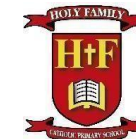


Weather and Climate

"When it is evening, you say, 'It will be fair weather, for the sky is red.'" – Matthew 16:2

Year R/Year 1 **Term** Autumn 2 **Subject** Geography (EYFS: Understanding the world)

National Curriculum Coverage	<ul style="list-style-type: none">Develop an understanding of physical geography and identify seasonal weather patterns in the UK
Early Learning Goal	Know similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world, making observations and drawings of animals and plants.
Key Vocabulary	Season Weather Spring Summer Autumn Winter Hot Cold Clothing
Key knowledge	
Geographical Skills/Disciplinary knowledge	
<u>Lesson 1: How is the year organised into months and seasons?</u> <ul style="list-style-type: none">I can order the months of the year. (Reception to learn the months of the year through songs).I can name the seasons.I can order the seasons (Year 1 extension I know which months are in which season).	<u>EYFS</u> <ul style="list-style-type: none">I can ask questions about the world. <u>Year 1</u> <ul style="list-style-type: none">I can ask and respond to geographical questions.
<u>Lesson 2: What are the differences between the seasons?</u> <ul style="list-style-type: none">I know that each season is characterised by different weather conditions.Know that weather refers to the conditions outside at a particular time.I can identify differences between the types of weather experienced in different seasons in the UK.	<u>EYFS</u> <ul style="list-style-type: none">I can draw things they see around them.I can communicate simply geographical information orally. <u>Year 1</u> <ul style="list-style-type: none">I am beginning to use simple observational skills.I can ask and respond to geographical questions.I can communicate the things they see around them using simple diagrams.
<u>Lesson 3: What Season are we in?</u> <ul style="list-style-type: none">I can look for clues to help identify which season we are in.I can identify differences between the types of weather experienced in different seasons in the UK.	<u>EYFS</u> <ul style="list-style-type: none">I can describe their immediate environment and express their views about it (with support as needed).I can ask questions about the world. <u>Year 1</u>



	<p>Fieldwork Skills: (Observe/question/record)</p> <ul style="list-style-type: none"> • I am beginning to use observational skills and comment on the features they see (EYFS) • I can ask and answer simple questions about the feature of the season they observe. • Option to create a “nature board” to record and reflect their findings. • I can understand that geographers learn about the world by observing and collecting data.
<p><u>Lesson 4: Identify the types of clothing worn in different weather.</u></p> <ul style="list-style-type: none"> • I can identify aspects of the weather and how it affects my local environment. • Children can identify suitable clothing for different weather and explain why. (<i>Ask children to be sent in with clothes linked to one of the seasons for the other children to guess and explain why.</i>) • 	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • I can describe their immediate environment and express their views about it (with support as needed). • I can begin to use basic geographical language to refer to physical features e.g. I will need a coat because the weather is cold. <p><u>Year 1</u></p> <ul style="list-style-type: none"> • I can express their own views about people and the environment • I can write using appropriate geographical language.
<p><u>Lesson 5: How can I tell the weather's story?</u> Review the weekly diary and discuss what effect the weather had on our week e.g. wet lay/we needed coats.</p> <ul style="list-style-type: none"> • I can identify aspects of the weather and how it affects my local environment. • I can identify and record daily weather patterns. 	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • I can record weather daily. <p><u>Year 1</u></p> <ul style="list-style-type: none"> • I can express their own views about the environment. • I can write using appropriate geographical language. <p><u>Fieldwork skills: Observe/Record</u></p> <ul style="list-style-type: none"> • I can begin to use observational skills (EYFS) • I can collect data • I can make notes • understand that geographers learn about the world by observing and collecting data.
<p><u>Lesson 6: How does the weather affect different jobs?</u></p> <ul style="list-style-type: none"> • I can explain how the weather affects the jobs we do. 	<p><u>EYFS:</u></p> <ul style="list-style-type: none"> • I can describe their immediate environment and express their views about it (with support as needed). <p><u>Year 1</u></p> <ul style="list-style-type: none"> • I can express their own views about people and the environment. • I can write using appropriate geographical language.
<u>Assessment: I can create a yearly overview of the seasons and the weather.</u>	
Current Year	Future learning

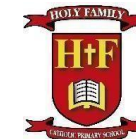
**Year 1:**

- Know the 4 seasons of the UK.
- Describe how the weather changed with each season.
- Confidently use the the vocabulary “Season” and “weather”.
- Describe daily weather patterns in their locality.
- Know that wearher conditions can be mesaured and recorded.
- Understand some of the affects weather can have on daily acitivities.

EYFS:

- Know that Spring, Summer, Autumn and Winter are used to describe seasons.
- Know there are 4 seasons.
- Know some of the key characteristics of each season.

- Hot and Cold areas - understanding weather patterns around the world in relation to the poles and the equator. (KS1)
- Climate zones (KS2)



The United Kingdom

“All the nations you have made will come and worship before you, O Lord; they will bring glory to your name.” - Psalm 86:9

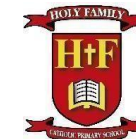
Year R/Year 1

Term Spring 2

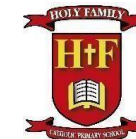
Subject Geography (EYFS: Understanding the world)

National Curriculum Coverage	Name, locate and identify key characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Early Learning Goal	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Key Vocabulary	World Europe Map United Kingdom Country England Wales Scotland Northern Ireland
Fieldwork	Maps

Key knowledge	Geographical Skills/Disciplinary knowledge
<u>Lesson 1: What do I know about the UK?</u> <ul style="list-style-type: none">• I can locate the UK on a world map• I can discuss my existing knowledge about the UK• I can talk about countries I have visited and with help, look at where they are on a map.• I know that the country I live in is England.	<u>EYFS</u> <ul style="list-style-type: none">• I can ask questions about the world. <u>Year 1</u> <ul style="list-style-type: none">• I can ask and respond to geographical questions.• I can use maps and globes
<u>Lesson 2: Locate the 4 countries of the UK on a map.</u> <ul style="list-style-type: none">• I can locate the United Kingdom on a map.• I can name the four countries of the United Kingdom.• I can locate the four countries of the United Kingdom on a map.	<u>EYFS</u> <ul style="list-style-type: none">• I am beginning to talk about and look at maps.• I know that a map is a picture of a place.• I can identify land and water on a map or globe. <u>Year 1</u> <ul style="list-style-type: none">• I can show on a map which country they live in.• I know that UK is short for United Kingdom.• I can use atlases and maps.



<u>Lesson 3: Identify the 4 capital cities and surrounding seas.</u> <ul style="list-style-type: none">• A capital city is where the leaders of a country (government/Royal family) are and work.• A city is larger than a town.• Identify the 4 capital cities of the UK. London (England), Edinburgh (Scotland), Cardiff (Wales), Belfast (Northern Ireland).	<u>EYFS</u> <ul style="list-style-type: none">• I can identify land and water on a map or globe.• I am beginning to talk about and look at maps.• I can draw real or imaginary maps. <u>Year 1</u> <ul style="list-style-type: none">• I can add labels to maps• I can use maps and atlases to locate countries and capital cities.
<u>Lesson 4: Human and physical features of the UK</u> <ul style="list-style-type: none">• Physical features are naturally occurring• Human features are man made• Identify some human and physical features of the UK e.g.• <u>Physical:</u> beach, forest, river, sea, mountain, hill• <u>Human:</u> city, town, shop, park, house, cathedral	<u>EYFS</u> <ul style="list-style-type: none">• I know that places within our country can differ from each other.• I know some vocabulary to describe the characteristics of different places. <u>Year 1</u> <ul style="list-style-type: none">• I can recognise some physical features in their local area.• I can comment on the features they see in the local area and UK.• I can recognise human and physical features on photographs.• I can add labels to maps.
<u>Lesson 5: Describe the human and physical features of one of the UK's capital cities.</u> <p>(Writing opportunity)</p> <ul style="list-style-type: none">• Identify human and physical features of the UK capital cities e.g. Buckingham Palace (human) River Thames (physical).	<u>EYFS</u> <ul style="list-style-type: none">• I can express their likes and dislikes about a place and its features. <u>Year 1</u> <ul style="list-style-type: none">• I can recognise the human and physical features of a locality.
<u>Lesson 6:</u> Assessment – Create an information sheet about the UK (or one of its countries).	
Current Year	Future learning
<u>Year 1</u> <ul style="list-style-type: none">• The location of the 4 countries of the UK.• The 4 capitals and surrounding seas.• Human and physical features of the UK.• Human and physical features of the capital cities (one in more depth).• Sharing our understanding of the UK.	<ul style="list-style-type: none">• I can locate the four countries of the UK• I can compare and contrast the four countries of the UK• I can identify where I live in the UK• I can locate the UK's counties and cities• I can identify the physical characteristics of the UK• I can explain how human activities have affected the UK's landscape• I can describe the sort of industries in which people in the UK work• I can identify the different types of energy sources used in the UK



