




Mendell Primary School

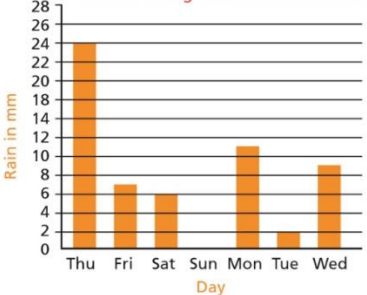
Aspire Challenge Achieve

Medium Term Plan Geography – Autumn term



Year Group: 2		Term: Autumn 2021	Teacher: Sarah Bride	Subject lead: Amy Harris	Overview: The world and the UK Pupils find out why there are hot, temperate, and cold places around the world and locate these on a map including the equator, North and South pole. Pupils analyse both daily and seasonal weather patterns in the UK.	Key end points: Use world maps, atlases and globes to identify world countries, continents and oceans. Talk about the seasons and the changes in the UK. Identify and describe patterns and changes within the local environment.	
Links to other learning: Maths: measurement (collecting weather data) data handling (analysing block diagrams/pictograms) Spoken language: presenting weather forecasts		Prior/Future learning: Year 1: Seasonal changes Year 4: UK study Year 6: Climate change/Frozen Kingdoms (polar regions)		High Quality Text: Scholastic Hot Topics: Weather and Climate <i>Peter Riley</i>	Common misconceptions: Mainly focussed on weather and include clouds being made of smoke, winds being caused by the spinning of Earth, rain coming from holes in the clouds, frost being frozen dew and drought only occurring in deserts.	National Curriculum links: Identify seasonal and daily 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.	
<u>Learning Intention</u>	<u>Real life links</u>	<u>Lesson Outline (key questions in colour)</u>			<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>
1 I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles	Google Earth to identify locations in real time Map skills	<p>Explain to the pupils that the skills we are going to learn today are to use globes, and maps at a range of scales to help us think like a geographer and label key places around the world. Prior learning: Recap the seven continents of the world (memory flashpoint Year 1) Exploring locations - the seven continents - Years 1/2 - P2/3 - Geography Collection - Home Learning with BBC Bitesize - BBC Bitesize</p> <p>Enquiry question: What different climates are there around the world? What is Climate? (Unpick meaning with pupils – the long term weather conditions or patterns in an area) Using deeper thinking questions around whiteboard or question matrix grid, pupils to write questions they have about hot/cold places/weather around the world. Engage in class discussion to share questions.</p> <p>Model the concept of the equator using a globe and an object to represent the sun relative to the size of the globe. You could use a heater and fan in the far ends of the classroom to represent warmer and colder areas with the equator in the middle of the room. (The video link above also has an additional video clip below to explain the concept of the equator in further detail.) Organise the children into groups and give each group a globe. Invite the children to share any knowledge they have of what a globe shows and how it can be used. Ask the children to work together to locate each of these features on their globes, the equator, the North and South Poles and challenge - the Northern and Southern Hemispheres. Ask questions to prompt their thinking, e.g. 'Which countries are located on the equator? (South American countries e.g.,</p>			Globes Question matrix grids Google Earth Word of the week vocabulary word of the week slips World maps	Temperature Weather Hot Cold Equator North Pole South pole Northern Hemisphere Southern Hemisphere	Support children with developing locating skills using a globe.

