

Ashtree Primary School and Nursery Medium Term Plan for Geography

Year 1/2 Summer Term – Weather and Climate

Prior Place and Location Knowledge – Reception

To listen to stories from other places and locate them on a globe with support. To find familiar places on a map with support. They are able to name the town they live in and at least two other towns familiar to them. Draw information from a simple map.

Prior Place and Location Knowledge – Year 1

Pupils can name and locate three (Europe, Africa, North America) of the seven continents of the world. Pupils can name and locate two (Atlantic and Pacific) of the five oceans of the world. Pupils can identify that they live in England in the UK and name the capital city.

Prior Human and Physical Geography – Reception - Children begin to recognise similarities and differences between themselves and others and among people, cultures and communities within the natural world. To identify reusable and recyclable materials in Art, classroom organisation. To identify changes in the environment around them and begin to explain them, e.g. changes in the outdoor area layout. Understand some important processes and changes in the natural world around them, including the seasons.

Prior Human and Physical Geography – Year 1 - Pupils can identify seasonal patterns (link to seasonal change in Science) in the UK. Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles. Pupils are beginning to use basic geographical vocabulary to refer to human features and physical features (specific examples found on the curriculum).

Key Vocabulary - Weather, Seasons, Spring, Summer, Autumn, Winter, Snow, Ice, Sun, Rain, Clouds, Wind, Forecast, climate, North/South Pole, Equator.

Lessons

Reactivation – To consolidate understanding of the different seasons. Do the children know the weather types for these seasons.

Step 1 – To understand what weather is.

Step 2 – To understand how weather affects us.

Step 3 – To understand how weather is forecast.

Step 4 – To understand different weather dangers.

Step 5 – To know and explain the differences between hot and cold weather.

Step 6 – To discuss and know about frozen parts of the planet.

Location Knowledge = Red Place Knowledge = Blue

Human/Physical Geography = Green Fieldwork and Map skills = Black

Step 1,2,3,4 -

- Year 1 - Pupils can identify seasonal patterns (link to seasonal change in Science) in the UK.
- Year 2 - Pupils can identify seasonal and daily weather patterns in the UK.

Step 5,6 -

- Year 1 - Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles
- Year 2 - Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles

Curriculum Enhancements

- Using a range of maps e.g. atlases, globes, google maps.
- Online/interactive resources e.g. videos, games

Misconceptions

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Suggested Activities

S1 – To look at different weather for where we live during the different seasons.

S2 – To look at examples of different weather and how this impacts humans.

S3 – To look at what a weather forecast is. Children to watch and forecast and have a go at presenting or recording their own.

S4 – To research local weather conditions that have caused danger e.g. heavy rain/storms/winds.

S5 – To look at maps identifying hot countries close to the equator and understand they can get colder when you move further north/south from the equator.

S6 – To research frozen parts of the planet looking at similarities and differences.

This will lead to . . .

- Pupils can locate countries in Europe, North and South America on a map (including the location of Russia).
- Pupils can, with increasing accuracy, locate cities and rivers of the United Kingdom
- Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian
- Pupils have studied a small area in the U.K (London) and in a European country (Italy) and are able to understand similarities and differences in human geography and physical geography
- Pupils can describe a few aspects of physical and human geography including: rivers and climate zones.
- Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently
- Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key
- Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies