



The Valley Primary School
Class 1 Geography MTP Autumn 1 2023-2024.
Seasons

Unit Overview:

In this unit, the children will learn about weather and seasons. This unit has a focus on the local area, as well as looking at the wider perspective of the UK. Simply looking out of the window, collecting data in the playground and thinking about what is happening around them, can be perfect ways to support making sense of a changing world. The children will observe, spot seasonal patterns and talk about changes by using weather-related vocabulary.

Knowledge / Skills & Concepts:

In this unit, the children will:

- develop locational and place knowledge about their locality, and the UK as a whole
- understand basic subject-specific vocabulary relating to physical geography
- begin to use geographical skills, including first-hand observation, to enhance their locational awareness
- identify seasonal and daily weather patterns in the UK
- use simple fieldwork and observational skills in their school, its grounds and surroundings
- use and construct basic symbols in a key.

Cross Curricular Links:

- English: learning poems about the weather and seasons (Weeks 2–3).
- Maths: collecting data and representing it in tallies or pictograms (Weeks 1–2); using words to arrange in a weather 'Wordle' online (Week 2).
- Science: learning about how the seasons have inspired scientists, writers and painters for millennia (Weeks 3–6); learning about night and day (Weeks 5–6); correcting basic misconceptions about the Earth in space (Week 1).
- Art: learning about how artists use the seasons for contrasts in their pictures as well as to simulate a mood in a landscape (Weeks 5–6).
- Music and drama: listening to sound effects and weather sounds (Weeks 1,

Assessment:**All children can:**

- identify changes in the weather
- identify seasonal weather patterns in the UK
- assist in taking repeated observations and record these using symbols

- understand the different parts of the UK and that the weather may vary, and there can be hot and cold areas of the UK on the same day.

Most children can:

- name and describe changes in the weather
- name the seasons and describe the basic UK seasonal weather patterns
- assist in taking repeated observations and record these using symbols
- understand the different parts of the UK, and that the weather may vary there.

Some children can:

- name and describe changes in the weather confidently
- name the seasons and describe the basic UK seasonal weather patterns
- take repeated observations accurately and record these using symbols
- understand the different parts of the UK, and that the weather may vary there due to the wind.
- know about the local area and name key landmarks, such as the nearest local green space (e.g. from a vocabulary list of features of the local area, identify which are human or physical and describe these features)
- talk about a natural environment, naming its features using some key vocabulary
- locate places on a map of the local area using locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language prompted by their journey stick).

Most children can:

- know about the local area, and name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area, and describe these features and locate them on a map using images or drawings)
- recognise a natural environment and describe it using key vocabulary
- describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).

Some children can:

- know the local area and its physical and human geography (e.g. investigate how other people view the local area, e.g. tourism websites, create a vocabulary list of the human and physical features of the local area, and how people can use and change these and describe these features and locate them on a map using images or drawings)
- recognise different natural environments and describe them using a range of key vocabulary
- describe a journey on a map of the local area, locating features and landmarks seen on the journey (e.g. after a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language prompted by their journey stick).

Key Vocabulary:

Sun, cloud, weather, weather symbol, satellite, above, sky, umbrella, predict, stormy, thunder, lightning, breeze, gale, winds, rains, torrents, tides, sunshine, snowflakes, storm, oceans roaring, north, south, east, west, days of the week, wind, change, compass, blown, north, south, east, west, sun, wind, shiver, shine, icy blast, freezing, cold, warm, blow, thaw, melt, cold blast, glow, winter, summer, bright, observe, climate, region, warm air, cold air, continent, London, Edinburgh, Cardiff, Belfast, Atlantic.

