

Weather: YEAR 1 Geography MEDIUM TERM PLAN

At the end of this geography unit of work pupils will

Know:

- The 7 continents and name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Identify seasonal and daily weather patterns in the United Kingdom.
- The seasonal changes across a year
- The months in each season
- Different types of weather and recognise their symbols
- How to prepare for different types of weather
- Some of the hot and cold countries in the world

Can do:

- Tables, charts and sorting data relating to the weather.
- Using maps to identify continents, countries in the UK and the seas surrounding the UK.
- Use basic weather equipment: thermometer, rain gauges etc.
- Make observations of the weather patterns in the United Kingdom

Understand the vocabulary:

- listed below – able to explain and discuss it without reading it from their geography folder.

Disciplinary knowledge: Interpreting weather, recording data in tables, bar graphs and line graphs, pupils are taught to draw with ruler, pencil and measuring their own table.

Substantive: Knowledge and vocabulary of weather, equipment, seasons, continents, countries and capital cities.

The expectation is that ALL pupils can learn, explain and write coherently about the aspects below.

Reading of poems/books at home and in school about weather.

Pupils will learn	Vocabulary pupils will learn	Writing using a genre/tables	Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils
<p>Ongoing: Use weather equipment</p> <p>Read daily weather forecasts.</p> <p>Name some key cities in the UK.</p>	<p>Degree Celsius Temperature Thermometer Weather Diary Record</p>	<p>-Pupils record weekly weather forecast across the UK (capital cities) using key vocabulary</p> <p>-Pupils record a daily Leeds weather forecast using the temperature and key weather symbols.</p>	<ul style="list-style-type: none"> • Clear expectations for listening – repeating and learning the information. Clear bite-size instruction and explanation from the

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		<p>-Pupils take the temperature/ weather of Leeds and capital cities across the UK. Discuss warmest and coldest places and whether there is a pattern to the data.</p> <p>- Pupils use degrees Celsius and weather symbols to record weather and temperature in a table.</p> <p>-Pupils use a wind gauge and rain gauge to record the weather in their weather log when suitable</p>	<p>teacher using parts of video's where appropriate.</p> <ul style="list-style-type: none"> Behave from all pupils is exemplary and comments are made on sitting and listening.
<p>Week 1 – 2 Hour</p> <p>Understand what the equator is and where it is on the world map.</p> <p>Identify a range of different types of weather.</p> <p>Use symbols to represent the different types of weather</p> <p>Introduce a weather diary for children complete weekly – comparing the weather of the 4 capital cities in the UK</p>	<p>Equator, northern hemisphere, southern hemisphere</p> <p>Cold, hot, weather, sunny, rain, wind, thunder, hail, wind, snow, ice, frost, sun, cloudy, rainbow</p> <p>Symbol, map, weather forecast, England, Scotland, Wales, Northern Ireland, capital city names – London, Edinburgh, Belfast and Cardiff</p>	<p>- recap the world map, the 7 continents and the 5 oceans. (Use of technology) – look at the video on YouTube. Song to help children remember the information.</p> <p>-Pupils use maps to draw the equator in the correct place on their map. Explain that it is an imaginary line that is invisible (explicit). The places above the line are called the northern hemisphere and those below the imaginary line are called the southern hemisphere. Where do we live?</p> <p>Discuss the use of symbols (as seen on a weather forecast) Discuss: easy to read, clear, can understand in any language, etc.</p> <p>Show examples of singular symbols, e.g. rain, and show a symbol representing two things: e.g. sun and rain. (explicit) Children to fill in their 'key symbol' sheet.</p> <p>Introduce a weather diary for children complete weekly – comparing the weather of the 4 capital cities in the UK</p>	<ul style="list-style-type: none"> Bite sized chunks of knowledge making time for repetition discussion and rehearsing in pairs. Emphasis on learning and exploring key vocabulary. Repetition in oral WORK AND INSISTENCE THAT THE CORRECT TERMS ARE USED IN WRITING. Drafting process for tables and writing Writing of date and modelling of key letters e.g. in January. Demonstration and insistence on high standards of construction and presentation
<p>Week 2 - 2 Hours</p>	<p>autumn, winter, spring, summer, cold, warm, humid, windy, dark, bright, sunny, rainy, wet, leaves</p>	<p>-Revise content from previous week.</p>	

