

Weather: YEAR 2 Geography MEDIUM TERM PLAN (12 weeks work)

**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.
- Locations of hot and cold areas of the world in relation to the Equator and the Poles.

**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.
- Read scales on pieces of equipment (maths link)

**Understand the vocabulary:**

- listed below – able to explain and discuss it

**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.

**Trip and Visit:** Using the school grounds to measure weather and fly kites in the wind.

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><b>Ongoing:</b> 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 daily weather forecast across the UK using key vocabulary</p> <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>	<ul style="list-style-type: none"> <li>• Clear expectations for listening – repeating and learning the information. Clear bite-size instruction and explanation from the teacher</li> </ul>

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		-Pupils use degrees Celsius and weather symbols to record weather and temperature in a table.	using parts of video's where appropriate.
<p><b>Week 1 – 1 Hour</b></p> <p>Identify the 7 continents. Hopscotch song – <a href="#">Youtube</a></p> <p>Identify the 5 oceans. Hopscotch song – <a href="#">Youtube</a></p> <p>Understand what the equator is and where it is on the world map.</p>	<p>Continents: Europe, Asia, Africa, Australasia, North America, South America, Antarctica.</p> <p>Oceans: Pacific, Atlantic, Indian, Southern, arctic.</p> <p>Equator</p>	<p>- Pupils will rehearse 7 continents and 5 oceans using songs.</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. 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>- Pupils use map to label the 7 continents, ensuring spellings copied accurately.</p> <p>- Pupils use maps to label the 5 oceans, ensuring spellings copied accurately.</p>	<ul style="list-style-type: none"> <li>Behave from all pupils is exemplary and comments are made on sitting and listening.</li> <li>Bite sized chunks of knowledge making time for repetition discussion and rehearsing in pairs.</li> <li>Emphasis on learning and exploring key vocabulary. Repetition in oral WORK AND INSISTENCE THAT THE CORRECT TERMS ARE USED IN WRITING.</li> </ul>
<p><b>Week 2 – 1 hour</b></p> <p>Locating Northern and Southern Hemisphere and Equator</p>	<p>Northern Hemisphere Southern Hemisphere Equator</p>	<ul style="list-style-type: none"> <li>Revise continents and oceans</li> <li>Pupils will locate and label the equator on a map</li> <li>Pupils will cut the map of the world across the equator to show the Northern and Southern Hemispheres clearly</li> <li>Pupils will identify which continents are in Northern/Southern Hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>Drafting process for tables and writing</li> <li>Writing of date and modelling of key letters e.g. in January.</li> </ul>
<p><b>Week 3 – 1 hour</b></p> <p>Identifying countries on the Equator</p>	<p>Northern Hemisphere Southern Hemisphere Equator North East South West</p>	<ul style="list-style-type: none"> <li>Pupils will use an atlas to locate the Equator and identify countries on the equator.</li> <li>Pupils will follow the Equator along using their finger and will identify which countries are on the equator.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration and insistence on high standards of construction and presentation</li> <li>Finger under words to copy words – insist accurate.</li> </ul>

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		- Pupils will use an atlas to identify which oceans are on the Equator	<ul style="list-style-type: none"> <li>• The vocabulary is broken down into the weekly learning, it is revised and used in writing</li> <li>• Pupils write their own vocabulary into their books putting their finger under the words to copy correctly.</li> <li>• End products – handwriting and colouring is beautifully presented.</li> </ul>
<p><b>Week 3 - 1 Hour</b></p> <p>Name the 4 countries in the UK</p> <p>Name some key cities in the UK.</p>	<p>United Kingdom: England, Northern Ireland, Scotland, Wales.</p> <p>London, Edinburgh, Belfast, Cardiff</p> <p>North Sea Irish Sea English Channel Atlantic Ocean</p> <p>Countries Capital Cities Seas Oceans</p>	<p>-Revise content from previous week.</p> <p>-Pupils use a map of the UK to label with the 4 countries and surrounding seas/ oceans.</p>	
<p><b>Week 4 - 1 hour</b></p> <p>Use symbols to represent different types of weather.</p> <p>Use weather equipment.</p> <p>Read and understand daily weather forecasts.</p>	<p>weather forecast Weather report symbols</p> <p>sunny, cloudy, rainy, thunderstorm, foggy, partly sunny, snowy.</p>	<p>-Watch a <b>weather forecast from the television</b>. How is weather communicated? Symbols and temperature values. Look at how the weather forecaster uses their arms to show the direction of the wind and weather. Look at newspaper reports – symbols and temperatures.</p> <p>-Pupils learn how to represent weather using symbols.</p> <p>-Pupils use symbols, weather report and map to act out daily weather forecast for that day – green screen (role play)</p>	

