

Pioneer Federation
Medium term plan
Cycle 1, Term 3
Geography

Subject: Wonderful Weather! Why does it change?			
Key Concepts/ Theme: Human and Physical processes			
Prior Learning links: EYFS- T1 Who am I and where do I live? T2 Let's Celebrate (seasons) T5 How does it grow? T6 Water			
Vocabulary: daily, season, weather, inland, coastal, data, forecast, equator, polar			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
1.	<p>What do we already know about the UK?</p> <p>Reconnect; what seasons do we know? What do we know about them?</p> <p>LO: <i>Let's learn to identify differences between seasonal and daily weather patterns</i></p> <p>Activity Children will consider differences between seasonal weather and daily weather in the UK, then either plan for recording daily weather using a diary or collect and sort words to describe typical UK weather during a given month.:</p> <ul style="list-style-type: none"> • Can children identify and describe expected weather types for the seasons? • Can children begin to distinguish between daily weather and seasonal weather? • Can children suggest how likely certain weather types are for each of the seasons? 		
2.	<p>How does weather change?</p> <p>Reconnection: Match typical weather to season</p> <p>LO: <i>Let's learn to describe how daily weather patterns change</i></p> <p>Activity; Children will look at simple pictograms of weather data for different regions of the UK. They will learn some ways in which weather differs between inland and coastal areas. They may then either complete weather pictograms, or draw and describe weather conditions in one or more UK regions.</p>		

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	<ul style="list-style-type: none"> • Can children begin to interpret weather data presented in simple tables and pictograms? • Can children predict how weather data might vary at different times of year? • Can children begin to identify some ways in which weather in inland and coastal areas in the United Kingdom often varies?
3	<p>How do we know about the weather?</p> <p>Reconnection: Weather words</p> <p>LO: Let's learn to identify ways in which we learn about the weather</p> <p>Activity: Children will consider ways in which weather affects the clothes we wear and the things we do. They will also think about how weather forecasts help us. They may then either add weather symbols to a map or prepare and perform a weather forecast.</p> <ul style="list-style-type: none"> • Can children interpret simple weather maps? • Can children add weather information to maps based on simple descriptions? • Can children draw upon their own knowledge of seasonal and recent daily weather to predict the next day's weather?
4	<p>Is the weather the same everywhere?</p> <p>Reconnection How do we know what the weather will be like tomorrow?</p> <p>LO: Let's learn about weather across the world</p> <p>Activity: Children will study images and descriptions of an equatorial and a polar region and compare them to UK weather. They will learn basic differences between UK, polar and equatorial climates. They may then either draw and describe weather in different, given locations or talk to a visitor about weather in another part of the world.</p> <ul style="list-style-type: none"> • Can children begin to identify ways in which weather in other parts of the world varies from our own? • Can children describe (in simple terms) ways in which the weather is different near the poles and equator? • Can children organise their ideas about weather conditions in a polar/equatorial location?
5	<p>What seas and oceans surround the UK?</p> <p>Reconnection: What is the weather like across the world?</p> <p>LO: Let's learn to compare the weather of the UK and by the equator</p>

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	<p>Activity: Focusing on Singapore, children will learn more about weather in equatorial regions, including that they may be not only hotter than the UK, but wetter too. They may then undertake a range of quick activities where they consider how the weather in Singapore affects human behaviour.</p> <ul style="list-style-type: none">• Can children describe some typical weather conditions of an equatorial country?• Can children compare weather in the United Kingdom to that of an equatorial country?• Can children relate weather patterns to human activity (e.g. clothing, outdoor work)?
6	<p>What are the main rivers of the UK?</p> <p>Reconnection: What are the seas and oceans of the UK?</p> <p>LO: Let's learn about the weather in polar regions</p> <p>Focusing on Tromsø, Norway, children will learn more about weather in polar regions, including that they experience periods of constant darkness/ daylight. They may then either draw picture diaries describing a typical day in a polar region, or create polar region art showing winter weather activities.</p> <ul style="list-style-type: none">• Can children begin to identify some aspects of human and physical geography that are affected by extreme weather in polar regions?• Can children compare some of these aspects to similar ones in the United Kingdom?• Can children draw or write to show what they have learned and understood about weather in polar regions?
<p><u>End Points:</u></p> <p>To know key physical and human features of their local area.</p> <p>To know changes in the local area over time.</p> <p>To know the seasonal and daily weather changes in the local area</p> <p>To know how to use a variety of photos, maps and plans</p> <p>To know what a key is for and recognise common symbols.</p>	
<p><u>Evaluation:</u> What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. Plan in time to revisit gaps within units, determined by the quizzes.</p>	

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