



DOWN AMPNEY PRIMARY SCHOOL

Term 2

Unit Overview: KS1 Geography

Weather and Seasons

National Curriculum Objectives	Substantive knowledge	Vocabulary		
<ul style="list-style-type: none"> ❖ Develop knowledge about the world, the United Kingdom and their locality. ❖ Begin to understand basic vocabulary relating to human and physical geography. ❖ Identify seasonal and daily weather patterns in the United Kingdom. <p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> ❖ basic vocabulary and concepts about weather and the climate, including seasonal change; ❖ How people adapt to different weather (e.g. by dressing differently on cold, hot, wet or windy days). <p>Children should be able to:</p> <ul style="list-style-type: none"> ❖ Observe, talk about and make a basic record of changes in the weather and seasons, including creating a simple weather chart; ❖ Make appropriate use of everyday words relating to seasons, months and local weather. 	<ul style="list-style-type: none"> ❖ In the UK, there are four different seasons. Each season has different weather types. ❖ Winter is cold, wet and windy. It snows in some areas and gets dark early. ❖ Spring brings warmer weather. Flowers start to grow and baby lambs are born. ❖ In summer, the weather becomes hotter; there is often less rain, but there may be thunderstorms. ❖ The weather starts to get colder in autumn. Leaves change colour and fall off the trees. <p>Support</p> <ul style="list-style-type: none"> ❖ Children will know that we experience changes in weather that broadly correlate to the seasons in the UK. ❖ Children will know that there are 12 months in the year and that the months fall broadly into 4 seasons. <p>Extend</p> <ul style="list-style-type: none"> ❖ Children will understand that different countries experience different weather patterns depending on their location. ❖ Children will recognise that seasons in different countries have different weather e.g. Australia. 	<p>Place names</p> <p>Antarctica Earth Down Ampney Cirencester Gloucestershire</p>	<p>Geographical terms and processes</p> <p>Rain Season Snow Sunshine Temperature wind</p>	<p>Locational terms</p> <p>Arctic Inside Outside Polar</p>
Phonics focus				
<p>Temperature Season weather</p>				
Key Geographers				
<p>John Dalton Gabriel Fahrenheit Andres Celsius</p>				
Weekly challenge "Thinking like a Geographer"	Disciplinary knowledge	Fieldwork		
<p>Map Monday Topic Tuesday What if Wednesday Travel Thursday Find out Friday</p>	<ul style="list-style-type: none"> ❖ Order months of the year and recognise seasons. ❖ Spot the differences between seasons. ❖ Identify the types of clothing worn in different weather. ❖ Identify the types of weather we have in the UK and record the daily weather in our area. ❖ Explore how weather affects different jobs. ❖ Begin to look at how the environment has changed over time. 	<ul style="list-style-type: none"> ❖ Begin to use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ❖ Keep a weather diary / daily weather report. 		



DOWN AMPNEY PRIMARY SCHOOL

Term 2

Unit Overview: KS1 Geography

Weather and Seasons

Map skills <ul style="list-style-type: none"> ❖ Recognise simple features on maps e.g. fields, water, buildings, roads and fields. ❖ Follow a route on a map starting with a picture map of the school. ❖ Recognise that maps need titles. ❖ Begin to recognise landmarks and basic human features on aerial photos. 		Deeper thinking. What if... <ul style="list-style-type: none"> ❖ What if the year wasn't divided into months? ❖ What if there were only two seasons? ❖ What if leaves fell in the spring and budded in the autumn? ❖ What if there was never a cloud in the sky? ❖ What if one year it didn't rain at all on your farm?
School Values: Respect: Showing respect for our environment and being proactive in taking care of it. Children can consider how we can look after our planet through careful use of water usage. Courage: Children feel that they have great influence in the future world enabling them to feel that the changes they make can support the planet positively. Trust: Having faith in ourselves that we can each play a part in building a brighter future, considering the impact of our actions on the environment.	British Values <ul style="list-style-type: none"> ❖ Rule of Law: Children have opportunities to discuss why rules and laws are needed and the impact they have on us as citizens. Children will look at sustainability ❖ Mutual Respect for and tolerance of those with different faiths and beliefs: Pupils will look at similarities and differences between their lives and others around the world. They will explore how humans use rivers, considering how we use rivers in this country compared to a village in Zambia. ❖ Democracy: Our geography units encourage pupils to think about how they can be active citizens and think about how they can implement current and future change. <p>Individual liberty: Pupils consider how the actions we take as citizens can impact our own community. Throughout the term, children will discuss how we can live responsibly and ensure we are not wasting water.</p>	
Case studies / examples <ul style="list-style-type: none"> ❖ Twister in London – 2006 ❖ Pompeii Vesuvius eruption 	Guided Reading opportunities <ul style="list-style-type: none"> ❖ Guided Reading: Weather - seasons (Year One) ❖ Guided Reading: Different types of weather (Year Two) 	Reading support <ul style="list-style-type: none"> ❖ Word mat ❖ Phonics teaching of key vocabulary ❖ Word ban game
Prior learning <ul style="list-style-type: none"> ❖ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ❖ Understand some important processes and changes in the natural world around 	Key questions <ul style="list-style-type: none"> ❖ What is the order of the months of the year? ❖ What do the different seasons look like? ❖ Which season follows which? ❖ Which months fall in to which seasons? ❖ How would a tree change with each season? ❖ What seasonal evidence can I collect? ❖ What is the local weather like today? 	Future learning <ul style="list-style-type: none"> ❖ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ❖ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).



DOWN AMPNEY PRIMARY SCHOOL

Term 2

Unit Overview: KS1 Geography

Weather and Seasons

<p>them, including the seasons and changing states of matter.</p> <p>❖ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>❖ How can I keep warm in winter and cool in summer?</p> <p>❖ Which jobs are most affected by the weather?</p>	<p>❖ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>
--	--	--