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<p><b>Week 5 – 1 Hour</b></p> <p>Identify the 4 seasons.</p> <p>Which months are in each season.</p> <p>What the weather is in each season.</p>	<p>Seasons Months Of The Year Summer Spring Winter Autumn Hot/ Cold</p> <p>sunny, cloudy, rainy, thunderstorm, foggy, partly sunny, snowy.</p>	<p>-Pupils create a season wheel – use books to gather information, images and key words. If the pupil woke up from a deep sleep how would they know which season they were experiencing? Look for clues in weather, trees, animals etc.</p> <p>-Pupils label each part of the season wheel with season and months.</p>	
<p><b>Week 6</b></p>	<p>Storm Babet Disruption Flooding Rainfall Wind</p>	<p>Link to English – extended writing</p> <p>Chn read Newsround article about Storm Babet and watch <b>Met Office weather reports from 19.10 and 20.10 and 21.10</b></p> <p>Children write a drafter weather report about Storm Babet.</p> <p>Paragraph 1 – the stom, rain, wind, red warning, amber warning</p> <p>Paragraph 2 – effect on Kirkstall, Leeds, England, flooding, disruption,</p> <p>Drafted writing following Beecroft Writing Policy.</p>	
<p><b>Week 6 - 2 Hour</b></p> <p>Create a weather map.</p>	<p>Degree Celsius Temperature Thermometer Weather Diary Record</p>	<p>Recap 4 capital cities/ countries of the UK.</p> <p>Use 3 week ongoing weather diary to create a weather map showing temperature and weather across the UK. Children use previous knowledge of weather symbols to label each city across the week and their previous knowledge of temperature (degrees Celsius) to label the temperature on a map across the UK for the week.</p>	
<p><b>Week 7 – 2 Hours</b></p>	<p>Data Weather</p>	<p><b>Cross Curricular Maths: runs alongside</b></p>	

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<p>Use weather data to help me describe the weather.</p>	<p>Record Table Graph Compare</p>	<p>-Pupils draw a bar chart - temperature comparison between Leeds and London over a week.</p> <p>-Pupils draw a bar chart - Weather comparison between Leeds and London over a week.</p> <p>-Pupils draw a line graph - Look at temperature data for Leeds and London over the space of a week. Plot data onto a simple line graph.</p>	
<p><b>Week 8 – 1 hour</b> Describe weather around the world. (Antarctica)  Describe settings in different areas of the world.</p>	<p>Antarctica Compare Temperature Difference Similarities Weather</p>	<p>Use knowledge of Antarctica (Video - Teachers in The freezer)</p> <p>-Research about life in Antarctica being compared to that in Britain. How does the weather affect daily life? Non-fiction reading.</p> <p>Look at the poles on the globe and how they are on an axis. Discuss how Antarctica is at the bottom on the world and far from the equator.</p> <p>Record the differences between Leeds and Antarctica on a spider diagram: weather, temperature, animals, building etc.</p>	
<p><b>Week 9 – 1 hour</b> Describe weather around the world. (Antarctica)  Describe settings in different areas of the world.</p>	<p>Antarctica Compare Temperature Difference Similarities Weather</p>	<p>Recap previous lesson</p> <p>Look at a variety of post cards from different places. Read story Meerkat mail (teacher read) and discuss the different aspects that Sunny writes in his postcards.</p> <p>Write a postcard (English policy) from Antarctica describing the everyday surroundings and</p>	

