Year	1	Topic	Weather Experts

This topic builds upon children's learning in the Early Years about the natural world, local weather and seasons by encouraging children to think about and discuss the impact the weather has on people, animals, plants and the planet. Children will be introduced to the word 'climate' and will be able to discuss how the Equator influences whether a country has a hot or cold climate. Children will locate the Equator, North Pole and South Pole on a globe and begin to understand why some countries are hot and others cold. They will explore how animals in cold countries have adapted to survive their environments, using simple maps to locate these places in the wider world.

Prior Learning

Human and Physical Geography:

- Talk about the lives of people around them and their roles in society (EYFS)
- Children will have explored the natural world around them (EYFS)
- Children will be able to describe what they see, hear and feel whilst outside (EYFS)
- Children will recognise some environments that are different to the one in which they live (EYFS)

Skills and Fieldwork:

- Make comments about what they have heard and ask questions to clarify their understanding (EYFS)
- Offer explanations as to why things might happen (EYFS)
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (EYFS)

Future Learning (End of Key Stage)

Human and Physical Geography:

- Children will know the differences between a place in England and that of a place in a non-European country – with reference to Mumbai in India
- Children will have examined some differences between life for people in the UK and life for people in a non-European country – with reference to Mumbai in India

Locational and Place Knowledge:

- Children will know the names of and locate the seven continents of the world

Skills and Fieldwork:

- Children will use positional language: left, right, below, next to

National Curriculum Links

Locational and Place Knowledge:

- Know the features of hot and cold places in the world.
- Know where the Equator, North Pole and South Pole are on a globe.

Human and Physical Geography:

- Know which is the hottest and coldest season in the UK.
- Know and recognise the main weather symbols.

Skills and Fieldwork:

- N/A

Key Vocabulary

United Kingdom, country, map, weather, climate, seasons, winter, spring, summer, autumn, wind, rain, snow, fog, storm, predict, forecast, equator, North Pole, South Pole, hot, cold, adapt, adaptation, habitat, polar bear, blubber

Recommended Texts & Web Links

- Froggy Day by Heather Pindar & Barbara Bakos
- Lila and the Secret of Rain by David Conway & Jude Daly
- Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup
- Little Cloud by Anne Booth & Sarah Massini
- The Rhythm of the Rain by Grahame Baker-Smith
- Secrets of Winter by Carron Brown & Georgina Tee
- The Wind Blew by Pat Hutchins
- The Weather Girls by AKI
- Lift-the-Flap Questions and Answers About Weather by Katie Daynes & Marie-Eve Tremblay
- First Facts: Seasons by DK
- Why Do Leaves Fall From Trees? by Ruth Owen

What pupils need to know or do to be secure

Lesson 1 – What is weather?

Focus: Identifying and describing different types of weather and recognising main weather symbols.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Weather describes what the air is like outside — it can be sunny, cloudy, windy, rainy, snowy or foggy. • The weather in the UK can change from day to day and even throughout a single day. • We use weather symbols to show different types of weather on a forecast map.	Discussion: The teacher holds up a large weather symbol card one at a time (sun, cloud, rain, snow, wind, fog) and asks: 'What is this weather like? Have you ever been out in this weather? What did it feel like?' Pupils share their experiences as a class. The teacher introduces the word 'weather' and asks pupils to repeat it, then uses it in a sentence about today.	*Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. (End of Key Stage 1)*

• We live in Allestree, Derby — we can look outside and describe what the weather is like today.	Weather observation walk: The class goes outside for a short walk around the school grounds. Pupils look up at the sky and around them, describing what they can see, hear and feel. Back inside, each pupil draws today's weather in a large box on a printed sheet and adds one describing word (e.g. 'cloudy', 'cold', 'windy') from a word bank.	*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. (End of Key Stage 1)*
	Weather symbol matching: Pupils are given a sheet with six weather symbols (sun, cloud, wind, rain, snow, fog) and six matching word labels. They cut and stick the labels next to the correct symbol, then colour each symbol to match the weather it shows.	*Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). (End of Key Stage 1)*

Lesson 2 – How does the weather affect us?

