

Pipworth Community Primary School Geography Curriculum

Year One Weather and Seasons What is the weather like in the UK?

This six-week medium-term plan provides you with a framework for progression, including: learning objectives, suggested resources, and clear links to the National Curriculum to help with your topic planning.

<https://www.oddizzi.com/teachers/explore-the-world/weather/weather-types/>

<https://www.oddizzi.com/teachers/help/guided-reading/year-1/>

<https://www.oddizzi.com/teachers/explore-the-world/places/north-america/jamaica/>

<https://www.oddizzi.com/teachers/explore-the-world/weather/climate-zones/polar/>

<https://www.oddizzi.com/teachers/explore-the-world/weather/extremes/>

<https://www.oddizzi.com/teachers/explore-the-world/weather/>

Core Substantive Knowledge

This lesson is the first in a series about the seasons and weather. By the end of this unit of work children should be able to describe weather types including wind, rain, sun, fog and snow. Children should be able to describe each season and the associated weather conditions. Weather can be understood as the state of the atmosphere at a given time. This contrasts to climate, which describes average weather conditions over a longer period of time. Weather is caused by interactions amongst various atmospheric factors including heat energy, moisture, air pressure and wind. Temperature, humidity, precipitation and wind direction are all determined by what is happening in the atmosphere at a given time. In Britain we have a temperate maritime climate which means the weather we experience is influenced by the sea, in our case the Atlantic Ocean. Our northern latitude and the Gulf Stream (a warm current in the Atlantic) also influence our weather. Despite our weather being very changeable, it is possible to identify certain characteristics of our four seasons. Spring often has mild temperatures and can have heavy rainfall, in summer temperatures are warmer and rainfall is less frequent, in autumn temperatures cool leading to winter where temperatures are often at their lowest. Winter can sometimes bring snow. Seasons occur due to the tilt of the Earth on its axis.

Prior Knowledge

Children will have had prior knowledge of time, including months of the year and seasons.

Substantive Concepts :

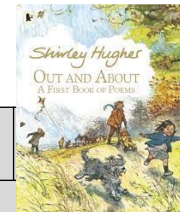
Place
Scale
Space
Environment
Interconnection




Vocabulary

United Kingdom
Weather
Temperature
Sun
Rain thunder

National Curriculum Links

<p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>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</p>	<p>Second Order Concepts: Enquiry Written and Oral Expression Geographical interpretations (sources, evidence and perspectives) Similarity and Difference</p>	<p>Snow wind Seasons change, months of the year, autumn, winter, spring, summer, affect. weather forecast, and weather symbols Hot, cold, weather, climate, Atlas, Equator, countries, world map. Cold, Climate, Arctic, North Pole, South Pole, Antarctic, Equator Dangerous/danger, extreme, flooding, drought, hurricane, blizzards, heatwave, protect</p>
	<p>Assessment Low Stakes Quizzes linked to knowledge Response to enquiry questions Ongoing formative assessment End of unit: writing as a geographer to answer the key question</p>	<p>Sticky Knowledge The UK has many different types of weather. There are 4 seasons in the UK: Spring, Summer, Autumn and Winter. The weather affects the things we do and the clothes we wear. A weather forecast predicts what the weather might be in the future. Cold places are located near the north and South Poles. Hot places are located near the Equator. Weather can be powerful and dangerous.</p>



Enquiry Question/Vocabulary	Activities	Resources	
<p>Revisit Prior Learning at beginning of enquiry</p>	<p>Read poetry book Out and About by Shirley Hughes (children have read this book in FS2). Discuss with the children what clues there are in the words and the pictures that help them identify the seasons. Children could split into 4 groups, each with a picture of each season and label the clues in the pictures. They could feedback to the rest of the class. Display the work.</p> <p>Set up a weather station and floor book to record the weather (see resources on flipchart 1) Take pupils outside to make observations about the weather and record daily weather patterns over the course of a week. This will also be covered in Science Pupils could begin every lesson with asking what the weather like outside today is.</p>		
<p>Concept Place KQ1 What is</p>	<p>Introduce Knowledge Organisers What do you know about the weather already? What have you learnt before? What is our weather like in the UK where we live? Collect pupil's responses on large spider diagram that can go on working wall.</p> <p>Challenge Question: When do these weather types happen? Why?</p>		<p>I can name 4 types of weather that happen in the UK.</p>

weather?