| Learning Sequence & Objectives | Activities | Resources |
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| <p>To describe different types of weather, make observations and understand changes around us.</p> | <p><i>This first session encourages the children to consider what they know about different types of weather.</i></p> <p><i>Do we think the weather is the same all over the country at the same time? Discuss.</i></p> <p><i>Show some weather symbols and ask the children what they think they are.</i></p> <p><i>Explain that looking above the clouds can help us work out what the weather is going to be like. Show the video of the 'Earth from space' (see Resources below, starting from 1:25). Stop several times while you discuss the clouds, clear skies and weather. Reinforce the concept that it is the sun that is 'lighting up' the world.</i></p> <p><i>Ask children to go to a place in the playground, draw what they see – including the sky and weather (a 'field-sketch') and write their prediction of what they think the weather will be like tomorrow. When they come in, ask them to draw in the relevant weather symbols using a highlighter pen.</i></p> | <ul style="list-style-type: none"> ● Teaching slides ● Highlighter pens ● Earth from space – link (start from 1.25) ● BBC Weather Watchers – link ● Met Office: Regional climates – link |
| <p>To observe the weather, and understand weather data from pictures, words and symbols.</p> | <p><i>In this session, children learn how to interpret and describe weather types by pretending to be a weather presenter.</i></p> <p><i>Can the chn make a list to describe today's weather.</i></p> <p><i>Can they make a forecast for the week, recapping the days of the week.</i></p> | <ul style="list-style-type: none"> ● Teaching slides ● Weather symbols (from online or printed from teaching slide 6) ● 'Who has seen the wind?' poem – link ● <i>Stormy Weather</i> by Debi Gliori (Bloomsbury, 2010) – optional |
| <p>To understand why weather changes, and know that there are different types of wind which bring about these changes.</p> | <p><i>This session focuses on why weather changes. Winds blow different weather types around our world. Wind comes from different</i></p> | <ul style="list-style-type: none"> ● Teaching slides ● Pupil resource – The north wind and the sun vocabulary |

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| | <p><i>directions and places and has a battle in the sky to create the weather.</i></p> <p><i>Explain that depending where the wind is coming from, creates different types of wind, e.g. some hot and some cold.</i></p> | <ul style="list-style-type: none"> ● Pupil resource – Winds from the north, south, east and west ● BBC weather website – link ● Aesop's fable 'The North wind and the sun' – link or audio link |
| <p>To understand that there are four seasons in the UK.</p> | <p><i>In this session, children are reminded that weather is all about observation and prediction, and are introduced to the concept of seasons.</i></p> <p><i>The focus is for the chn to link their knowledge of weather symbols, weather types and clothing to the seasons.</i></p> <p><i>What events are held at different times of the year? Are they linked to seasons? E.g. BBQs in the summer (warmer and longer day light)</i> <i>Fireworks in Autumn/Winter (dark nights to see them).</i></p> | <ul style="list-style-type: none"> ● Teaching slides ● 'Show Me, Show Me: Firework song' – link ● Globe (optional) ● Paper/card people outlines and craft materials, e.g. glue, fabric, buttons, coloured paper, colouring pencils/paint (optional) ● Dolls/teddies and a selection of clothes to represent the four seasons (optional) <p>Cardboard boxes to support the season box, and craft materials, e.g. local area photos, coloured pens and pencils, coloured paper, twigs, sticky tack, leaves, cocktail sticks, string, paper, wooden toy buildings, shiny paper (optional)</p> |
| <p>To know about parts of the UK and its capital cities, and talk about the weather there.</p> | <p><i>In this session, children will focus on the compass points N,S,E,W in relation to the Capital cities of the UK.</i></p> <p><i>Recap the 4 countries of the UK. Discuss their capital cities and what makes a capital city, look at particular landmarks or historical importance. Look at weather cameras in the capital cities, what is the weather like?</i></p> <p><i>Discuss where the sun rises and sets, and how this changes throughout our school day, observe at different points of the day if this is possible.</i></p> | <ul style="list-style-type: none"> ● Teaching slides ● Pupil resource – NESW template ● BBC weather map – link ● Met Office: Regional climates – link ● Crickweb weather map creator – link |

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| To demonstrate understanding of the weather, and seasons in different parts of the UK. | This is a wrap up of our topic. A good time to carry out the assessment quiz and then to celebrate. This could be in the form of an assembly, a trip, an expert visitor, parent morning etc... | |
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