

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



Forton Primary School Geography

Nicky Nook Class Spring 1 & 2 Year A

Etymology – climate - late 14c., "horizontal zone of the earth's surface measured by lines parallel to the equator," from Old French *climat* "region, part of the earth,"

Key Concept: Wonderful Weather

Key Question: How does the weather impact on us?



Weather by Isabel Otter

N.C. LINKS: Human and physical geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Unit Overview:

UK Weather

Seasonal Changes

Weather Around the World Climates

Subject Vocabulary:

Seasonal changes, Equator, North Pole, South Pole, weather, climate, observe, record. Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, vegetation, summer, autumn, winter, spring,

Geographical Enquiry:

Map, sketch map, plan, birds eye view, position, location, direction, route, path, direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left,

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	wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold	right, near, far, pattern, characteristics.
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • To understand what weather is like in our country. • To look at weather where we live. • To understand different seasons of the year. • To describe how the weather can affect us. • To understand what weather forecasts show. • To understand the dangers of weather. • To understand what hot and cold countries are like. • To understand what a cold area of the world is like. • To use map skills to locate hot and cold countries. 	<p>Building on Prior learning from EYFS:</p> <p><i>Communication – talk about the features of different places (familiar/other places), talk about</i> patterns and change in relation to places with which they are familiar.</p> <p><i>Mapping</i> – know about features of different places, recognise and talk about the features in familiar/other places.</p> <p><i>Fieldwork</i> – look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</p> <p><i>Enquiry – comment and ask questions about familiar places/other places and about</i> familiar/other people.</p> <p><i>Use of Technology</i> – use technology and IT equipment, (eg cameras, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.</p>	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • to locate seaside locations in the 4 countries of the UK • describe features of a seaside resort • To understand the changes that have happened to seaside locations over the years and why. • Locate hot and cold islands around the world. • Use a map to plan a route around a seaside resort.

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Key Learning linked to Working Scientifically

Explore/observe – look closely at/notice.

Describe – Talk about what the notice/observe; talk about changes they notice and changes over time.

Record – draw pictures, take photographs, make models or scrapbooks.

Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur.

Explain – talk about why things happen/occur; talk about how things work.

Research – talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary sources (eg books, photographs, internet).

Equipment and measures – use senses/use simple equipment to make

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observations (eg magnifiers, pipettes, egg timers, digital microscopes etc).

Compare/sort/group/identify/classify – notice similarities, notice differences: talk about similarities and/or differences.

Test – make suggestions, show resilience, work with others.

Vocabulary - use simple vocabulary to name and describe objects, materials, living things and habitats.

Key Skills (Disciplinary)

- Describe some places and features using basic geographical vocabulary.
- Express their views on some features of their environment e.g. what they do or do not like.
- Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.
- Ask and answer simple geographical questions when investigating different places and environments.
- Observe and describe daily weather patterns.
- Identify seasonal and daily weather patterns.

Sequence of Lessons:

1.What is weather?

Identify daily weather patterns in the context of the weather in the UK.

2. How does weather affect us?

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To understand seasonal weather patterns in the context of the UK.

3. Forecasting the weather

To identify daily weather patterns in the UK.

To identify dangerous and adverse weather in the context of the UK.

5. Hot and Cold Weather

To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.

6. Our Frozen Planet

To understand the human/physical geography of a cold area of the world in the context of the Arctic.

Enhancements:

Observe and record the weather over a period of time.

End of Unit Outcome:

Become a weatherman/woman and report on the weather in the UK and the wider world.

Perform to the rest of the class.

Oral Assessment:

What is weather?

How does the weather impact on us?

How is weather forecast?

Can you locate hot and cold areas of the world in relation to the Equator and the North and South Pole?

Can you explain the human/physical geography of a cold area of the world in the context of the Arctic?