

Spring 2 KS1 Wonderful Weather

Key Question: How does the weather affect people and places in different parts of the world?

Substantive Concepts: Climate, Sustainability

<p>Session 1 Weather is the state of the atmosphere- hot/ cold/ wet/ dry/ stormy.</p> <p>Climate- the average weather of a place over a long period of time.</p>	<p>Session 2 The UK is split into 4 seasons.</p> <p>Spring Summer Autumn Winter</p>	<p>Session 3 The Arctic is in the Northern Hemisphere and it is the point furthest North.</p> <p>It is very cold because the sun's heat does not reach it.</p>
<p>Session 4 Africa is the world's second largest continent. It is hot in Africa. The Equator line runs through the continent of Africa.</p>	<p>Session 5 People wear specific clothes to help protect themselves from different types of weather.</p>	<p>Session 6 People and animals adapt to different types of weather conditions.</p>

Key Vocabulary	What does it mean?
Weather	The state of the atmosphere.
Climate	The weather of a place over a long period of time.
Changes	Things that are different.
Seasons	The 4 divisions of the year based on the weather.
Temperature	How hot or cold something/ a place is.
Protect	Keeping something/ ourselves safe from harm.

Thermometer



Flooding	Drought	Hurricane	Blizzard	Heat wave
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KS1 Progression Strands

Human and Physical Geography 1: A

A) Children can identify and describe the daily and seasonal weather patterns from first hand observational experience in the UK. Children can describe the differences in weather in different parts of the world and can use locational and place knowledge to demonstrate their understanding

(reference to hot and cold places near the Equator and Poles).

Geographical Enquiry A, D

A) Locate countries of the UK, continents and identified oceans on simple maps and globes. Children will be able to name these countries, continents and oceans when responding to questions. They will also begin to locate capital cities within these countries using simple maps.

D) Children ask and respond to simple questions to investigate their local surroundings, using simple geographical questions. Make simple observations about why two contrasting locations are similar and/or different, including observations about features and landmarks within their local environment.

E.g. Children can keep a weekly weather chart based on first hand observations using picture symbols, talk about their observations and begin to identify patterns.