

Context	
Unit	Weather and Climate
Assessment	Create a weather report presentation to be shared with the class
Key Knowledge <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 environment, 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 the movement of the Earth in relation to the sun, and the changes in weather patterns that occur.</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>Year 3 Planning</p>
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Fieldwork: Collect and answer questions about data from the local area.</p> <p>Human and Physical: 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.</p> <p>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.</p>

	<p>National Curriculum: 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>Vocabulary <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	n/a	To explore weather patterns in the UK	Fieldwork Human and physical Enquiry		Setting up weather tracking equipment	
2		To explore the four seasons	Human and physical			
3		To locate the equator and poles.	Mapwork Human and physical			Science - Habitats
4		To explore the hot and cold areas of the world	Human and physical Mapwork			Science - Habitats
5		To explore weather patterns in the UK and a non-European country	Fieldwork Enquiry			
6	(Weather Forecasting Assessment)	To identify seasonal and daily weather patterns in the United Kingdom	Human and physical			

Lesson 1

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.
Learning Intention	To explore weather patterns in the UK
SOLO SC: Uni- Structural	I can observe today's weather.
SOLO SC: Multi- Structural	I can describe different types of weather.
SOLO SC: Relational	I can explain how the weather is different at different times of year.
SOLO SC: Extended Abstract	I can can predict the weather the next week
The lesson (How will children meet the LI?)	<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). Show chn video clips of different weather types. Discuss each clip with children: what was the weather? Is it hot or cold weather type? Do we experience this kind of weather in the UK? When do we usually experience this type of weather?</p> <p>Show chn symbols commonly used for different types of weather. Ask chn to match symbols to the correct weather name. Discuss any that chn are unfamiliar with. Display this vocabulary on the working wall.</p> <p>Take a walk around the playground/ field and spot signs to show which season we are in. Discuss what the weather's like today. How has this affected our clothing? How does the weather affect how we feel? Compare the weather to last term. What do you think it will be like next week?</p> <p>At the end of the lesson, fill in the weather diary. This will be added to at the beginning of each subsequent lesson. Alongside this, T will track the weather in a contrasting non-European country. This data will be used in Lesson 5 to compare. With the children, make a rain gauge (https://www.metlink.org/wp-content/uploads/2020/12/raingauge.pdf) and put this in the wilderness area along with a thermometer. Measure rainfall, temperature, observe cloud cover and sunshine level.</p>
Key Vocabulary for the lesson	Season, weather, symbol, season, hot, cold, sun, rain, snow, temperature, celcius, hail, wind
Resources	Weather cards, weather diaries/chart

Lesson 2

Skill	Human and physical: Apply knowledge of the world to understand climate and weather patterns
Learning Intention	To explore the four seasons
SOLO SC: Uni- Structural	I can name the seasons
SOLO SC: Multi- Structural	I can describe features of the seasons
SOLO SC: Relational	I can explain when the seasons take place.
SOLO SC: Extended Abstract	I can explain what we do in different seasons using evidence
The lesson (How will children meet the LI?)	<p>Complete class weather chart with children.</p> <p>Recap the names of different types of weather and when we usually experience these. Introduce the idea of seasons and teach which months are in which season(https://www.bbc.co.uk/bitesize/topics/zndc96f/articles/zp4sydm; https://www.youtube.com/watch?v=r4Yi-CWB5Ik; https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7).</p> <p>Watch https://www.youtube.com/watch?v=UQjT5uKp2hg 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>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. Discuss with chn how the seasons affect our lives, e.g. jobs, things we do, clothes we wear, how we travel, emotions/feelings.</p> <p><u>Main task</u> Naming and describing seasons (can be visual) - children to match this to months of the year (this should be knowledge they already have).</p>
Key Vocabulary for the lesson	Northern hemisphere, southern hemisphere, equator, north pole, south pole, tilt, axis, temperate, polar, climate, seasons, summer, autumn, winter, spring, month, names of the months
Resources	Globe, torch, tennis, ball, season grid, weather diaries/chart

Lesson 3

Skill	Human and physical: Identify similarities and differences of human and physical geography between the UK and the wider world. Mapwork: Locate the world's continents and oceans (using world maps, atlases and globes).
Learning Intention	To locate the equator and poles.
SOLO SC: Uni- Structural	I know what the equator and poles are.
SOLO SC: Multi- Structural	I can locate the equator and poles on a map/globe.
SOLO SC: Relational	I can identify how continents and oceans relate to the equator and poles.
SOLO SC: Extended Abstract	I can predict what the weather is like in different continents
The lesson (How will children meet the LI?)	<p>Complete weather diary/chart.</p> <p>Show chn image of world on IWB and discuss the spherical shape of the world and what the children can see – land, sea, and continents. There are seven continents – do you know the names of any of the continents? TPs and share. Ask chn to name/label the continents on IWB and then watch continents song: https://www.youtube.com/results?search_query=continents+song</p> <p><i>Explain a continent is a land mass. Some continents contain many countries; some may just include one or two. Some continents are islands, and some are joined together. Give chn opportunity to explore globe/map in mixed pairs. What is at the most northern/southern point? Can you locate (find) Asia? Africa? Where do we live? Look for children's use of the globe, ability to locate continents, countries and use key vocabulary. This knowledge has been taught in Year 1, however this opportunity should be used to deepen and solidify this knowledge.</i></p> <p>Chn to label a map of the world with the names of the continents and oceans. Extend children to identify the North and South Poles and the Equator. Children may begin to identify continents and countries they are familiar with, and relate to their learning on the weather.</p>
Key Vocabulary for the lesson	Continent, ocean, land mass, world, globe, Earth, sphere, map, atlas
Resources	Blank maps, atlases, word mat