Focus: Learning the four seasons, their order and how they affect what we wear and do.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• There are four seasons in the UK: spring, summer, autumn and winter. • Summer is the hottest season; winter is the coldest. • Each season brings different weather — and we have to change what we wear and do to suit the weather. • Animals and plants also change with the seasons — leaves fall in Autumn, flowers grow in spring. *DISCO (Imagine): Imagine you are an animal that doesn't like the cold. What would you do in the Winter?*	Discussion: The teacher asks: 'What do you do differently in summer and winter?' Pupils share their ideas — e.g. going to the beach, building snowmen, staying indoors in storms. The teacher introduces two key words: hottest (summer) and coldest (winter), writing them on the board. Pupils repeat and use them in a sentence: 'The _____ season is the hottest/coldest because...'.	*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. (End of Key Stage 1)*
	Seasons ordering activity: Pupils are given four printed season cards (spring, summer, autumn, winter), each showing a picture and the season's name. Working in pairs, they place the cards in the correct order, starting with autumn. The teacher leads a whole-class check, asking pupils to explain one clue in each picture that helped them (e.g. 'I could see snow so I knew it was winter'). Pairs record the correct order by writing the numbers 1–4 on their cards.	*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. (End of Key Stage 1)*

	Dress the character activity: Pupils are given a simple outline of a person and a selection of clothing pictures to cut out (e.g. coat, sunglasses, umbrella, sun hat, wellies, scarf, shorts). The teacher calls out a season and pupils choose and stick the correct clothing onto their character. They add one word label for their season underneath.	*Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). (End of Key Stage 1)*

Lesson 3 – How do we predict the weather?

Focus: Understanding what a weather forecast is and using weather symbols to create a simple forecast.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• A weather forecast tells us what the weather is likely to be like in the future. • Weather forecasters use satellites, computers and weather stations to predict the weather. • We use weather symbols on maps to show what the weather will be like in different places. • Knowing the weather forecast helps us make decisions — what to wear, whether to take an umbrella.	Discussion: The teacher asks: 'Why is it useful to know what the weather will be like tomorrow?' Pupils share ideas (e.g. 'so we know what to wear', 'so farmers know when to water their crops', 'so pilots know if it is safe to fly'). The teacher introduces the word 'forecast' and writes it on the board. Pupils repeat it and use it in a sentence.	*Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. (End of Key Stage 1)*
	Weather forecast role play: The teacher sets up a simple 'weather station' at the front of the class with a large UK map and printed weather symbols on cards. One pupil at a time comes to the front and places one or two weather symbol cards on the map, using the sentence: 'In _____ today it will be _____.' The class listens and gives a thumbs up or thumbs down if they agree with the forecast.	*Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). (End of Key Stage 1)*
	Weather forecast map: Pupils are given a simple printed outline map of the UK with four regions marked (Scotland, Northern England, Southern England, Wales). The teacher announces a weather forecast for each region and pupils draw the correct weather symbol in each area, using a reference symbol sheet. They add a title: 'Weather forecast for today'.	*Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). (End of Key Stage 1)*

Lesson 4 – How can weather be dangerous?

Focus: Understanding that some weather can be extreme and learning how to stay safe.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Sometimes weather can be very extreme — storms, floods, blizzards and heatwaves can all be dangerous. • Extreme weather can cause rivers to burst their banks, trees to fall and roads to become unsafe. • We can protect ourselves from dangerous weather by wearing the right clothing, staying indoors and following safety advice. • Sun safety is important — we should use sun cream, wear hats and sunglasses and stay in the shade. *DISCO (Develop): Why is it important to wear cream and a hat when you play in the sunshine?*	Discussion: The teacher shows a simple photograph of a flooded street and asks: 'What has happened here? Why might this happen? What should people do to stay safe?' Pupils discuss in pairs and then share their ideas. The teacher introduces the idea that the weather has caused this — linking to the River Derwent in Allestree, which local children may have seen flood.	*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. (End of Key Stage 1)*
	Extreme weather sorting: Pupils are given a set of picture cards showing different extreme weather events (flood, blizzard, heatwave, storm, ice). They sort the cards into two groups: 'hot extreme weather' and 'cold extreme weather' on their table. They then choose one card and tell a partner one thing that might happen because of that weather. The teacher leads a brief class share-back.	*Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. (End of Key Stage 1)*
	Sun safety poster: Pupils create a simple sun safety poster, drawing and labelling two things we should do to stay safe in very hot weather (e.g. wear a hat, put on sun cream, drink water, find shade). The teacher introduces the 'Slip, Slop, Slap' campaign using a simple display on screen. Pupils add the key words to their poster from a word bank.	*Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). (End of Key Stage 1)*

Lesson 5 – Why are some countries hot and some countries cold?

