

INTENT

What do we want the children to remember/ be able to do?

- The definition of physical geography the terms: **season** and **weather**.
- The seasons we experience in the UK and how this affects our daily weather patterns.
- To remember hot and cold countries worldwide and how this relates to their position in relation to the equator and the North and South Poles.
- Define the terms soil and vegetation and discuss how the climate of countries affects what can be grown.

IMPLEMENTATION/ IMPACT

Sequence of lessons

1. Exploration of the knowledge organiser and pre-assessment to assess the knowledge of students from Year 1. (Weather, Seasons and physical features).
2. Seasons – sort season names onto a timeline. Label seasons under the four season pictures and organise items of clothing linked to the seasons. Thinking Like a Geographer – Give two scenarios where people want to visit the U.K for different reasons – what season/month should they come (and why?) Include why items of clothing have been chosen for each person in relation to their destination.
3. Climate Zones. Discuss the equator line and 3 main climate zones and that the weather cools as you move away from the equator line. Sort climate zones onto the map (pictures and words on the labels). Thinking like a geographer – "Give an animal with a simple list of what they need to survive. What climate zone should then live in and why?"
4. Countries that belong to different climate zones. Look at atlases and globes and identify different countries from different climate zones. Thinking like a geographer – Which country would you prefer to live in and why?
5. Produce - Children to place pictures of food onto the climate zone map. Thinking like a Geographer – explain which items would be grown/ produced in each location and why that is.
6. Post Assessment.

LEARNING HOOK

Pictures of weather and climates of various countries around the world



How do we develop SMSC?

Caring for the environment.
Climate change and what we can do to make a change.
Making appropriate choices for the weather.

Vocabulary

Subject specific

Soil
Vegetation
North / South poles
Equator

Transferable

Weather
Climate
Seasons
Autumn
Spring
Summer
Winter

Visits / Visitors

MEASURING IMPACT

Assessment

- Match seasons to months and weather in UK
- Explain the climate of a country in relation to the equator or North and South Poles
- Identify weather experienced in our country.
- Define soil and vegetation and what can be grown in certain countries.
- Match key vocab from KO to definitions

National Curriculum

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North/ South poles.
- Use basic geographical vocabulary to refer to key physical features including: season and weather (soil and vegetation- what can be grown in hot and cold places?)