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<p>Identifying the four seasons and the key characteristics.</p> <p>Which months are in each season? What the weather is in each season?</p> <p>Comparing the weather across all four seasons</p> <p>How to prepare for different types of weather</p>		<p>- Complete weather diary of the 4 capital cities in UK</p> <p>-Children complete a seasons wheel. They write each month in the season and add the key characteristics of each season. Children to find information from books, videos, stories etc. (Use of technology)</p> <p>-The children look at different holidays that take place in 4 different seasons. (e.g. beach, skiing).</p> <p>Children illustrate in the suitcases that they would need to bring with them on each holiday to prepare for the weather. E.g. sun cream/sun glasses for the beach. Pupils can explain why the contents of the suitcases are packed... to keep me warm, to keep me dry as it is made from a waterproof material, sunglasses will protect my eyes from the strong sun.</p>	<ul style="list-style-type: none"> • Finger under words to copy words – insist accurate. • The vocabulary is broken down into the weekly learning, it is revised and used in writing • Pupils write their own vocabulary into their books putting their finger under the words to copy correctly. • End products – handwriting and colouring is beautifully presented.
<p>Week 3 - 2 hour</p> <p>Use key vocabulary to write a weather forecast</p> <p>Compare the weather of 2 capital cities in the UK</p>	<p>weather forecast weather report symbols</p> <p>sunny, cloudy, rainy, thunderstorm, foggy, partly sunny, snowy.</p>	<p>- Discuss prior knowledge of weather forecasts. <i>What are they? Why do we need them? What decisions can the weather help us to make?</i></p> <p>Watch some examples of weather forecasts and discuss in TPs (flexible grouping) what they need to contain – temperature data, weather symbols, wind data and advice on what to do/wear/prepare for the weather in different cities. Look at how the forecaster uses their hands to show the direction of the weather. Where is the warmest part of the UK? Where is the coldest?</p> <p>-Children draft a weather report. Model with key words and technical vocabulary and use the writing</p>	

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		<p>process (metacognition) (English policy). Refer to forecasts watched – identify key phrases used.</p> <p>-Pupils use symbols, weather report and map to act out daily weather forecast for that day – green screen (role play) Video. (use of technology)</p>	
<p>Week 4 – 2 hours</p> <p>Investigation: Is it warmer in the north or south of the UK?</p> <p>Understand why some places are warmer than others.</p> <p>Use weather data to help children describe the weather.</p> <p>Use a thermometer to measure the temperature.</p> <p>Make a prediction and use data to test it.</p>	<p>Warm, cold, north, south, UK, capital city, equator, countries, prediction, data, patterns, investigation</p>	<p>Look at the UK and zoom in (use of technology) – chn discuss in TPs (flexible grouping) whether they think the north or south will be warmer, thinking about their proximity to the equator and other warmer countries.</p> <ul style="list-style-type: none"> - Children predict whether they think the north or the south of the UK will be warmer on their investigation sheet. - Children use data from the weekly weather diaries to see whether London is warmer or colder than Edinburgh - Children use the weather data to create a line graph over for the weather over a week in the 2 cities - Children write a few sentences to describe their findings. Are there any patterns? Did they predict correctly? - Look at average weekly temperature data for the key cities in the UK and record this into the ‘Results’ section of sheet. which was warmest? Which was coldest? Did this match our predictions? Why do you think this city was warmer or colder? 	
<p>Week 5 and 6 – 4 hours</p> <p>Understand what the weather is like in different parts of the world</p>	<p>Cold, Climate, Antarctica, North Pole, South Pole, Antarctic, Equator, map, ice, cold, snow, country, continent, temperature, hot, warm,</p>	<ul style="list-style-type: none"> - Children identify the 7 continents of the world – watch the videos and sing the song to help recall (use of technology) - Look at India, Kenya and Mexico – Locate them on a map. How far away are they 	

