

YEAR 1 – Weather and Climate

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>LOCATIONAL KNOWLEDGE Aim</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>

<p>PLACE KNOWLEDGE Aims</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Understand the human and physical geography of a small area of the UK (Our Local Area)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-EU country.</p>	<p>Understand geographical similarities and differences through the study of physical geography of a region in a European country, and a region within North America.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. (France to link with French trip).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in South America.</p>
<p>HUMAN & PHYSICAL GEOGRAPHY Aims</p> <p>To understand the processes that give rise to key physical and human geographical</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; beach, cliff,</p>	<p>Identify the hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts and volcanoes and earthquakes.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and rivers.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p>

<p>features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>	<p>foundations of which all other learning is built upon.</p> <p>Specific: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>coast, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office.</p>	<p>key physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
<p>GEOGRAPHICAL SKILLS & FIELDWORK Aims</p> <p>To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>To interpret a range of sources of geographical information, including</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p>	<p>Use world maps, atlases and globes to identify the UK and its countries and surrounding seas.</p> <p>Use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans at this stage.</p> <p>Use simple compass directions (North, South, East and West) and locational language [for example, near and far, left and right] to describe the location of</p>	<p>Use maps, atlases, globes to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p>

KNOWLEDGE	<p>The order of the months of the year.</p> <p>The names of the seasons.</p> <p>The order of the seasons.</p>	<p>An understanding of the different types of weather experiences in different seasons in the UK.</p>	<p>A knowledge of the differences between types of weather experiences in different seasons in the UK.</p> <p>An understanding of the impact of the weather on the local environment.</p>	<p>A knowledge of the differences between types of weather experiences in different seasons in the UK.</p> <p>An understanding of how weather affects the local environment.</p>	<p>A knowledge of the differences between types of weather experiences in different seasons in the UK.</p> <p>An understanding of how weather affects the local environment.</p> <p>Weather symbols.</p>	<p>A knowledge of the differences between types of weather experiences in different seasons in the UK.</p> <p>An understanding of how weather affects the jobs we do.</p>	<ul style="list-style-type: none"> - Features of different seasons. - Clothing worn in different weather. - Weather types in the UK. - How the weather affects different jobs. <p>To be able to:</p> <ul style="list-style-type: none"> - Create a simple weather chart.
LESSON LINK	02-ODDIZZI---KS1-Scheme-of-Work---Weather-and-Seasons-54.pdf	02-ODDIZZI---KS1-Scheme-of-Work---Weather-and-Seasons-54.pdf	02-ODDIZZI---KS1-Scheme-of-Work---Weather-and-Seasons-54.pdf	02-ODDIZZI---KS1-Scheme-of-Work---Weather-and-Seasons-54.pdf	02-ODDIZZI---KS1-Scheme-of-Work---Weather-and-Seasons-54.pdf	02-ODDIZZI---KS1-Scheme-of-Work---Weather-and-Seasons-54.pdf	
PROGRESSIVE VOCABULARY	<p>time</p> <p>month</p> <p>season</p> <p>order</p> <p>Winter</p> <p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Winter</p>	<p>season</p> <p>Winter</p> <p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Winter</p>	<p>season</p> <p>Winter</p> <p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Winter</p>	<p>weather</p> <p>clothing</p> <p>suitable</p> <p>unsuitable</p> <p>lightning</p> <p>snow</p> <p>rain</p> <p>sun</p> <p>wind</p> <p>fog</p>	<p>weather</p> <p>rain</p> <p>sunshine</p> <p>wind</p> <p>lightning</p> <p>fog</p> <p>temperature</p>	<p>job</p> <p>weather</p> <p>affect</p> <p>positive</p> <p>negative</p>	
CURRICULUM EXPERIENCES			Walk of the local area/park.			Invite in a guest-someone whose work heavily relies on weather.	
END POINT	Children will be able to order the months of the year and	Children will be able to spot the differences between the Seasons.	Children will be able to find clues to decide which season we	Children will be able to identify the types of clothing worn in	Children will be able to identify the types of weather we have in the United	Children will be able to explore how the weather affects different jobs.	

	recognise seasons.		are in.	different weather.	Kingdom and record the daily weather in our area.		
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BIRCHINGTON



CHURCH OF ENGLAND PRIMARY