



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Spring 1
Class:	Year 1
Subject:	Geography
Key Unit Question:	Is there a Planet B?
Key Themes:	Environment
Memorable Experience:	Lorax Day

Vocabulary that will be taught:

Affects: Makes a difference to

Climate: The usual weather conditions of an area

Extreme: Beyond what is normal

Forecast: A prediction of what the weather will be like

Observation: What you notice when you look carefully at something

Record: Keep information about something that has happened

Seasons: the year is divided into four seasons: spring, summer, autumn and winter

Symbols: pictures of signs to help us understand something

Temperature: A measure of how hot or cold something is

Thermometer: An instrument used to measure temperature

National Curriculum Objectives:

- 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Rationale:

This unit teaches children about the different types of weather in their immediate environment – building on the work we did on their immediate environment in the Autumn term. The children will then have the opportunity to build upon this by considering weather around the world including in hot and cold places. This will be helpful when considering different climates and biomes in KS2. We will also consider the impact of different weather types which will be further developed in KS2 when looking at physical geography including volcanoes and earthquakes. This unit in geography also provides valuable links to the Science curriculum.

Prior Knowledge:

Children have learned all about weather in EYFS. It is part of their daily check in on a morning and children have experiences of playing outside in all weathers. To achieve ELG: The Natural World, children need to understand some important processes and changes in the natural world around them, including the seasons.

Children also have the opportunity to explore some similarities and differences between the natural world around them and contrasting environments. Children learn about hot and cold places and discuss different places in stories read to them.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know what the weather is like in my country
- I know the location of hot and cold places in our world
- I know the difference between hot and cold places in our world

Disciplinary knowledge:

- I can locate hot and cold places on a globe or in an atlas
- I can use information books/pictures as sources of information.
- I can begin to make simple comparisons between different places



Key lesson questions		Activities/Key points
Lesson 1	What is weather? - I can identify daily weather patterns - I can understand what the weather is like in our country - I can understand what weather forecasts show	- Show children video clips of different types of weather. Discuss what types of weather we are likely to see in Easington and in the UK. - Children to learn about weather forecasts and why we have weather forecasts. - Children to complete a weather diary recording the weather for a week – discuss findings – was there a pattern? Is the weather always like this (preparation/assessment for next week's lesson on seasons).
Lesson 2	How does weather affect us? - I can understand seasonal weather patterns - I can recall the different seasons in a year - I can describe how the weather can affect us	- Children to recall the four seasons in the year and which months they are associated with. - Children to look at how the different types of weather can affect our lives, jobs, things we do, clothes we wear, how we travel, emotions/feelings. - Children will consider weather in each season of the year and describe ways in which the weather affects us in each season.
Lesson 3	Is the weather the same everywhere? - I can identify hot and cold places in the world - I can explore hot and cold places in relation to the Equator - I can describe what hot and cold countries are like	- Children to look at hot and cold areas of the world. Define climate and explain how the weather can change over time. - Using atlases, children should colour a world map to identify which places are hot and cold. - Class Discussion – How might hot and cold places be different from where we live? – record on flipchart paper to refer to in following lessons
Lesson 4	What is it like in the South Pole? - I can locate the South Pole on a world map - I can understand what a cold area of the world is like - I can compare the weather in the South Pole to the weather in Easington	- Recall the hot and cold climates we looked at last lesson and the contrasts between the two. Explain that this lesson we will focus on a cold climate looking in detail at the South Pole in Antarctica. - Invite children to locate the Antarctic and the South Pole and draw lines. from the UK to link the key places. Remind children about the Equator and how it affects temperature. - Children use the Internet, books, and any other sources of information available to find out interesting facts about living in the South Pole - Children to compare weather in the South Pole to Easington Village.
Lesson 5	What is it like in the Kalahari Desert? - I can locate the Kalahari Desert on a world map - I can understand what a hot area of the world is like - I can compare the weather in the Kalahari Desert to the weather in Easington	- Recall the hot and cold climates we looked at last lesson and the contrasts between the two. Explain that this lesson we will focus on a hot climate looking in detail at the Kalahari Desert in Africa. - Invite children to locate Africa and the Kalahari Desert, compare the location with the Antarctic and the South Pole and draw lines. from the UK to link the key places. Remind children about the Equator and how it affects temperature. - Children use the Internet, books, and any other sources of information available to find out interesting facts about living in the Kalahari Desert. - Children to compare weather in the Kalahari Desert to Easington Village.
Lesson 6	What is climate change? - I can recall what climate means - I can explain how climate can change - I can discuss ideas on how to help our Earth	- Discuss the ranges of climates we have explored over the previous lessons. - Explore the concept of the climate changing due to a range of factors including harmful gases made by vehicles and factories, burning fossil fuels, producing meat, animal waste polluting water. - Explore what climate change means for our planet e.g., ice melting, floods, lack of crops, destruction of habitats. - Children to create a poster on the different ways we can help save our planet.
Lesson 7	Is there a Planet B? End of Unit Assessment / Knowledge Harvest	