

Context	
<b>Unit</b>	Weather and Climate
<b>Assessment</b>	Create a news report presentation to be shared with the class
<b>Key Knowledge</b> <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	<p>A study of human physical geography, as well as geographical skills and fieldwork, is a statutory, national curriculum requirement for KS1 geography. In this unit, the children will explore different types of weather, beginning with weather that is typical in the UK and then looking further afield at weather and climate around the world. The substantive concept (big idea) covered in the unit is <b>environment</b>, with the unit focusing on how the environment and physical geography contribute to the climate and weather in different countries.</p> <p>Pupils will be able to identify types of weather and the four seasons, as well as activities that occur during these seasons (e.g, making snowmen in winter and swimming in the ocean in summer). Pupils will also be able to explain what the weather is like in different countries around the world and where hot and cold places are located. Children working at greater depth will begin to understand how seasons happen and understand why different areas of the world have such different weather at the same time. They will be able to make links between?</p> <p>While this unit focuses on weather in the UK to begin with, it is likely that many of the children will have experienced weather and climate overseas, which may well be vastly different to that of the UK. It may be a good idea to discuss these differences to reinforce the idea that weather can be different even within one region or country.</p> <p>This unit also develops children’s fieldwork skills. Children will be taking a weekly walk outside to assess the weather and recording this in a class weather chart. This will allow them to observe how aspects of weather such as temperature and rainfall change weekly and begin to use this to make predictions about future weather.</p> <p>The key aim of the learning from this unit is to understand that there are different types of weather and that the weather differs greatly around the world. Children should be able to identify the hot and cold areas of the world.</p> <p><a href="#">Year 3 Planning</a></p>

<p><b>Skills</b>  <i>What skills are taught in this unit?</i>  <a href="#">Skills Progression</a></p>	<p><b>Fieldwork:</b> Collect and answer questions about data from the local area.  <b>Human and Physical:</b> Identify similarities and differences of human and physical geography between the UK and the wider world; Apply knowledge of the world to understand climate and weather patterns.  <b>Mapwork:</b> Locate the world's continents and oceans (using world maps, atlases and globes); Use the 4 compass points to describe the location of features on a map.</p> <p><b>National Curriculum:</b>  Human and physical geography 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  Skills and Fieldwork: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>				
<p><b>Vocabulary</b>  <i>To be displayed on the working wall</i></p>	Climate criteria	Data decision	Effect record	Seasons temperature	Thermometer weather

Unit Overview						
	Pearson lesson	Learning Intention	Focus Skill	Diversity	Local geography	Curriculum Links
1						
2						
3						
4						
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6						

## Lesson 1

<b>Pearson Lesson</b>	<p>Skill:                      Fieldwork: Collect and answer questions about data from the local area.                      Human and physical: Apply knowledge of the world to understand climate and weather patterns.</p>
<b>Learning Intention</b>	LI: To identify seasonal weather patterns in the United Kingdom in relation to months and times of the year.
<b>SOLO SC: Uni- Structural</b>	I can <b>match</b> weather symbols to the correct weather.
<b>SOLO SC: Multi- Structural</b>	I can <b>describe</b> different types of weather.
<b>SOLO SC: Relational</b>	I can <b>explain</b> how the weather differs in each season.
<b>SOLO SC: Extended Abstract</b>	I can use my knowledge to <b>hypothesise</b> what the weather will be like for the next week.
<p style="text-align: center;"><b>The lesson</b> (How will children meet the LI?)</p>	<p>Define ‘weather’ and brainstorm all the words that can be used to talk about the weather. Come up with examples for the WW.                      How do we feel in different weather (hot when it is sunny, wet when it rains)</p> <p>Introduce the idea of seasons and teach which months are in which season. Discuss how the weather changes in each season, how do we know the seasons are changing. Link how our activities/ clothing are linked to the weather and seasons.</p> <p>Take a walk around the playground/ field and spot signs to show which season we are in.</p> <p style="background-color: yellow;"><b>At the end of the lesson, fill in the weather diary.</b></p> <p>With the children, make a rain gauge and put this in the wilderness area along with a thermometer. At the beginning of each geography lesson, take the class outside to fill in the class weather diary. Measure rainfall, temperature, observe cloud cover and sunshine level.  <a href="https://www.metlink.org/wp-content/uploads/2020/12/raingauge.pdf">https://www.metlink.org/wp-content/uploads/2020/12/raingauge.pdf</a></p>
<b>Key Vocabulary for the lesson</b>	Season, weather,
<b>Resources</b>	

