

Year 1: Weather

GEOGRAPHY CONTEXT: Hot and Cold Places



KEY VOCABULARY:

Cloud	a visible mass of condensed watery vapour floating in
Fog	thick cloud of tiny water droplets
Gale	A very strong wind
Autumn	the season after summer and before winter, in the north-
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 hemi-
Winter	the coldest season of the year, in the northern hemi-
Blizzard	A severe snowstorm with strong winds
Flood	an overflow of a large amount of water beyond its nor-
Heatwave	a prolonged period of abnormally hot weather

As Geographers we will...

Pupils should be taught to 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.

Pupils should be taught to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

Pupils should be taught to use simple compass directions (North, South, East and West) and locational and directional language.

Key Questions:

What is the weather like where we live?

How does the weather change during the year?

What might we wear for different kinds of weather?

What are polar regions like?

What are deserts like?

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What I need to know:

Pupils need to be able to identify the different weather elements, name and measure them and know what time of the year they are most likely to find certain weather patterns. They should be able to use simple maps and symbols to describe weather on a given day and interpret simple charts and diagrams. They should also be able to record simple weather data that they have collected for themselves.

Pupils also need to be able to make connections between the weather and everyday lives. This means knowing how to dress for different kinds of weather, how extreme weather events can be disruptive and how weather affects people's jobs, especially those who rely on it such as farmers, builders and those who work outside.

Fieldwork:

Invite someone whose job relies on the weather forecast such as a builder, farmer, or a fisherman to talk to the class about how the weather affects them. Alternatively, you might invite a travel agent to talk about their work and the way people choose holiday destinations, where they can expect certain weather conditions e.g. snow for skiing.

Take photographs of the same scene during a term, to record seasonal change. For example you might take a picture each week of a tree in the school and edit to create a short time lapse movie.

Assessment:

By the end of this area of study, children should be able to recognise and name common, and some extreme weather phenomena using the correct vocabulary, and describe some effects the weather can have on everyday lives.

They should know which symbols to use and how to locate them on a UK map to give information about local weather events.

They will be able to make simple weather measurements and relate them to expected conditions for the season and time of year.

Children will be able to name, sequence and describe key characteristics of each season.

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Theme 1: Recording and forecasting the weather

Starter

KWL grid– prompt with questions such as 'can you describe the weather today?'

Main

Pupils select the appropriate weather symbol/s for the weather each day and record on a weather map of Catcott; Use weather symbols kept in a box to be added to over time as pupils come across different weather. Have a weather display that children chart everyday across the year.

Discuss what each weather symbol represents. Have they seen the weather before? Can they remember where/ when?

Complete weather chart on daily basis after lunch when children have experienced the weather for that day. Discuss what the weather is like and how it might have changed.

Pupils choose an outfit for Barnaby to wear that is appropriate for that day's weather
Pupils identify the seasons from clues given in Barnaby Bear's 'treasure boxes'.

Pupils identify seasonal changes in the weather and how this affects what they wear and what changes they might see outdoors.

Pupils suggest activities that are good to do in different types of weather

Weather recording: Use simple equipment to measure different weather. Investigate where the windiest/ warmest/ shadiest parts of the school grounds are and map them on a plan of the school. (PP has lots of ideas of how to do this)

Cloud watchers: Download a cloud chart from the Met Office website which identifies different cloud types. Now go outside and get the children to take pictures of clouds they see.

Plenary / assessment.

Ask children to summarise the day's weather in your locality, referring to the temperature, wind and cloud conditions and discuss what the weather is likely to be the following day.

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Theme 2: Seasonal Change

Starter

RECAP

Discuss the four seasons and the difference between them. Find out if children can name and sequence them. Which season do they like best? Why? Display the season names in order in a cyclical diagram. Explain that the four seasons describe the changes in temperature and day length that happen in the same order every year. Establish the name of the current season and show the sequence– this will need constant reinforcement throughout the year .

Brainstorm and sort season related activities, e.g. building snowmen in winter. Discuss appropriate clothing for each season. Use pictures of each season from PP. Which season is the box filled with?

Main

<https://www.metoffice.gov.uk/weather/learn-about/met-office-for-schools/other-content/other-resources/our-seasons>

Seasonal clues– go outside and look for clues of the season by using senses and looking carefully all around. Pay particular attention to trees and plants, birds, and other animals and the weather. (throughout year)

Seasonal word clouds– assign a different season to each group of children and ask them to use words associated with that time of year to create a word cloud. (throughout year)

Fieldwork– experience each season first hand by going outside. Village walk. Collect rainfall. Measure temperatures etc.

Dress for each season: On each table have a different season and a range of outfit cut outs. Children decide how to dress a character for that season. Can they explain their choices? Record their ideas.

Plenary / assessment.

Read a book about the seasons e.g. Skip through the seasons. Talk about what activities are good in different types of weather e.g. puddle jumping.

<https://explorify.uk/en/activities?search>

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Theme 3: Polar Regions

Starter

RECAP

Talk through key vocabulary (and locate on a map): Antarctica, Arctic, North Pole, South Pole, hibernate.

As a class look at a globe or atlas to locate the polar regions. Talk about cold, snow and ice. Explain that the winter nights are very long and that in many places the Sun never rises for months on end. It is also very cold!

Use google earth to visit cold countries!

Main

Have a selection of books available about the polar regions.

Polar bears: Watch David Attenborough video clip of a mother bear and her cubs emerging from the arctic after winter (YouTube)

Why might hibernating help animals survive the winter?

Penguins: Look at video of King Penguins.

Discuss facts about each animal that children have learnt about each animal. What did they find interesting?

Children choose an animal to find out more about. Have facts cards ready. Children record facts in a template of the animal they have chose,

Plenary / assessment.

What would an arctic explorer need to take with them to visit the polar regions?

Lots of ideas here:

<https://explorify.uk/teaching-support/whats-new/tis-the-season-to-have-fun-with-science>

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Theme 4: Deserts

Starter

RECAP

As a class look at a globe or atlas to locate desert regions. Where are they? What features do they have?

Use google earth to visit some desert areas– try to show a range so children don't think they are all just full of sand, camels and cactus!

Main

Desert plants: Bring in some cactus plants and talk about how the spikes help to protect it and the thick skin helps it to survive long periods of drought. Look at photos of the cactuses from Arizona which grow 20 metres and live for hundreds of years! Record children's thoughts and ideas.

Meerkats: Meerkats are a form of mongoose and live in the Kalahari desert and Southern Africa.

Watch videos of meerkats in action– can children spot their tactics for survival? Record their thoughts.

Explain that they are extremely lively and sociable and collaborate in order to survive. Some dig the sand looking for insects, others stand on duty to guard and look for predators.

Watch video again– do they see the different roles?

Ask children to write and illustrate 6 words which describe the desert and desert life.

Plenary / assessment.

Look at different habitats around the world:

<https://explorify.uk/teaching-support/whats-new/habitats-and-their-inhabitants>