LO: To identify daily weather patterns in the context of the weather of the UK.

Sticky Knowledge
The UK has many different types of weather.
The weather changes daily.


Introduce key vocabulary:
Weather, the UK, changes, seasons, daily/ day to day, weather recording, observation (looking), temperature/thermometer, sun, rain, thunder, snow, wind.

Watching the Weather: Show the video clips of the different types of weather. Children use the Observation Grid Activity Sheet to make notes about the features of the weather they see. Children can draw pictures where required for support. Model how to complete the Observation Grid. After each clip, ask children to feedback on the notes they have made and discuss; What type of weather did we see? Is this a cold or hot type of weather? Do we experience this type of weather in the UK? When? Listen to the observations made from the video clips and the use of geographical vocabulary to describe and explain. How do we measure the weather? (Look at different weather instruments e.g. thermometer).

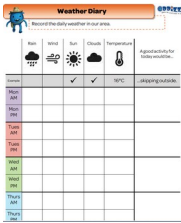
Observation Grid		
To look at the weather when we live		
Video	What types of weather can you see?	Can you draw a quick picture of the weather?
1		
2		
3		
4		

Observation Grid			
To look at the weather when we live			
Video	What types of weather can you see?	What colours/sounds can you hear/see?	Is the weather hot or cold?
1			
2			
3			
4			

My Weather Diary: provide pupil's with a weather diary and model how to set this up. They will be able to record the weather in their diaries over the course of a week.
Use Clicker sets to help pupils write simple sentences e.g. Today the weather is.....



ODDIZZI



ODDIZZI

I am beginning to understand how our weather changes throughout the year – seasons.

I can begin to observe (look at) the weather.

I can record my observations in a weather diary.

Concept
Interconnection

KQ2 How does the weather affect us?

LO To describe how the weather can affect us.

Retrieval: Look back at last week's weather chart and ask pupils questions about the weather. They should answer using information from the chart that they collected as a class.



Introduce key vocabulary: Seasons change, months of the year, autumn, winter, spring, summer, affect.



Hold up cards naming the four seasons: Spring, Summer, Autumn and Winter and place these around the room or in 4 hoops. Give children a card with a month of the year on and ask them to decide which

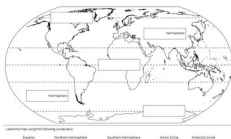




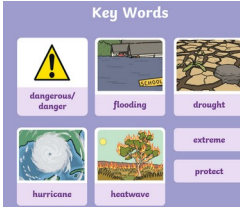
I can name the 4 seasons.

I can describe some of the changes that take place in these seasons.

<p>Sticky Knowledge: There are 4 seasons in the UK: Spring, Summer, Autumn and Winter.</p> <p>The weather affects the things we do and the clothes we wear.</p>	<p>season it belongs in.</p> <p>Present children with pictures of the 4 seasons showing 'typical weather' and people doing activities typical to that season. Ask them to describe what they can see in each picture. What different weather types are there? What is happening to the trees? What activities are people doing in each season? What are they wearing? Is the weather hot or cold?</p> <p>Bring in a basket of different clothing and ask the children to sort them according to the different seasons. Children could dress up for each season and act out different activities that they might do in that season.</p> <p>Ask children to complete the clothes for which weather sheets.</p>	 	<p>I can name 3 types of weather that may affect us.</p> <p>I can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do.</p>
<p>Concept Place</p> <p>KQ3 What is a weather forecast?</p> <p>LO To understand what weather</p>	<p>Retrieval Can You Remember Our Seasons? Can you remember our Seasons in the UK? How many Seasons are there? Which season does 'January' belong to? Look for children recalling the seasons/months of the year correctly and using key words. Sort the pictures into the different seasons.</p> <p>Introduce key vocabulary: Weather, seasons, weather forecast, and weather symbols, the UK, weather forecaster.</p>	<p>https://www.oddizzi.com/teachers/explore-the-world/weather/weather-types/</p>	<p>I can describe what weather forecasts show.</p> <p>I can look at 3 or more weather symbols and</p>