Local Area Study

"Love your neighbour as yourself." - Matthew 22:39

Year R/Year 1 **Term** Summer 2 **Subject** Geography (EYFS: Understanding the world)

National Curriculum Coverage	<ul style="list-style-type: none">• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.• 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	
Early Learning Goal	Know similarities and differences between the natural world around them and contrasting environments. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;	
Key Vocabulary	Local area Rural Urban Map Symbol Features	
Fieldwork	School Grounds Fieldwork	
Key knowledge		Geographical Skills/Disciplinary knowledge
<u>Lesson 1: Urban and Rural Settlements</u> <ul style="list-style-type: none">• Know the difference between rural and urban areas, including your own.• Spot differences between rural and urban areas.		<u>EYFS</u> <ul style="list-style-type: none">• I can ask questions about the world.• I am beginning to use modelled language when describing the features of an environment. <u>Year 1</u> <ul style="list-style-type: none">• I can recognise landmarks on aerial photographs.• I can make simple comparisons between environments.

**Lesson 2: Explore and record the features of our school grounds.**

- Identify the main features of the school and know where they are.
- Share my feelings about the different parts of the school grounds.

EYFS

- I can draw things they see around them.
- I can communicate simple geographical information orally.
- I can comment on the features they see in their school and school grounds.

Year 1

- I am beginning to use simple observational skills.
- I can ask and respond to geographical questions.
- I can communicate the things they see around them using simple diagrams.
- I can use directional language to explain the location of objects in the school and playground

Lesson 3: Explore and record the features of our local area.

(Please organise in advance an appropriate time / risk assessment / adults to conduct this task offsite in the local area).

- Understand where my school is in the local area.
- Identify different human and physical features of the local environment (including different types of housing).

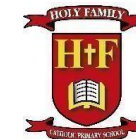
EYFS

- I can describe their immediate environment and express their views about it (with support as needed).
- I am beginning to use observational skills and comment on the features they see.
- I can ask questions about the world.

Year 1

Fieldwork Skills: (Observe/question/record)

- I can ask and answer simple questions about what they observe.
- I can understand that geographers learn about the world by observing and collecting data.
- I can use directional language.



<u>Lesson 4: Recount the journey through my local area.</u> <ul style="list-style-type: none">I can use what I found out from my local areas to write a recount.I can recount a journey in the order it took place.I can use directional language to describe my journey.	
<u>EYFS</u> <ul style="list-style-type: none">I can describe their immediate environment and express their views about it (with support as needed).I am beginning to use basic geographical language to refer to physical features.I can make observations about the characteristics of places. <u>Year 1</u> <ul style="list-style-type: none">I can express their own views about people and the environmentI can write using appropriate geographical language including directional language.	
<u>Lesson 5: Recognise symbols used on an ordnance survey map.</u> <ul style="list-style-type: none">Know that a map can tell you what a place is like.Recognise symbols on a map of my local area.	
<u>EYFS</u> <ul style="list-style-type: none">I can draw real and imaginary maps.I am beginning to use modelled directional language. <u>Year 1</u> <ul style="list-style-type: none">I can use maps to locate places in the UK.I can recognise local landmarks on aerial photographs.I can collect information from simple maps.	
<u>Assessment: Create a map of my local area.</u> <p>Whole class activity to recreate a whole class 3D map of the local area.</p>	
Current Year	Future learning
<ul style="list-style-type: none">I can spot differences between rural and urban areas and know what type of settlement I live in.I can explore and record the features of our school grounds.I can explore and record features of our local area.I can use what I found out about the local area to write a recount of my journey.I can recognise the symbols on a map of my local area.	<ul style="list-style-type: none">I can locate the United Kingdom on a map. I can name the four countries of the United Kingdom. (UK in Year 2 & Local area Year 3)I can locate the four countries of the United Kingdom on a map.I can use basic geographical vocabulary to refer to key physical features of the local area and the UK including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherDraw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.