

 <p><b>Geography</b></p> 	<b>Year</b>	<b>1</b>	<b>Topic</b>	<b>Weather experts</b>
	<p>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.</p>			

Prior Learning (EYFS)	Future Learning (end of key stage)
<p><b>Human and Physical Geography</b>            Talk about the lives of people around them and their roles in society.            Children will have explored the natural world around them.            Children will be able to describe what they see, hear and feel whilst outside.            Children will recognise some environments that are different to the one in which they live.</p> <p><b>Skills &amp; Fieldwork</b>            Make comments about what they have heard and ask questions to clarify their understanding.            Offer explanations as to why things might happen.            Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><b>Human and Physical Geography</b>            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.</p> <p><b>Locational and Place Knowledge</b>            Children will know the names of and locate the seven continents of the world.</p> <p><b>Skills &amp; Fieldwork</b>            Children will use positional language: left, right, below, next to.</p>

National Curriculum Links
<p><u><a href="#">Locational and Place knowledge:</a></u></p>

- 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 recognize 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

**Recommended Texts & Web Links**

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

**What pupils need to know or do to be secure**

**Key Learning**

**Activities / Application of knowledge / Possible Evidence**

**What is weather?**

- Know and recognize the main weather symbols: sunshine, cloudy, wind, rain, snow.

Explain what the weather is like on different days and can

- Children will know, describe and identify the main different types of weather: sunshine, wind, rain, snow, thunderstorms and fog.
- Children will understand what the weather is like in our country - referring to the fact that we have all types of weather unlike some places which are hot all year round and some which are cold all year round.
- To identify daily changes in weather in Allestree.

### How does the weather affect us?

- Children will know the names of the seasons and the order in which they fall.
- Children will know which is the hottest and coldest season in the UK.
- Children will learn about seasonal weather patterns in the UK and will be able to identify a season based on the typical weather.
- Children will learn about how the weather affects people in the UK and how we have to change our behaviour to adapt to the seasons, e.g. wearing warmer clothes in the winter, wearing sun cream and sunglasses in the summer etc.

### How do we predict the weather?

- Know and recognise the main weather symbols (as above).
- Children will understand the reason we forecast the weather and will understand what forecasts tell us.
- Children will use vocabulary to describe the weather - using digital devices to record a simple weather forecast.

### How can weather be dangerous?

- Children will understand that weather can sometimes be dangerous - link to recent floods and storms we have seen in the UK, e.g. the Beast from the East, the flood of 2019.
- Children will be able to explain what extreme weather does to our environment, e.g. rivers bursting their banks, trees falling down onto buildings and powerlines etc.
- Children will be able to explain how we can stay safe in extreme weather (sunglasses and sun cream/warm and protective clothing in the snow/gritting roads/flood barriers).
- Research 'Slip, Slop, Slap, Seek, Slide' campaign about the importance of wearing sun cream. Children could create a poster or verbal/filmed presentation to explain the importance of this.

### Why are some countries hot and some countries cold?

- Know where the equator, North Pole and South Pole are on a globe.

identify changes in the weather throughout the day.

Create an outfit for a person in the UK based on a season.

Create a 'jacket' for a jacket potato/mug of warm water to see which material keeps it the warmest (link to science).

Film/present a weather forecast.

Measure rainfall/temperature in Allestree and create a simple pictogram or bar chart.

Create a fact file about the Arctic and/or the animals that live there.

Match a range of animals to their habitat.

Arctic/weather station role play area.

-Children will understand what it is like to live in a very hot or very cold place and what life is like for the people who live there (inuits): Alaska, Greenland, parts of Canada and Scandinavia and countries in Africa, Kuwait.  
-Children will use Google Earth, globes (and possibly atlases) to identify countries close and far away from the equator. Class discussions might lead to countries close to the equator being very hot and countries far away being very cold.

**How do animals survive in cold countries?**

-Children will use maps to locate cold countries and suggest which animals may live there and explain how they know this: Use countries studied last lesson and focus on polar bears, moose/caribou, walrus.  
-Children will be able to suggest why some animals are suited/have adapted to living in their environment.  
-Children will learn some of the physical and human characteristics of a cold country - focusing on countries above.

**Field Work / Enrichment**

-Children could visit Twycross zoo, with a focus on Arctic animals.  
-Arctic explorer could come in and talk to the children/meet via zoom link.  
-Role play area: Weather station