<p>forecasts show.</p> <p>To use key words to describe the weather.</p> <p>Sticky Knowledge A weather forecast predicts what the weather might be in the future</p>	<p>Weather Symbols: What are weather symbols? Where do we see weather symbols? Who uses weather symbols? Do you recognise any of these symbols? What do you think each symbol means? How can we use them to forecast the weather?</p> <p>Guess the weather - Oddizzi</p> <p>Show the children a simple video of a weather forecast of the UK and ask them to notice what weather symbols they can see. Children share recordings on their whiteboards to create a class word bank of key weather words. Model how to identify the best/worst weather conditions and the hottest/coldest temperatures. What did you see? What did you hear? Where was the best/worst weather today? Which place was the hottest/coldest?</p> <p>Tell children they are going to make up their own weather forecast. Provide them with a map of the UK and some weather symbols. They choose what they want the weather to be like in each country. Give children time to practise 'saying' their weather forecast e.g. Today it will be sunny in England. It will be cloudy in Scotland and raining in Wales.</p>	 <p>The image shows a map of the United Kingdom with various weather symbols placed across different regions. A compass rose is visible in the top left corner.</p>	<p>tell my partner what weather they show.</p> <p>I can work cooperatively (together) with my partner to present a weather forecast for parts of the UK.</p> <p>I can use and explain 5 new key words when talking about the different types of weather.</p>
<p>Concept Place</p> <p>KQ4 Where are the hot and cold places in our world?</p> <p>LO To identify hot and cold areas of the world in relation to</p>	<p>Retrieval</p> <p>Show pupil weather symbols and ask them to remember which weather they represent. Ask children which show hot weather and which show cold weather.</p> <p>Introduce key vocabulary: Hot, cold, weather, climate, weather recording instruments, Atlas, Artic, Equator, countries, world map.</p> <p>Hot and Cold Climates: What is our weather like in the UK? Which types of weather are hot and which are cold? What would you like our weather to be like? Listen for children who can name appropriate hot and cold weather types. Define climate and explain how the weather can change over time. Gather the class</p>	 <p>The image is a grid titled 'Key Words' with eight icons and labels: 'countries' (globe), 'world map' (globe), 'hot places' (sunny landscape), 'cold places' (snowy landscape), 'weather' (sun, clouds, rain), 'climate' (polar bear), 'map skills' (map), and 'weather recording instruments' (weather station).</p>	<p>I can explain how countries have different climates which can be hot or cold.</p> <p>I can name a hot country and a cold</p>

<p>the Equator and North and south Poles.</p> <p>Sticky Knowledge Cold places are located near the north and South Poles.</p> <p>Hot places are located near the Equator.</p>	<p>or small groups around a globe to model the location of some 'hot' and 'cold' countries. Use a world map to locate the North and South Poles and the Equator. Explain to the children how the climate is hotter nearer the Equator and colder nearer to the poles. Ask children to label a world map with the Equator and the North and South Pole. They should colour in the hot and cold places on the map.</p> <p>What would it be like to live in the Arctic? Where is it on the map? What would it be like to live there? What clothing would people need to wear? Would you like to live there? Look at some videos of the Arctic (there may be some on Oddizzi).</p> <p>What Would It Be like to Live in Jamaica? Where is it on the map? Show the photographs to develop discussion. What would the weather be like in Jamaica? What would it be like to live there? What clothing would people need to wear? Would you like to live there? How is this climate different from the Arctic?</p> <p>Provide children with an outline of two suitcases and ask them to think about what clothes they would pack for each location. They draw and label which clothes they would pack. SEN – you may want to print out pictures of clothes for the children to sort.</p>	 <p>https://www.oddizzi.com/teachers/help/guided-reading/year-1/ (lots of GR resources with images and information on hot and cold places can be found here)</p> <p>https://www.oddizzi.com/teachers/explore-the-world/weather/climate-zones/polar/</p> <p>https://www.oddizzi.com/teachers/explore-the-world/places/north-america/jamaica/</p>	<p>country and explain how they are different.</p> <p>I can begin to locate (find) these countries on a world map.</p>
<p>Concept Place</p> <p>KQ5 What is it like in the Arctic?</p> <p>LO To understand the human/physical geography of a cold area of the world in the context of the Arctic.</p>	<p>Retrieval Can you remember where the hot can cold places in our world are? Can you locate them on a map?</p> <p>Introduce key vocabulary: Cold, Climate, Arctic, North Pole, South Pole, Antarctic, Equator, Inuit.</p> <p>Tell the children that this lesson will be looking more at the Arctic.</p> <p>Where is the Arctic? Locate this on a world map and look at where it is in relation to the Equator and the UK. Use an image looking down from above – why do you think it is white? What does this tell us about the weather there?</p>		<p>I can tell my partner 3 facts about the Arctic.</p> <p>I can research the Arctic with my partner and present facts to my class.</p> <p>I can locate</p>

