



Geography topic: Weather and seasons

Year: 1 Term: Summer 2

Key Knowledge/Content:

- **Place knowledge** – Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.
- **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

Links to:

Prior learning:

To discuss seasons and weather changes in England.

Future learning:

To discuss climate and extreme weather conditions globally.

Key vocabulary with definition:

Prior vocabulary:

- Winter- The coldest season of the year in the northern hemisphere from December to February and in the southern hemisphere from June to August.
- Spring- The season after winter and before summer, in which vegetation begins to appear, in the northern hemisphere from March to May.
- Summer - The warmest season of the year, in the northern hemisphere from June to August and in the southern hemisphere from December to February.
- Autumn- The season after summer and before winter, in the northern hemisphere from September to November and in the southern hemisphere from March to May.

New vocabulary:

- Seasons- Each of the four divisions of the year (spring, summer, autumn, and winter) marked by weather patterns and daylight hours, resulting from the Earth's changing position regarding the sun.
- Climate- The weather conditions prevailing in an area in general or over a long period.

By the end of this unit

All children can: recognise seasonal and daily weather patterns in the United Kingdom.

Most children can: demonstrate how the environment has changed over time.

Some children can: demonstrate and **compare** key knowledge and understanding when discussing seasonal and weather change.

Background understanding for teachers and parents:

This unit will be focused on seasonal and weather change. Children will discuss the climate in the UK and understand what "temperate" means and children will begin to discuss the patterns and how they have changed over time.

Curriculum Driver :

Communication.

Evidence outcome:

Children will be able to confidently discuss seasonal weather changes and can discuss in groups what patterns they have noticed.