

# Is the Weather Forecast always right?

## Teacher's Notes

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|-------------------------|---|
| <b>Summary</b>          | <p>Children look at local weather forecasts and then compare them with the actual weather.</p> <p>Are the forecasts accurate or not?</p> <p><i>Links to Measuring the weather activity</i></p>  |
| <b>Aims</b>             | <p>To begin to understand the difficulties surrounding weather forecasting and to relate this to the prediction of climate change.</p> <p>To understand that predicted changes in climate are affected by evidence of changing weather patterns</p>   |
| <b>Activities</b>       | <p>Children collect local weather forecasts (newspaper, tv or radio) and note main predictions for the following few days. Over the same time period children observe the actual weather and note the main features.</p> <p>Compare forecast with actual weather to get an indication of the forecast's accuracy.</p> <p>Activity can be extended by looking at longer-range forecasts to see how their accuracy is compared to 'next day' forecast.</p>  |
| <b>Teacher info</b>     | <p>The activity can prompt a discussion on how to measure if the forecast is reliable or not. How many times would the forecast need to be tested to get a meaningful conclusion? This links to investigative skills.</p> <p>The information can be presented as graphs, bar charts or pictograms</p> <p>You can search for weather information and forecasts in the UK and abroad at the BBC web site: <a href="http://www.bbc.co.uk/weather/">http://www.bbc.co.uk/weather/</a></p> <p>Children can have a go at making their own forecasts, designing symbols and presenting to the class.</p> |
| <b>Timing</b>           | <p>Homework – Weather is the term used for the conditions that can be observed locally on a day to day basis. The children can be asked to find out how climate is different to weather. The type of climate in a region results from the prevailing weather. This can be affected by many features such as the location on the planet, height of land, proximity to the sea, size of land mass etc.</p> <p>20 minutes in class to collect information 40 minutes to analyse and present</p>  |
| <b>Resources</b>        | Worksheets supplied below.  |
| <b>Curriculum links</b> | <p>Geographical enquiry skills</p> <p>ICT. To gather information from a variety of sources</p> <p>Mathematics use handling data skills to solve problems in other areas of the curriculum by interpreting lists and charts used in everyday life.</p>   |
| <b>Differentiation</b>  | <p>More able children can be challenged to think of a method of quantifying their results. Could they come up with a scoring system to measure the accuracy and so allow comparisons between different observers?</p> <p>Less able children can use the tick sheets to record the forecast and their observations.</p>  |

## Is the Weather Forecast always right?



Using research and observation skills you will see if the weather forecasters get it right or wrong.

### Your task

You need to get a local weather forecast for your area. This could be on the local TV news. It could be from a local radio station, newspaper or the Internet.

1. Make a note of the type of weather they forecast for the next day. Keep this in a safe place.
2. Make a note of the actual weather that happens. Remember, this must be the same day that the forecast was for.

Look at the forecast and the actual weather.

1. Did the forecasters predict the right weather?
2. Say how reliable you think the forecast was.

Collect the information over a period of time and look for patterns in the forecasts and in the weather.

1. Are there any links between the weather of the past few days and the forecast made for the next day?
2. Are some types of weather easier to forecast than others?
3. How can the information that you have collected be used to display your findings more clearly?

# Is the weather forecast always right?



Can you see if the weather forecasters get it right or wrong.

## Weather forecast

1. Watch the weather forecast on your local TV news.
2. Use the table below to tick the weather that they forecast. Put ticks into the 'F' column
3. Look at how the weather turned out. Record the weather that happens each day by putting ticks in the 'A' column. Is the forecast right or wrong?

| Type of Weather                       | Day 1    |          | Day 2    |          | Day 3    |          | Day 4    |          | Day 5    |          |
|---------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|                                       | F<br>(✓) | A<br>(✓) |
| Forecast weather =F Actual weather =A |          |          |          |          |          |          |          |          |          |          |
| Hot                                   |          |          |          |          |          |          |          |          |          |          |
| Medium temperature                    |          |          |          |          |          |          |          |          |          |          |
| Cold                                  |          |          |          |          |          |          |          |          |          |          |
| Sunny all day                         |          |          |          |          |          |          |          |          |          |          |
| Mix of sun and clouds                 |          |          |          |          |          |          |          |          |          |          |
| Cloudy all day                        |          |          |          |          |          |          |          |          |          |          |
| Rain/snow all day                     |          |          |          |          |          |          |          |          |          |          |
| Some rain/snow but not all day        |          |          |          |          |          |          |          |          |          |          |
| Dry all day                           |          |          |          |          |          |          |          |          |          |          |
| Strong winds                          |          |          |          |          |          |          |          |          |          |          |
| Some winds                            |          |          |          |          |          |          |          |          |          |          |
| Not windy                             |          |          |          |          |          |          |          |          |          |          |

Are some types of weather easier to forecast than others? Can the information that you have collected be used to display your findings more clearly?