
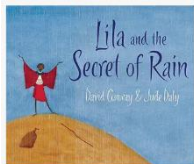






<p>Block Rational: A study of weather beginning at a local level through observation on the school grounds. This is then followed by discussing recent weather events such as thunderstorms or very warm periods students have experienced.</p>				<p>Subject Links: Science – The Seasons. English – Lizzy and the rain, Meerkat Mail and Lila and the Secret of Rain. DT – rain gauges.</p>		
<p>Key Texts:</p> <div style="display: flex; justify-content: space-around;">    </div>				<p>Fieldwork/Practical Opportunities: Weather observations on the school field. Exploring the weather through art and music.</p>		
<p>Links to Prior Learning: EYFS Recognise that the weather changes relating to the seasons.</p>				<p>Links to Future Learning: Y3/4 – Why are Jungles so wet and deserts so dry. In this unit children will revisit their work on weather carried out in the school grounds. Following this they are introduced to the concept of climate in context of the UK. The focus here is on enabling pupils to see how climate varies, even across a relatively small country. From the UK children will then begin to look at climate on a global scale by looking in depth at two biomes within the continent of South America.</p>		
Steps to Learning						End Point:
Can I explore the concept of weather in the school grounds? Can I observe, record and explain changes in the weather through fieldwork?	Can I create a picture based on the weather by a great artist?	Can I compose a piece of music based on the weather and how does the weather change through the seasons of the year?	Can I identify similarities and differences in the weather across the world and why isn't it the same everywhere in the world?	Can I compare two different climates and talk about how Antarctica can be a desert even when it's the coldest place on earth?	Can we recall past events and remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar – explorers of the Antarctic?	Children to identify and explain different parts of the earth and why the weather/ climate is different according to where the

						country is placed.
Core Concepts: Place, Time and Scale Physical Geography Geographic Skills			Substantive Concepts: Environment Distance Cultural			
  						
Key Vocabulary: rain, sunshine, wind, fog, snow, cloud, tornado, drought, cloud, temperature, local, fieldwork, observation, dark, light, tone, artist, impression, weather, Italy, Vivaldi. compose, seasons, Spring, Summer, Autumn, Winter, hot, cold, warm, warmer, cooler, map, sign, symbol, globe, equator, North Pole, South Pole, Arctic, Antarctic, climate, desert, hottest, coldest, different, climate, compare, Sahara Desert, Antarctica, Earth, Antarctic, explorer, expedition, Captain Scott, Lawrence, Edward Edgar, Henry, diary, record			National Curriculum: Locational Knowledge. Name and locate the world's seven continents and five oceans Human and Physical Geography Identify daily and seasonal 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 and human features Geographical Skills and Fieldwork Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study key human and physical features of environments			
Sticky Knowledge: Name the different types of weather. Locate the equator, the North Pole and the South Pole. Discuss what they think the weather will be like in different areas of the world. Identify differences and similarities between the Antarctic and the Sahara. Name a famous explorer.			Home Learning Opportunities: Discussions at home about the weather daily. Watching the weather forecast and identifying different types of weather.			

