

Wonderful Weather

Year: Two
Term: Autumn

Background information for teachers

Our children will continue to develop their knowledge of both their immediate locality and the wider world through an exploration of weather patterns. In Early Years the children will have been provided context when they begin learning about the seasons and the changes/processes that happen in the natural world. In Year 1, they then continue deepen their knowledge on the seasons when they studied this in science. They will build upon their understanding of Wolverhampton and the UK from year one to investigate our local weather, using fieldwork skills to measure a range of variables including temperature and precipitation. They will then find out more about equatorial and polar weather patterns and how this can affect the physical and human geography in these areas.

Vocabulary

- **Atlas** - A book of maps
- **Climate** - The average weather in a place over many years.
- **Country** - A nation with its own government.
- **Continent** - One of the 7 very large areas of land in the world.
- **Equator** - An imaginary line around the middle of the earth which is at equal distance from both poles. It divides the earth into northern and southern hemispheres.
- **Extreme weather** - A prediction of what the weather will be like in the future.
- **Globe** - A ball/sphere with a map of the whole world.
- **Human geography** – Humans influence on earth e.g. work, lifestyles, settlements.
- **North Pole** - the area at the top of the world furthest from the equator. It is very cold.
- **Physical geography** – Earth's natural features e.g. plants, animals
- **Precipitation** – The release of water from the sky, e.g. rain, hail, sleet, snow.
- **Season** - One of the four parts of the year; in our country this is Autumn, Winter, Spring, Summer.
- **South Pole** - the area at the bottom of the world furthest from the equator. It is very cold.
- **Symbols** – Pictures or signs that help us understand something.
- **Temperature** – A measure of how hot or cold something is.
- **Thermometer** – An instrument to measure temperature.
- **Weather** - The conditions you might notice when outside. e.g. sunny, cloudy
- **Weather forecast** – A prediction of what the weather will be like in the future.

Year 2 - Wonderful Weather

Geography - Know that geography is the study of places and the relationships between people and their environments

Question – Where would you like to live? The UK, Arctic or near the equator? Explain why (weather related)

Fieldwork opportunities

Investigate different weather conditions through observation and by making and using simple measurement devices (e.g. record wind direction, measure precipitation).

	Key geography Knowledge	Key geography skills
Week 1 (retrieval) (Yr 1 Science)	<ul style="list-style-type: none"> Know that the four seasons are spring, summer, autumn and winter and know the order of the cycle (see diagram below) Know that it is coldest in the winter and hottest in the summer Know that the UK <u>does not</u> usually experience extremely cold winters or summers, and is thus a temperate country; this is an aspect of the UK's climate Know that particular types of precipitation are more common in different seasons (e.g. snow and ice in winter; rain in the summer) Know where the North/South Poles are and equator (locate these). Know that temperature can be measured using a thermometer 	<p><u>LO: To locate places</u></p> <ul style="list-style-type: none"> I can name and locate key countries and areas studied at this key stage (UK and Jamaica). <p><u>LO: To understand places and the geographical patterns and processes</u></p> <ul style="list-style-type: none"> I can identify and describe seasonal and daily weather patterns in the United Kingdom. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles. I can use simple geographical vocabulary to refer to: Physical geography, including: mountain, vegetation, season and weather. <p><u>LO: To organise and communicate geographically</u></p> <ul style="list-style-type: none"> I can use simple fieldwork and observational skills to study the geography of the school.
Week 2	<ul style="list-style-type: none"> Know what is weather Know the types of weather in the UK <p>Introduce fieldwork – local weather patterns</p> <ul style="list-style-type: none"> Know how we can measure the weather e.g. thermometer, rain gauge, wind speed (link to weather reports). Set up fieldwork ready to record the weekly weather over the unit. Encourage questions to be asked about the fieldwork and answer questions linked to this. Idea – could the children verbally predict what the weather patterns will show? (Thinking about their previous seasonal knowledge. What will they expect to see?) Set up weather recording sheets (in books). 	
Week 3	<p>Field work - Record weather Dangerous weather (UK)</p> <ul style="list-style-type: none"> Know how the weather can affect us (jobs, holidays, how we feel). Know that the weather can change daily. Know that there can be extreme types of weather (floods, drought, blizzards, heat waves). Know which types of extreme weather can happen in the UK and which occurs in other countries. Are there any in the news? Know how we can protect ourselves from dangerous weather (clothing, sun cream, not going outside). Know how we can protect the environment around us. (not building near rivers, gritting roads, weather warnings) 	
Week 4	<p>Field work - Record weather Hot and cold weather</p> <ul style="list-style-type: none"> Locate the hot and cold areas of the world (poles/equator). 	

	<ul style="list-style-type: none"> • Know what types of weather to expect in these places. • Know what it is like to live in the Arctic/poles (weather, vegetation). • Know what it is like to live in Jamaica (weather, vegetation). • Know that Jamaica has a tropical climate. • Answer questions for both locations– e.g. what would the weather be like? What clothes would people wear? Would you like to live there? • Locate these places on a map/atlas. Where are they closest to (poles/equator)? Can children identify any other hot/cold countries? 	<ul style="list-style-type: none"> • I can ask and answer simple questions to investigate places and environments. • I can use world maps, atlases and globes to identify the countries studied • I can use compass directions (North, South, East and West).
Week 5	<p>Field work - Record weather Comparing UK to Jamaica.</p> <ul style="list-style-type: none"> • Recall information about Jamaica from previous lesson – children to verbally articulate this. Encouraging the use of key vocabulary. • Know where Jamaica is located and the weather. • Recall information about the UK climate/ seasonal/weather patterns. • Compare the two locations. Where are they located? (continent, near poles/equator, weather, extreme weather) • Task Idea - Children to use a weather forecast site to compare current weather of the two locations. • Task Idea – Sort images to compare the weather in locations. • Children to be able to verbally answer learning question with most explaining their reasons for this choice. 	
Week 6	<p>Field work - Record weather (final reading) Weather report</p> <ul style="list-style-type: none"> • Use weather data collected across the weeks to present a local weather report – What did we find out? • Know the symbols for the weather types. • Know where Penn, Wolverhampton is located on the map of the UK (this will be identified when presenting the weather). • Use key vocabulary when presenting the weather - temperature, wind, precipitation (rainfall, snow, hail, sleet). • Can the children explain why these types of weather have been present? (linked to seasons) 	
Curriculum links	<p>Year 1 science – seasons Year 2 – Living things and their habitat (How animals have adapted to cold/hot countries)</p>	