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		<p>everyday life. Look in particular at weather and temperature.</p> <p>Describe: weather, temperature, animals, building etc.</p>	
<p><b>Week 10 – 2 Hours</b></p> <p>Describe weather around the world. (Kenya)</p> <p>Describe settings in different areas of the world.</p>	<p>Africa Kenya Equator North East South West dry season wet season</p>	<ul style="list-style-type: none"> <li>- Pupils will watch a video inviting them to visit Kenya. They will be asked when and where they would like to go</li> <li>- Pupils will locate Kenya on a world map and will label it. They will use an atlas to look at Kenya's proximity to the equator and location compared to the UK</li> <li>- They will use the compass directions to identify where Kenya is in Africa.</li> <li>- Pupils will study graphs of the rainfall in Kenya and identify the seasons – dry and wet – and the corresponding months of the year. Pupils will discuss how these are different to seasons in the UK</li> </ul>	
<p><b>Week 11 – 1 hour</b></p> <p>Describe weather around the world. (Kenya)</p> <p>Describe settings in different areas of the world.</p>	<p>inland coastal highland lowland rainfall beaches temperature wind ocean high altitude low altitude</p>	<p>-recap previous learning</p> <p>-use the graphs to explain why they want to go to Kenya in October or April – using so, because to explain their answers</p> <p>-explain key vocabulary – inland, coastal,</p> <p>children locate and label Nairobi and Mombasa on a map of Kenya</p> <ul style="list-style-type: none"> <li>- Chn study graphs of Nairobi and Mombasa comparing rainfall and temperature</li> <li>- Chn add key information about both places to a spider diagram</li> </ul>	

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<p><b>Week 12 - 1 Hour</b></p> <p>Compare the weather in hot and cold countries.</p> <p>Self-evaluate learning</p>	<p>Antarctica Kenya comparison weather climate equator</p>	<ul style="list-style-type: none"> <li>- Revise Antarctica learning</li> <li>- Pupils will compare location, climate, weather etc in Antarctica with that of Kenya. Pupils will record their ideas on a spider diagram</li> <li>- Pupils will complete a self-evaluation of their learning about weather</li> </ul>	

‘FIVE A DAY’ APPROACH				
Explicit Instruction	Cognitive and Metacognitive Strategies	Scaffolding	Flexible Grouping	Using Technology
<ul style="list-style-type: none"> <li>• <b>Teacher explanation:</b> all new vocab and concepts clearly explained</li> <li>• <b>Practice of routine exercises:</b></li> <li>• <b>Small steps.</b></li> <li>• <b>Examples and non-examples:</b></li> </ul> <p>Diagrams</p> <ul style="list-style-type: none"> <li>• <b>Clear and unambiguous language.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explicitly teach metacognitive strategies (how to plan, monitor and evaluate learning, graphic organisers):</b></li> <li>• <b>Model own thinking.</b></li> <li>• <b>Set appropriate level of challenge to develop self-regulation &amp; cognitive skills.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visual (e.g partially completed model):</b> Diagrams to compare/refer</li> <li>• <b>Written (e.g. list of key words and phrases).</b></li> <li>• <b>Verbal (e.g. re-teaching key content following a misconception).</b></li> <li>• <b>Writing frames.</b></li> <li>• <b>Task checklist.</b></li> <li>• <b>‘I do/we do/you do’:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Groups based on current individual needs shared with others.</b></li> <li>• <b>Additional explicit instruction required</b></li> <li>• <b>Partners (mixed ability):</b></li> <li>• <b>Group supported by teacher.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instructional apps.</b></li> <li>• <b>Apps to provide tools to aid learning.</b></li> <li>• <b>Speech-generating apps for communication.</b></li> <li>• <b>Delivery of subject content (PPT, videos, photographs, interactive games, etc):</b></li> </ul>

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<ul style="list-style-type: none"> <li>• <b>Using carefully selected visual aids:</b> PPTs, text book, diagrams, videos, models on display</li> <li>• <b>Modelling how to complete a task:</b> Drawing diagrams, graph</li> <li>• <b>Anticipating and planning for misconceptions:</b></li> <li>• <b>Highlighting essential content &amp; removing distracting information.</b></li> <li>• <b>Checking pupils' understanding.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Promote and develop metacognitive talk:</b></li> <li>• <b>Teach how to organise &amp; effectively manage their learning independently.</b></li> <li>• <b>Introducing content in small steps:</b></li> <li>• <b>Helping pupils consider new ways to remember new information:</b> Number of stages, visual</li> <li>• <b>Frequently ask learners to recall previously taught content:</b> Time at each small step to learn new step and build on previous step(s)</li> <li>• <b>Promote metacognition.</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Group supported by TA.</b></li> </ul>	<p>Interactive games, PPT, YouTube videos.</p> <ul style="list-style-type: none"> <li>• <b>Assessment opportunities (quiz).</b></li> <li>• <b>Class collaboration – OneNote (shared content, individual drafting, support materials).</b></li> </ul>
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