## Lesson 2

<b>Pearson Lesson</b>	Skill: Human and physical: Apply knowledge of the world to understand climate and weather patterns, Identify similarities and differences of human and physical geography between the UK and the wider world.
<b>Learning Intention</b>	LI: To explain why we have different seasons.
<b>SOLO SC: Uni- Structural</b>	I can <b>match</b> photos with the correct season.
<b>SOLO SC: Multi- Structural</b>	I can <b>describe</b> what is different about each season.
<b>SOLO SC: Relational</b>	I can <b>explain</b> why we have different seasons.
<b>SOLO SC: Extended Abstract</b>	I can <b>reflect</b> on how different seasons affect our choices, such as the clothes we choose to wear.
<b>The lesson</b> (How will children meet the LI?)	<p>Start by creating a rain gauge. Take the class on a walk, looking again for signs of autumn. Are there any signs that winter is approaching? <b>Take the class weather chart and fill this in.</b></p> <p>Recap the names of the seasons and some features of each season. How do we know which season it is?</p> <p>Watch <a href="https://www.youtube.com/watch?v=UQjT5uKp2hg">https://www.youtube.com/watch?v=UQjT5uKp2hg</a> to look at how we have seasons. Teacher to then demonstrate what the children have seen in the video using the globe and a torch. Ensure class is practising key vocabulary during the demonstration.</p> <p>Children to work in groups of 3 to create a mini presentation explaining how we have seasons. Children to use vocabulary sheet to support with the explanation.</p>
<b>Key Vocabulary for the lesson</b>	Northern hemisphere, southern hemisphere, equator, north pole, south pole, tilt, axis, temperate, polar, climate,
<b>Resources</b>	Globes, torches, tennis balls

## Lesson 3

<b>Pearson Lesson</b>	<p>Skill: Human and physical: Apply knowledge of the world to understand climate and weather patterns. Mapwork: Locate the world's continents and oceans (using world maps, atlases and globes).</p>
<b>Learning Intention</b>	To explain what the weather is like in different countries around the world.
<b>SOLO SC: Uni- Structural</b>	I can label different parts of the earth (the northern and southern hemispheres, north and south poles and the equator).
<b>SOLO SC: Multi- Structural</b>	I can illustrate a map to show the hot and cold areas of the world.
<b>SOLO SC: Relational</b>	I can explain what the weather is like in different countries around the world.
<b>SOLO SC: Extended Abstract</b>	I can reflect on why the weather is different in other countries.
<p style="text-align: center;"><b>The lesson</b> (How will children meet the LI?)</p>	<p>This lesson will be used to recap and reinforce learning from the previous lesson.</p> <p>Children to work with talk partners to explain why we have seasons and how this means some parts of the world have summer and some have winter. Ensure the children have access to the globes.</p> <p>Recap on previous lessons learning about different climates, and which countries experience these climates. Allow the children time to use the atlas to look at the location of these counties in relation to the North and South Poles and the Equator. Can the children use this information to explain what kind of weather that country is likely to experience? Go through the different climates in turn (hot, warm, temperate, polar) and allow the children to find the countries as you talk about them.</p>
<b>Key Vocabulary for the lesson</b>	Compass, direction, Northern hemisphere, southern hemisphere, equator, north pole, south pole, tilt, axis , temperate, polar, climate
<b>Resources</b>	

## Lesson 5

<b>Pearson Lesson</b>	Skill: Human and physical: Apply knowledge of the world to understand climate and weather patterns. Mapwork: Locate the world's continents and oceans (using world maps, atlases and globes), Use the 4 compass points to describe the location of features on a map.
<b>Learning Intention</b>	LI: to explain why certain areas of the world experience hot/ cold weather.
<b>SOLO SC: Uni- Structural</b>	I can label the northern and southern hemispheres and the equator.
<b>SOLO SC: Multi- Structural</b>	I can describe different climates.
<b>SOLO SC: Relational</b>	I can explain why some countries are warmer/ colder than others at different times.
<b>SOLO SC: Extended Abstract</b>	I can reflect on why some countries are warmer/ colder than others for a longer period of time.
<b>The lesson</b> (How will children meet the LI?)	
<b>Key Vocabulary for the lesson</b>	
<b>Resources</b>	

## Lesson 6

<b>Pearson Lesson</b>	Skill: Identify similarities and differences of human and physical geography between the UK and the wider world. Apply knowledge of the world to understand climate and weather patterns.
<b>Learning Intention</b>	To identify seasonal and daily weather patterns in the United Kingdom
<b>SOLO SC: Uni- Structural</b>	I can label the different countries in the UK
<b>SOLO SC: Multi- Structural</b>	I can list the different seasons
<b>SOLO SC: Relational</b>	I can explain the reasons behind different types of weather
<b>SOLO SC: Extended Abstract</b>	I can create my own news report to share with my class
<b>The lesson</b> (How will children meet the LI?)	
<b>Key Vocabulary for the lesson</b>	
<b>Resources</b>	