Focus: Locating the Equator, North Pole and South Pole on a globe and understanding how distance from the Equator affects climate.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• The Equator is an imaginary line around the middle of the Earth — countries near the Equator are very hot because the sun shines most strongly there. • The North Pole and South Pole are at the very top and bottom of the Earth — they are very cold because the sun's rays are weaker there. • Countries close to the Equator (e.g. Kenya, India) have hot climates; countries far from it (e.g. Norway, Canada) have cold climates. • Climate is the usual weather a place has — it is different from weather, which changes day to day.	Globe exploration: The teacher arranges a set of globes around the class. Each pupil finds and touches the Equator (marked by a line). The teacher then shows where the North Pole and South Pole are. Pupils are given a simple printed diagram of the Earth and use a red crayon to draw a line where the Equator is and mark a cross at the North Pole and a cross at the South Pole.	*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. (End of Key Stage 1)*
	Discussion: The teacher holds up photographs of a hot country (e.g. Kenya) and a cold country (e.g. Greenland) side by side and asks: 'Which is hotter? How do you know? Why do you think it is hotter?' Pupils describe what they can see in each photograph (colours, clothing, animals, landscape). The teacher introduces the word 'climate' and explains it simply: 'Climate is the usual weather a place has.' Pupils repeat the word and use it in a sentence.	*Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. (End of Key Stage 1)*
	Hot and cold countries sort: Pupils are given six picture cards of countries or places (e.g. Kenya, Norway, Brazil, Greenland, India, Canada) each with a simple image showing the landscape. They sort the cards into 'hot country' or 'cold country' on their table, guided by the images. The teacher then reveals which are close to and far from the Equator. Pupils choose one hot and one cold country and circle them on a simple printed world map, colouring the Equator in red.	*Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). (End of Key Stage 1)*

Lesson 6 – How do animals survive in cold countries?

Focus: Identifying animals that live in cold climates and explaining simple adaptations that help them survive.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Some animals live in very cold places such as the Arctic and Antarctic — these include polar bears, walruses, arctic foxes and penguins. • These animals have special features to help them survive — thick fur, layers of fat (blubber) and white colouring for camouflage. • Cold countries include those near the North Pole — such as parts of Canada, Greenland, Norway and Alaska. • We can use maps to locate where cold countries are and suggest which animals might live there.	Discussion: The teacher asks: 'How does a polar bear stay warm in the Arctic?' Pupils share ideas — the teacher introduces the word 'adaptation' at a very simple level: 'Adaptation means a special thing about an animal that helps it live in its home.' Pupils identify one adaptation for one cold-country animal of their choice and share it with the class. The class ends with a recap question: 'Which is hotter — a place near the Equator or a place near the North Pole?'	*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. (End of Key Stage 1)*
	Animal habitat matching: Pupils are given a set of six animal picture cards (polar bear, walrus, penguin, camel, elephant, arctic fox) and two habitat cards ('hot country' and 'cold country'). They match each animal to its habitat, then record their two favourite cold-country animals by drawing and labelling them on a printed sheet.	*Name and locate the world's continents and oceans. (End of Key Stage 1)*
	Cold countries map colouring: Pupils are given a simple printed world map. The teacher points to and names three cold countries (Canada, Greenland, Norway) and pupils circle them on their map in blue and label them using the names from a word bank. They then write one sentence: 'A _____ lives in _____ because it is a cold country.' using a word bank of animals and countries.	*Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). (End of Key Stage 1)*

Enrichment

- Visit to Twycross Zoo with a focus on Arctic animals and their habitats
- Arctic explorer visitor — talk to children in school or via video call
- Weather station role-play area — thermometer, rain gauge, wind vane, weather chart
- Measuring rainfall and temperature in Allestree — creating a simple class pictogram or bar chart
- Water jacket science experiment — which material keeps a mug of warm water hottest? (link to science)
- Daily weather chart — recording the weather in Allestree each morning across the unit

- Seasonal nature walk — observing and photographing how the school grounds look in the current season
- 'Slip, Slop, Slap' sun safety campaign — creating a class display or simple poster