



FENISCOWLES PRIMARY SCHOOL

Striving for Excellence

How does weather affect our lives?

Medium Term Plan - Spring Term

Key Stage 1 Geography: Unit 1

Enquiry: *How does the weather affect our lives?*

What the pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																						
<ul style="list-style-type: none">• The names and location of the continents of the world• The location of the Equator, North Pole and South Pole• The elements that make up the weather• How to observe and measure elements of the weather using simple instruments• How to record their results and display them graphically• How and why the weather changes over time• How and why the weather changes during the four seasons• The location of hot and cold places in the world• How the weather is different in countries located in the hot and cold places of the world• How and why temperatures decrease from the Equator towards the North and South Pole.• The features of the environments of Antarctica and Sahara desert• Why Antarctica and the Sahara are both classified as deserts <p>National Curriculum Coverage</p> <p>Locational knowledge</p> <ul style="list-style-type: none">• Name and locate the world’s seven continents and five oceans <p>Human and physical geography</p> <ul style="list-style-type: none">• Identify daily and seasonal 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• Use basic geographical vocabulary to refer to key physical and human features <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">• Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features• Use simple fieldwork and observational skills to study key human and physical features of environments	<p>Fieldwork data collection:</p> <p>Maximum and minimum thermometer; Anemometer; Weather vane; Eight points of compass; cloud cover – oktas.</p> <p>Data representation:</p> <p>Bar Graph; Line Graph; Pictogram; Tally chart; Venn diagram; Wind rose.</p> <p>Mapwork:</p> <p>World maps; Atlases; Globe; Aerial and satellite photographs; GIS Google Earth Pro</p> <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. Give an account in words of something or someone</td></tr><tr><td>Observe</td><td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td></tr><tr><td>Select</td><td>Decide upon and choose that information considered most suitable or relevant</td></tr><tr><td>Categorise/Classify</td><td>Arrange information into particular groups according to shared qualities or characteristics</td></tr><tr><td>Sequence</td><td>Place a set of related events or things that follow each other into an order</td></tr><tr><td>Compare and contrast</td><td>Find similarities and differences</td></tr><tr><td>Recall</td><td>Remember and recount something learned</td></tr><tr><td>Reason/speculate</td><td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td></tr><tr><td>Summarise</td><td>Outline or sum up briefly the main points about something</td></tr></table> <p>SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	‘Say what you see’. Give an account in words of something or someone	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Select	Decide upon and choose that information considered most suitable or relevant	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Sequence	Place a set of related events or things that follow each other into an order	Compare and contrast	Find similarities and differences	Recall	Remember and recount something learned	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Summarise	Outline or sum up briefly the main points about something	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none">• Correctly recognise, name and locate the world’s continents and oceans on a world map• Correctly recognise, name and locate the Equator, North Pole and South Pole on a world map• Identify and describe the main elements of the weather• Observe and record elements of daily weather over several days• Present their results using a range of simple techniques• Describe and suggest reasons for the changes their results show• Describe how weather conditions change in the UK during the four seasons• Identify and locate hot and cold areas of the world on a world map• Describe how the weather is different in some countries in the hot and cold areas of the world• Describe and suggest reasons for how the temperature changes between the Equator and the North Pole and South Pole• Compare and contrast the environments of Antarctica and Sahara <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none">• Explain different ways in which weather can affect our daily lives• Explain why there are seasonal changes in weather• Explain the distribution of hot and cold places in the world• Understand why Antarctica and the Sahara are both classified as deserts <p>Prior Learning</p> <p>In Nursery and Reception pupils have:</p> <ul style="list-style-type: none">• Experienced different weather conditions when outside and the clothes they wear accordingly• Observed and discussed how the weather changes during the day and four seasons• Observed and discussed seasonal signs in the natural world• Located the UK on a globe, world map and in an atlas• Know that continents are land and oceans water and that there are many countries in the world
Recognise	Name and point out who or what something is																							
Identify	Distinguish something or someone from others that may be similar																							
Describe	‘Say what you see’. Give an account in words of something or someone																							
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others																							
Select	Decide upon and choose that information considered most suitable or relevant																							
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics																							
Sequence	Place a set of related events or things that follow each other into an order																							
Compare and contrast	Find similarities and differences																							
Recall	Remember and recount something learned																							
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition																							
Summarise	Outline or sum up briefly the main points about something																							