

**Title Resource: Weather Station**

**URL:** <http://www.amingtonheath.staffs.sch.uk/into.htm>

**Publisher:**

**Strand:** Unit 7 : Developing ideas, measuring physical data.

**Scheme of Work Unit:** The Unit 7 of the KS3 IT Scheme of Work that this resource will support: computer use with remote sensors to capture data in a physical environment. Compare use of computer to normal methods used with supporting subjects ie. Geography and science.

**Name of Evaluator: Eve Collins-Coppen and Siham Mukhtar**

**1. CONTENT & CURRICULUM RELEVANCE**

What teaching objectives of the unit does this resource meet? Meets normal methods of how to set up a weather station, what equipment to use and also how to use it.

Which learning objectives does this unit support? Only mentions the ICT equipment used with no explanation of how they were used or cost. The only evidence of ICT usage are examples of spreadsheets for presenting their findings with some basic formulae.

What are the strong and weak features of this activity for classroom use? Very strong on normal methods of collection. Weak on ICT usage.

What would teachers need to know in order to use this resource/unit effectively – ie. Where does this fit with in the Dfes standards? Dfes standards for their unit and levels in their class. This lesson resource fits in with level 2/3 of the Dfes standards for KS3.

- Does the resource offer opportunities for differentiation for the brighter as well as less able pupil? No.

Is it a single lesson idea or activity, or is it linked as part of a set? Linked to a set part of an entire project over a year and ongoing.

Is the classroom information appropriate to classrooms of the target age group and does it give enough information about the activities suggested? Not appropriate and insufficient information.

Are there any resources provided for use with pupils? If there are, were they useful, and did they enhance the use of the software within the classroom? No resources provided only an example of a spreadsheet.

Is the information structured to support learning e.g. in topics or as groups? In groups  
How can we claim that the children have learnt something? N/A

Is the information structured as a succession of developing ideas, as opposed to randomly linked material? Succession of developing ideas.

Are there underlying values it reflects? Green issues, British views, gender, ethnicity.

Does the title contain material which may be morally or ethically unsuitable for some groups?  
If so give details. Global warming, droughts etc... security re: their weather station.

#### **4. EASE OF USE**

Is the vocabulary in the resource, worksheets etc...accessible to children? Very – too simplistic.

##### **Supporting documentation**

Is the documentation clearly separated into elements that deal with running the software, and those that deal with classroom practice? N/A

**Ease of use of the site:** It is a logical coherent structure. Clear contents and display. Index available, and easy to navigate.