Lesson 4

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); Draw basic maps using keys and symbols.
Learning Intention	To explore the hot and cold areas of the world
SOLO SC: Uni- Structural	I know some hot and cold places
SOLO SC: Multi- Structural	I can find some hot and cold places in the world
SOLO SC: Relational	I can connect hot and cold places to the Equator.
SOLO SC: Extended Abstract	I can guess about the types of weather in different areas of the world
The lesson (How will children meet the LI?)	<p>Complete weather diary/chart.</p> <p>Read and discuss LO – what do ‘hot’ and ‘cold’ mean? Can you name hot and cold weather types? What is the weather like in the UK – hot or cold? Discuss seasons with children and how the type of weather we experience changes through the seasons. The type of weather a place has is called the ‘climate’ – the climate can be hot or cold. Can you locate hot or cold countries? Show chn world map on IWB and ask chn to name countries they know and whether the weather is hot or cold.</p> <p>Weather and Climate: https://www.bbc.co.uk/bitesize/topics/zwv2wnb/articles/z7dkhbk</p> <p>Discuss with children the location of these ‘hot’ and ‘cold’ climates in relation to the line on the map. This line is called the equator. The Equator is an imaginary/invisible circle around Earth. It divides Earth into two equal parts: the Northern Hemisphere and the Southern Hemisphere. It is halfway between the North and South poles.</p> <p>The climate of countries depends on how close they are to the equator. Show chn the different climate types, discussing whether they are hot or cold, and location of countries on the map. Discuss what it would be like to live in those countries.</p> <p>Children complete hot and cold climates worksheet, using a key and identifying the equator. Extend children by asking them to identify countries in the different zones and the type of clothing to be worn there. Alternatively, children could match animals to the climate zones in which they live, applying their knowledge of biomes and habitats from Term 1 Science.</p>
Key Vocabulary for the lesson	Climate, hot, cold, season, equator, north pole, south pole, northern hemisphere, southern hemisphere
Resources	Climate zone worksheet with key, country suitcases/animal pictures, atlases

Lesson 5

Skill	Fieldwork Enquiry
Learning Intention	To explore weather patterns in the UK and a non-European country
SOLO SC: Uni- Structural	I know two types of weather in a country
SOLO SC: Multi- Structural	I can describe weather in the UK and a non-European country
SOLO SC: Relational	I can compare the weather in the UK and a non-European country.
SOLO SC: Extended Abstract	I can guess what the weather could be like in a different non-European country.
The lesson (How will children meet the LI?)	<p>Complete the weather diary/chart and discuss what the children notice. Are there any patterns? Has anything changed? Is anything the same? What type of weather have we experienced the most? What type of weather have we experienced the least? Can we explain this in relation to the seasons?</p> <p>Show chn the weather diary/chart for the non-European country. What do we notice? Are there any patterns? Discuss where in the world the country is. What climate zone is this? How close is it to the equator? What might that tell us about the weather in this country? How is it similar or different to the UK? What do you think it would be like there?</p> <p>Introduce key information about the contrasting country and the UK. Children will complete a comparison grid, or write sentences comparing the two countries, making reference to the weather and location in relation to the equator.</p>
Key Vocabulary for the lesson	Weather, climate, equator, similarities, differences, compare, contrast
Resources	Secondary resources about UK and contrasting country, comparison grid, sentence starters, word bank

Lesson 6

Skill	Human and Physical: Apply knowledge of the world to understand climate and weather patterns.
Learning Intention	ASSESSMENT: Weather Forecasting To identify seasonal and daily weather patterns in the United Kingdom
SOLO SC: Uni- Structural	I can name weather found in the UK.
SOLO SC: Multi- Structural	I can describe changes in weather over time in my local area.
SOLO SC: Relational	I can explain weather events in relation to the seasons and location of a country.
SOLO SC: Extended Abstract	I can predict what the weather will be like in the future.
The lesson (How will children meet the LI?)	<p>Recap prior learning – four seasons, months, weather, etc.</p> <p>What are weather symbols? Where do we see weather symbols? Who uses weather symbols? Challenge question: Why is weather symbols used? Show range of weather symbols, children guess what type of weather the symbols represent. How did you know? What other weather symbols might we see? Where do we see weather symbols?</p> <p>How do we know what the weather is going to be like each day? Where can we see different weather forecasts? Challenge question: Why do we need forecasts? Are weather forecasts usually accurate (correct)? Watch a BBC Weather Forecast of the UK. On the first viewing, let children just watch the forecast and listen to the language and symbols used. On the second viewing, ask chn to name interesting words/phrases used in the report (model first) and ask TA to write these in a brainstorm. Model how to identify the best/worst weather conditions. What did you see? What did you hear? Where was the best/worst weather today? Which place was the hottest/coldest?</p> <p>Explain to chn that today they will be doing their own weather report. Model completing sheet with TA to plan report, and using this to help present the report, using symbols provided.</p> <p>Children work in mixed-ability pairs to plan, write and present their own weather forecast for the UK. Children must show at least one weather type for each country in the UK. Chn use their weather charts/diaries to inform their report.</p> <p>Encourage children to think about the language used, gesture and presentation skills along with taking turns to present. Keep word bank visible to support chn (IWB and class brainstorm). T to record/take photos of children presenting.</p>
Key Vocabulary for the lesson	Forecast, present, weather, rain, sunny, cold, warm, temperature, celsius, snow, ice, icy, morning, afternoon, evening, season

Resources

Weather symbols, UK/London map, planning sheets