

KS1 Geography - medium term planning – Autumn 1 2021 – Weather Patterns



St Michael's Nursery and Infant School



In advance of the beginning of the first lesson, children will be asked what they already know about 'weather', so we can assess prior knowledge. After lesson one, children will be asked what they would like to find out. We will incorporate their questions into teaching and learning. Year One and Year Two pupils will be taught separately and teachers will use the 'Progression Through Geography' document, to ensure that teaching and learning is appropriate for each pupil. A 'Knowledge Organiser' will be shared with the children and parents, to identify key learning and vocabulary within this unit. It will be used towards assessing impact.

	Learning Objective*	Overview	Assessment Questions
Lesson 1	To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.	Children will consider differences between seasonal weather and daily weather in the UK, then either plan for recording daily weather using a diary or collect and sort words to describe typical UK weather during a given month.	<ul style="list-style-type: none"> Can children identify and describe expected weather types for the seasons? Can children begin to distinguish between daily weather and seasonal weather? Can children suggest how likely certain weather types are for each of the seasons?
Lesson 2	To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas.	Children will look at simple pictograms of weather data for different regions of the UK. They will learn some ways in which weather differs between inland and coastal areas. They may then either complete weather pictograms, or draw and describe weather conditions in one or more UK regions.	<ul style="list-style-type: none"> Can children begin to interpret weather data presented in simple tables and pictograms? Can children predict how weather data might vary at different times of year? Can children begin to identify some ways in which weather in inland and coastal areas in the United Kingdom often varies?
Lesson 3	To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.	Children will consider ways in which weather affects the clothes we wear and the things we do. They will also think about how weather forecasts help us. They may then either add weather symbols to a map or prepare and perform a weather forecast.	<ul style="list-style-type: none"> Can children interpret simple weather maps? Can children add weather information to maps based on simple descriptions? Can children draw upon their own knowledge of seasonal and recent daily weather to predict the next day's weather?
Lesson 4	To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.	Children will study images and descriptions of an equatorial and a polar region and compare them to UK weather. They will learn basic differences between UK, polar and equatorial climates. They may then either draw and describe weather in different, given locations or talk to a visitor about weather in another part of the world.	<ul style="list-style-type: none"> Can children begin to identify ways in which weather in other parts of the world varies from our own? Can children describe (in simple terms) ways in which the weather is different near the poles and equator? Can children organise their ideas about weather conditions in a polar/equatorial location?
Lesson 5	To learn more about the way seasonal weather in an equatorial region is different to the weather in the UK.	Focusing on Singapore, children will learn more about weather in equatorial regions, including that they may be not only hotter than the UK, but wetter, too. They may then undertake a range of quick activities where they consider how the weather in Singapore affects human behaviour.	<ul style="list-style-type: none"> Can children describe some typical weather conditions of an equatorial country? Can children compare weather in the United Kingdom to that of an equatorial country? Can children relate weather patterns to human activity (e.g. clothing, outdoor work)?
Lesson 6	To learn more about the way seasonal weather in a polar region is different to the weather in the United Kingdom.	Focusing on Tromsø, Norway, children will learn more about weather in polar regions, including that they experience periods of constant darkness/ daylight. They may then either draw picture diaries describing a typical day in a polar region, or create polar region art showing winter weather activities.	<ul style="list-style-type: none"> Can children begin to identify some aspects of human and physical geography that are affected by extreme weather in polar regions? Can children compare some of these aspects to similar ones in the United Kingdom? Can children draw or write to show what they have learned and understood about weather in polar regions?
Lesson 7	To show what has been learned and understood about weather patterns in the United Kingdom and in places near the poles and equator.	Children will recap, discuss and synthesise what they have learned and understood about weather in the UK, near the poles and near the equator. They may then either complete self-evaluation sheets or create weather art to show what they have learned and understood.	<ul style="list-style-type: none"> Can children recall prior learning about weather patterns? Can children show what they have understood by expressing their ideas in their own words/art work? Can children evaluate their own learning about weather patterns?

Linked trips and visitors – KS1 visit to Hilltop Farm

Key stories linked to this unit – Storm by Sam Usher and The Rhythm of the Rain by Baker-S