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<p>Understand what a hot area of the world is like</p> <p>Use map skills to locate hot and cold places</p>	<p>Asia, Africa, North America, South America, Europe, Antarctica, Australia</p>	<p>from the equator? What does that tell you about the weather? (India – Monsoon – use resources in geography cupboard and books)</p> <ul style="list-style-type: none"> - Watch videos of the weather across the different countries, how does it differ from the weather in England/Leeds? (use of technology) - Look at some of the key features - Using knowledge of the equator, children find countries that are hot. <p>Children complete a weather chart for the temperatures of a country in each continent. What did they find? Which country is the hottest? Which is the coldest? How far away are these countries from the equator? Discussion: what would the children pack in a suitcase if they were travelling to these three locations?</p> <ul style="list-style-type: none"> - Written explanation – what differences have they noticed in the weather between the 3 countries, what are the reasons for this. Can children use the data they've collected to back up their statements? 	
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'FIVE A DAY' APPROACH

Explicit Instruction	Cognitive and Metacognitive Strategies	Scaffolding	Flexible Grouping	Using Technology
<ul style="list-style-type: none"> • Teacher explanation: clear with pictures to refer to on PPT. equator • Practice of routine exercises: • Small steps: 	<ul style="list-style-type: none"> • Explicitly teach metacognitive strategies (how to plan, monitor and evaluate learning, graphic organisers): • Model own thinking. 	<ul style="list-style-type: none"> • Visual (e.g partially completed model): Word list with pictures to support Weather symbols • Written (e.g. list of key words and phrases). 	<ul style="list-style-type: none"> • Groups based on current individual needs shared with others. • Additional explicit instruction required: • HZ, BH, HM, SF, HF 	<ul style="list-style-type: none"> • Instructional apps. • Apps to provide tools to aid learning. Clevshare to share good practise and to model editing work

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<p>-how to answer questions broken down into how we read the question, how we look for the right information and read around it, how we refer back to the question to try and answer it. -Chunked work for LC, BH</p> <ul style="list-style-type: none"> • Examples and non-examples: Diagrams tables • Clear and unambiguous language. • Using carefully selected visual aids: PPTs, all same model of book, videos, diagrams, weather forecasts • Modelling how to complete a task: How to use the plan to write, modelling how to answer the question • Anticipating and planning for misconceptions: • Highlighting essential content & removing distracting information. • Checking pupils' understanding. 	<p>Thinking aloud</p> <ul style="list-style-type: none"> • Set appropriate level of challenge to develop self-regulation & cognitive skills. • Promote and develop metacognitive talk: • Teach how to organise & effectively manage their learning independently. <p>Efficient planning- T to moel using the plan to be an aid when writing. IF we organise it well, it will help us to write!</p> <ul style="list-style-type: none"> • Introducing content in small steps: • Helping pupils consider new ways to remember new information: • 7 continents song • "Under the chin- halfway in "(finding Leeds on map Number of stages, visual • Frequently ask learners to recall previously taught content: <p>Time at each small step to learn new step and build on previous step(s)</p> <ul style="list-style-type: none"> • Promote metacognition. 	<p>PPT pictures with words to help EAL learners understand new concepts</p> <ul style="list-style-type: none"> • Verbal (e.g. re-teaching key content following a misconception). • Writing frames. Wordmats used to help with writing. • Task checklist. Writing process on the board. • 'I do/we do/you do': 	<ul style="list-style-type: none"> • Talking Partners (mixed ability): - discussion and explicit teaching on HOW to talk to our partners- questioning and giving thoughts rather than shouting answers. • Group supported by teacher • Group supported by TA. 	<ul style="list-style-type: none"> • Speech-generating apps for communication. • Delivery of subject content (PPT, videos, photographs, interactive games, etc): PPT, YouTube videos. • Assessment opportunities (quiz). • Class collaboration – OneNote (shared content, individual drafting, support materials).
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