

Title	<i>Investigating the Weather</i>
Learning area	<i>HASS - Geography</i>
Other LAs	<i>English (Literature/Speaking/Listening) Mathematics (data collection and recording)</i>
Year Level(s)	<i>Year 1</i>

Background information

Brief Description of the Task:	<p>The starting point is an investigation of the weather in the child's location. This can be done by creating a chart on which daily observations of elements of the weather are recorded. These can start as simple sketches for 'sunny', 'cloudy', 'raining', 'windy'. The habit of recording the weather each day over a period of time makes children aware of the patterns and changes in weather, and is a good training in recording.</p> <p>Discussion of the recorded patterns with the children can lead them to a description of the changes in weather throughout the year - the basis of our understanding of climate. This can lead to discussion of contrasting weather patterns and seasons in storybooks or in television shows and movies.</p> <p>This activity is based on the various teaching ideas suggested on the Geospace online resource. http://www.geospace.edu.au/core-units/f-4/exemplars/year-1/f4-exemplars-y1-illus2.html</p>
Context summary	<p>WA Curriculum Content Descriptor: How <u>weather</u> (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them (ACHASSK032) Represent collected information and/or data in to different formats (e.g. tables, maps, plans) (WAHASS20)</p>
Description of purpose (Learning Intention)	<p>This task involves an inquiry into the weather by observing and recording the basic elements of the weather of their local place. Students will develop their observational skills, an understanding of patterns in the environment. By practicing regular and accurate recording of data, students will explore the links between weather, seasons and human activities.</p>

Summary of Links to the Western Australian Curriculum *(Relevant areas shaded at completion of the student activity)*

Content Strand	HASS Knowledge and Understanding			HASS Skills			
Key Concepts History Geography	Continuity and change			Cause and effect		Significance	
	Place		Space	Environment		Interconnection	
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia's engagement with Asia		Sustainability	

Relevant Aspects of the Achievement Standard

Highlight areas to show the parts of the achievement standard relevant to this task, in YOUR context.

At Standard, students pose questions, locate, sort and record collected information and/or data from provided sources. They identify and process relevant information and/or data by categorising, sequencing events and exploring points of view. Students use different formats to represent their information, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Students share their findings in a range of ways, and develop simple texts, using some relevant terms. They reflect on what they have learnt using oral and/or written forms.

Students describe how spaces are used in their **local community**. They categorise the natural, managed and constructed **features** of places. Students describe how the **features** of places can be cared for and changed over time. They describe the **weather** and seasons for selected places, and locate the equator and the northern and southern hemispheres. Students describe how families have changed or remained the same over time. They describe how daily lives **change** over generations, and consider the personal **significance** of events in the present, past and future.