



Severe weather warning



Description: Design systems for letting people know about the likelihood of severe weather occurring.

QCA Geography Schemes of Work reference:

Year 5 Unit 16: What's in the news
Unit 18: Connecting ourselves to the world

National Curriculum Geography reference:

QCA ICT Schemes of Work reference:

Year 5 Unit 5F: Monitoring environmental conditions and changes.

Learning Objectives: Pupils should be taught the importance of warning people about severe weather events and why casualties might still occur despite these warning systems.

Suggested activities:

Intro: Discuss with the children how they think people are warned about severe weather occurring. Will everybody receive these warnings at the same time? Are particular groups of people more at risk during severe weather occurrences? Why are warnings necessary?

Main: Compare and contrast two different severe weather-warning systems – US and UK (see websites below). What differences occur? What accounts for these differences? What benefit would there be to the UK adopting a similar warning model to the US? What might this model look like? What information would be most useful and when should this be provided?

Resources:

- <http://iwin.nws.noaa.gov/iwin/nationalwarnings.html> American severe weather warning system
- <http://www.met-office.gov.uk/> UK severe weather warning service
- <http://www.bbc.co.uk/weather/warning.shtml> UK weather warning

Learning outcomes:

- How severe weather warnings should be communicated?
- What is the best information to provide?
- Using ICT to find information.
- How modelling systems aid weather warnings.

Extension activities:

Children can look at the information gathered about the severe weather warning process and suggest other ways that the general public could be notified. The class can go onto design their own tiered emergency strategy with different alerts determined by the level of danger predicted.