

Morpeth First School Knowledge Organiser

Topic: Geography Human and Physical	Year group	Term
Weather Patterns	Year 1	Spring 1

Background knowledge

There are four seasons: winter, spring, summer and autumn, in a year. Each season brings a particular type of weather also known as a climate. The seasons dictate what type of clothes we wear, when some animals are born and when plants grow.

Some countries have a hot climate and some have a cold climate. Hot countries are nearer to the Equator and colder countries are further away from the Equator.

Resources

Plan Bee - Weather Pattern (staff shared - new curriculum - geography - resources - year 1)
Globes

What should I already know?

ELG

I can explore the natural world around me. I can make observations and draw pictures of animals and plants

I know some similarities and differences between the natural world around me and contrasting environments, drawing on my own experiences and what has been read in class.

I understand some important processes and changes in the natural world around me, including the seasons.

Year 1

I can identify the four countries making up the United Kingdom on a map.

I am beginning to use the terms physical and human geography as well as other geographical vocabulary.

I know the difference between villages, towns and cities.

National Curriculum Objectives / Key Skills	The Journey
<p>Human and physical geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold area of the world in relation to the Equator and the North and South Poles.</p> <p>I can explain why I would wear different clothes at different times of the year.</p> <p>I can keep a weather chart and answer questions about the weather.</p> <p>I can name the seasons.</p> <p>I can interpret simple weather charts</p> <p>I can explain the features of hot and cold places.</p> <p>I can say something about people who live in hot and cold places.</p> <p>I can point out the equator and north and south poles on a globe.</p>	<ol style="list-style-type: none"> 1. Identify differences between seasonal and daily weather patterns, observe and prejudice daily weather patterns. 2. Describe how daily weather patterns change over time, and how weather may be different in inland / coastal areas. 3. Identify ways in which we learn about the weather, then make predictions about the weather. 4. To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the UK. 5. Compare climates in the UK to that in an equatorial country. 6. Compare climates in the UK to that in a polar country.

Outcomes

An overview of what children will know / can do

Developing: With support I can learn some of the months of the year and the 4 seasons. I can say what the weather is like in the 4 seasons. I am beginning to interpret weather maps. I can say how the weather is different near the poles and the equator. I can compare the weather in the UK to weather in an equatorial country.

Secure: I can learn months of the year and the 4 seasons. With support I can say what the weather is like and the effect that weather in different seasons has on things such as; the birth of baby animals, the growth of new flowers and the clothes that people wear. I can compare the seasons. I can interpret weather maps. I can say how the weather is different near the poles and the equator. I can compare the weather in the UK to weather in an equatorial country.

Mastery: I can confidently discuss the months of the year and the 4 seasons. I can say what the weather is like and the affect that the weather in different seasons has on things such as; the birth of baby animals, the growth of plants and the clothes that people wear. I can compare the seasons and discuss the months of the year the seasons fall in. I can interpret weather maps. I can say how the weather is different near the poles and the equator. I can compare the weather in the UK to weather in an equatorial country. I can evaluate my own learning about weather patterns.

Key Vocabulary

Key vocabulary / spellings with definition

Season- made up of four parts.

Spring- makes up the 4 seasons of the year, marked by particular weather patterns.

Summer- makes up the 4 seasons of the year, marked by particular weather patterns.

Autumn- makes up the 4 seasons of the year, marked by particular weather patterns.

Winter- makes up the 4 seasons of the year, marked by particular weather patterns.

Equator - an imaginary line around the centre of the Earth which divides the earth into the northern and southern hemisphere.

Timeline / Diagrams



Key people / places

Equator

Southern and northern hemisphere

weather patterns

Assessment questions / outcomes

Assessment questions that will be used throughout the topic or at the end of the topic

A final piece of work at the end of the topic to show knowledge

1. What are the 4 seasons?
2. What is the difference between summer and winter?
3. What type of clothes might you wear in summer?
4. What type of clothes might you wear in winter?
5. Can you predict what the weather is likely to be tomorrow?
6. Can you describe weather in a country close to the equator and the poles?
7. How is the weather different in the UK compared to a country that lies near the equator?