



What I already know

- To use a range of maps and globes (including picture maps) at different scales.
- To know that maps give information about places in the world (where/what?)
- To locate land and sea on maps
- To name and locate the world's seven continents
- To name and locate the world's five oceans
- To name and locate the four capitals of the UK
- To name the local seas around the UK
- To use basic geographical vocabulary to describe Physical and Human features
- To recognise simple features on maps

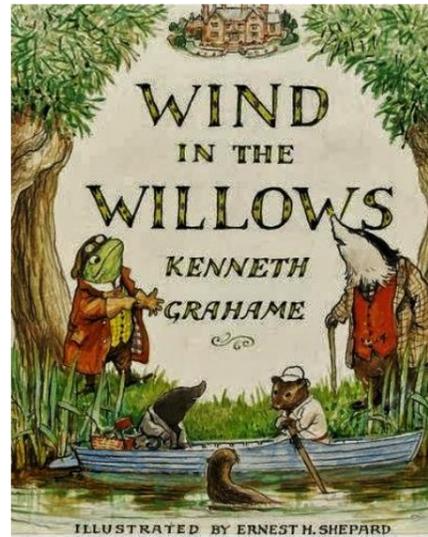
Geography skills and field work

- To identify seasonal weather patterns across the UK
- To observe and record weather conditions and start to consider how these affect human activity e.g. what we wear, where we go.
- To recognise land marks and basic human features
- To ask simple geographical, "Where?", "Who?", "What?" about their environment
- To investigate whether differences in weather recordings in different parts of the school and at different times in the day.
- To mark any observations on large scale maps, such as those on the Digimap for Schools website ([here](#)).
- To reference simple compass directions N, E, S and W to describe the weather e.g. wind from the west or the sun rising in the east.
- To investigate where rain falls and collects, do puddles form more in some parts? What happens to rain falling on soily areas? Where does the water go? Children create a chart to show findings.
- To Use a thermometer to measure temperature in different parts of the schools grounds. Are some areas warmer than others? Why? Look for patterns of sun and shade. Do these vary over the course of the day?

Weather experiments from the Met Office education website ([here](#)), Measuring a puddle ([here](#)). making a rain gauge ([here](#)) and a wind vane ([here](#)), Making a windmill ([here](#)). Weather Reporter ([here](#)), What's the Weather? ([here](#)), Season Scenes ([here](#)) - children can create an appropriate scene for every season. Weather Words ([here](#)) - children can label the scene using appropriate seasonal and weather vocabulary or use their own.

Key Vocabulary

- **Globe**- A ball-shaped object with a map of the world on it
- **Climate** - The general weather conditions typical of an area. There are three main climate zones; polar, temperate and tropical.
- **Rainfall** - the amount of rain that falls in a time period
- **Weather Patterns** – weather patterns such as hot and dry wet and rainy or cold
- **United Kingdom** – A country that includes England, Wales, Scotland and Northern Ireland
- **Seasons** – different weather pattern during different times of the year.
- **Physical features** – shape of the land, things that are natural to the area
- **Human features** – Cities, towns, factories, anything that was man made and is now part of the land
- **Human activity** – what people do
- **Landmark** – Something that is easily recognised in the area
- **Land** – An area that is on the ground and not covered by water
- **Maps** – A drawing of the world to show important features often in 2D
- **Map Key** – the map key explains the symbols used on a map
- **Symbols** – a mark or character used to represent an object or building
- **Location** – a particular place or position
- **Seasons** – each of the four divisions of Spring, Summer, Autumn, Winter, marked by particular weather patterns and daylight hours
- **Rainfall** – The amount of rainfall that falls in a year
- **Temperature** – how the warm or cold the air around us is
- **Wind** – the faster movement of air from one place to another
- **Sun** – a warm glowing star in the centre of our solar system
- **Shade** – a place out of the direct sunlight
- **Thermometer** – a device used to measure the air or body temperature
- **Compass** – a tool used to measure the direction you are headed



What is the weather like today / this week / this time of year?

What are the names of the four seasons, in sequence, in the UK?

How does the weather change as we move through the seasons in the UK?

Is the weather the same across all parts of the UK on the same day?

How does the weather affect human activity?

What is a weather forecast and how can it be helpful to us?

How can we record the weather in our school grounds?
