



Lesson Four:	Is it true that it always rains in the UK, but never in Oman?		
Aim:	To compare climate data from the UK and Oman using graphical techniques		
NC Links:	Understand the water cycle; Describe and understand climate zones; Understand how aspects change over time		
Scottish NC Es and Os:	SOC 3-12a; MNU 4-20a		
Key Vocabulary:	climate weather data	rainfall comparative	temperature precipitation
Resources:	Learning Outcomes:		
UK and Oman climate graphs UK climate data set Oman climate data set PowerPoint: Is it true... Comparing climates worksheet Comparing climates cloze activity	<ul style="list-style-type: none">• To be able to draw a climate graph• To draw comparisons between places using the climate data• To develop an understanding of two different climatic zones		
Lesson Introduction:			
<p>The lesson relies on students having some prior knowledge of the water cycle and the precursors to precipitation. Students should also be able to locate Oman on a world map to allow them to discuss climate zones very generally. This site can help summarise this for students.</p> <p>Students will also need to know the fundamentals of drawing a bar and a line graph, as this lesson requires them to construct a climate graph.</p>			
Starter: (10 mins)			
<p>Slide 2: What is the climate like in the UK? Introduce the lesson by getting students to describe the UK climate in general terms (e.g. when is it hot / cold / wet / dry? This can be enhanced by discussing the difference between weather and climate and further developed by talking about the weather on the day of the lesson.</p> <p>Slides 3-6: Photographs of Oman Follow up this question by showing students the photographs of Oman (highlighting that photos can only of course show weather). From these, the students can use inferencing skills to predict what they think the climate of Oman might be like, and particularly in relation to precipitation (as in the lesson's title).</p>			
Main Activities (40 mins)			

Slide 7-9: Constructing a climate graph

Put students into pairs and provide each pair with [Oman climate data set](#) and [UK climate data set](#) and some graph paper. Climate graphs for London (or a chosen local area) and Muscat can then be constructed, one by each student in a pair. The video tutorial will guide students if this is an unfamiliar skill.

Weaker students may require a pre-drawn axis to help them.

Stronger students can be challenged to choose their own appropriate scale for the graphs and complete both graphs rather than work as a pair on the task.

Alternatively, completed graphs are included in the presentation (slide 8 and 9) and on [UK and Oman climate graphs](#) for the purpose of the comparison activity.

Slide 10: Comparing climates

Students can then make comparisons between the two climates using their completed graphs. [Comparing climates cloze activity](#) can help guide students if necessary or the [Comparing climates worksheet](#) can be used on its own.

The calculations could be done as a class activity and options could be included for weaker students. Alternatively, stronger students could work independently to calculate the answers.

Reflection: (10 mins)

Slide 11: Time for Reflection

Encourage students to answer the big question based on what they have learnt in the lesson.

Discuss as a class and encourage students to develop questions that they would like to find answers to in the future relating to the topic of Oman and its climate.

Additional Lines of Enquiry:

- Links can be made to 'Is there enough water in the water cycle?'
- The lesson can be developed to include learning about the different forms of rainfall and how this relates to the physical features of Oman ('Where in the world is Oman?')

Bibliography:

Oman photographs: Becky Gray