<p>Sticky Knowledge It is very cold in the Arctic.</p>	<p>Watch the film Antarctica Antarctica: Facts for kids (oddizzi.com)</p> <p>https://www.oddizzi.com/teachers/explore-the-world/places/antarctica/video-diary/</p> <p>Look at photos of arctic animals. How have they adapted to live in the cold climate? Look at other information about the Arctic.</p> <p>Give children headings: climate, landscape, animals, people, homes, transport, Scientists (you may want to just choose a selection of these). Children make simple notes/ sentences or draw pictures under each heading.</p>		<p>(find) the Arctic on a world map or a globe. I can begin to locate other places such as the North Pole, the</p>
<p>KQ6 Is weather dangerous?</p> <p>LO To identify daily weather patterns in the UK</p> <p>Sticky Knowledge Weather can be powerful and dangerous.</p>	<p>Retrieval: Using the Weather Symbol Bingo Activity Sheet call out weather types e.g. snow, cloud, rain. Children find the relevant symbol on their sheet. Play for a line and full house!</p> <p>Introduce key vocabulary: Dangerous/danger, extreme, flooding, drought, hurricane, blizzards, heatwave, protect.</p> <p>Dangers of Weather: How does the weather affect the things we do? Listen for children who can explain how the weather affects: leisure, jobs, holidays, the way we feel, clothing etc. Outline 'normal' day to day changes and 'dangerous' conditions. What types of weather could be dangerous? Listen for children who can already give examples of dangerous weather conditions.</p> <p>Extreme Weather: Can you think of any 'extreme' types of weather? Challenge: What damage do you think the weather can do to our surroundings? Give prompts: buildings, people, nature, the environment.</p>	 	<p>I can explain 3 ways in which the weather can be dangerous to us.</p> <p>I can understand some of the things that 'extreme' weather can</p>

	<p>Watching the Weather: Look at the different types of extreme weather on the Lesson Presentations on Oddizzi (flooding, drought, heatwaves, blizzards). Children could make any notes on mini whiteboards. Highlight which weather types are relevant to the UK and those which can occur in other countries. Develop class discussion by asking: What is happening here? What is the dangerous weather called? Who can this type of weather affect? Where might it happen? (Highlight any 'relevant' weather extremes that have occurred recently such as flooding in 2014 or any adverse conditions locally with prior research. Video clips, newspaper articles, local TV reports would be useful).</p> <p>Looking after Ourselves in Dangerous Weather: Explain the need to stay safe in different types of weather; such as it is not safe to look directly at the sun even when wearing sunglasses, the need to wear warm, protective clothing in snow and very cold conditions. How can we protect (look after) ourselves from dangerous weather? (e.g sun cream, sun hats, not going outside, wearing a raincoat). How can we protect the environment around us? (gritting roads, weather warnings on TV, not building close to rivers for flooding). Listen for children who can make appropriate suggestions of ways to protect themselves and the environment. Collect and record responses.</p> <p>Staying Safe: Children to focus on one extreme weather type: Heatwave. (This weather type can be adapted if you decide a different weather type is more appropriate for the time of year/location). Ask children to make a poster to promote keeping safe in the sun.</p>	<p>https://www.oddizzi.com/teachers/explore-the-world/weather/extremes/</p>	<p>do to our surroundings.</p> <p>I can use computing to design a poster campaign to help people look after themselves in very hot weather.</p>
<p>End of unit assessment activity:</p>	<p>Children will produce a piece of writing as a Geographer in order to answer the overall enquiry question and be quality marked by the class teacher.</p> <p>Scaffolding: This may be broken down into the key questions from each lesson and children may be provided with key vocabulary to use in their writing. Some children may need a scribe to aid them in their writing.</p> <p>Sticky Knowledge The UK has many different types of weather. There are 4 seasons in the UK: Spring, Summer, Autumn and Winter. The weather affects the things we do and the clothes we wear. A weather forecast predicts what the weather might be in the future. Cold places are located near the north and South Poles. Hot places are located near the Equator. Weather can be powerful and dangerous.</p>		

