestion:

Why not expand on this section's **did you know?** and ask students to think about any non-renewable or renewable energy resources that might be specific to their local area. Do they live near the coast and offshore wind farms they might be familiar with? Similarly, you might have a local energy plant close by that might be of interest to discuss. If it's an option, a class field trip could be organised.



Suggestion:

You could take this section's **future technology activity** one step further and share the students' inventions with other classes within the school. Is there a special assembly they could present their models at or an area within the school where they could be put on display?