			<p>Brazil, Ecuador, African countries e.g., Uganda, Kenya etc) Which countries are far away from the equator? (Australia, New Zealand etc) Can you name a country in the Northern Hemisphere? Use google earth to zoom in on any key places that they find: Google Earth</p> <p>Word of the week: equator– pupils to record meaning of this in books.</p> <p>Provide pupils with a map of the world (see resources) for them to label the equator, UK, North and South Pole and up to 5 other places. Record in books and encourage pupils to also write a ranking of their 5 places from warmest to coldest.</p> <p>Challenge – Can children demonstrate using a globe how the tilt of the Earth's axis means that we have more sunlight during the summer than the winter? Children should begin to understand that we have more sunlight in the summer and less in the winter.</p>			
2	I can identify the differences between hot and cold areas of the world		<p>Explain to the pupils that the skills we are going to learn today are to use secondary sources of information (photographs) to help us think like a geographer and identify hot, cold and temperate places around the world.</p> <p>Recap prior learning on the equator/locating North/South pole etc. Share with pupil's presentation on hot and cold places (see resources). What does it mean if a climate is temperate? (A region or climate with mild temperatures.) Share images of Bromborough to show how we have a temperate climate. Where are we in relation to the equator? Share video clip of rainforest habitat. What is a rainforest habitat? - BBC Bitesize Where do you think the Amazon rainforest would be in relation to the equator? Use google maps or Earth to show the distance from the equator.</p> <p>Which types of weather are hot, and which are cold? (e.g., sun vs rain, cloud, snow, hail etc) Share with pupils the world temperature zones map to reinforce the meaning of temperate and so they can identify the UK on this map and recognise our climate. Add to working wall.</p> <p>Word of the week: temperate climate – pupils to record meaning of this in their books.</p> <p>Provide pupils in pairs or small groups with hot, temperate and cold places sorting cards and challenge them to sort into their 3 groups: hot, temperate and cold. Pupils to record this in books either as a table or by using world temperature location map (see resources). Pupils to explain the differences in books between the three different types of climates.</p>	<p>Word of the week vocabulary slips</p> <p>Hot, temperate and cold place sorting cards</p> <p>World temperature zones map</p> <p>World temperature location map</p>		
3	I can identify daily weather patterns in the United Kingdom	<p>Maths – measurement collecting rainfall using rain gauge in cm.</p>	<p>Explain to the pupils that the skills we are going to learn today are to collect, record and present data to help us think like a geographer and understand the weather in our local environment.</p> <p>Recap prior learning on locating hot/cold areas of the world. Explain to the pupils that over the next few of lessons we will be learning about weather. Find out what they already know to assess learning and challenge misconceptions. What is the weather like outside today? Click the following link to find out what the weather is like today in our locality:</p> <p>Weather and climate change - Met Office</p>  <p>Watch a video clip of the daily forecast: Weather forecast video - Met Office</p>	<p>Word of the week vocabulary slips</p> <p>Thermometer</p> <p>Anemometer</p> <p>Wind vane</p> <p>Rain gauge</p> <p>Weather and climate poster</p> <p>How to make a rain gauge instructions</p>	<p>Weather</p> <p>Sunshine</p> <p>Rain</p> <p>Clouds</p> <p>Wind</p> <p>Thunder</p> <p>Lightning</p> <p>Snow</p> <p>Foggy</p> <p>Frosty</p> <p>Dew</p> <p>Hail</p> <p>Seasons</p> <p>Weather forecast</p> <p>Observation</p> <p>Temperature</p> <p>Daily</p>	<p>Additional adults to support children with recording and interpreting data.</p>

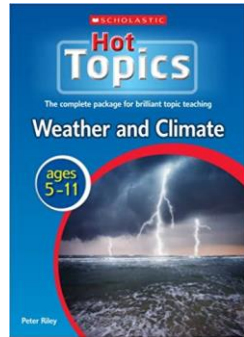
			<p>Pupils to rally robin in talk partners all the different types of weather that they can name. Display weather and climate poster (see resources) from Royal Geography Society on working wall to refer to.</p> <p>Word of the week: temperature– pupils to record the meaning of this in their books.</p> <p>Explain to the pupils that we are going to collect data (information) about the amount of rainfall we typically have in a week during this season of Autumn. How could we measure this? We will then show our results using data handling and answer questions about what we have found. (This information could be collected the previous week, or you could provide pupils with data) Can pupils predict the forecast over the week? Model using a rain gauge (using ones in school or pupils to make their own – see resources) and illustrate how rainfall can be measured in cm using this instrument. Pupils to represent this information in a table and produce a block diagram to illustrate their results.</p> <table border="1" data-bbox="555 480 936 735"> <thead> <tr> <th>Day of the Week</th> <th>Rainfall (cm)</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td></td> </tr> <tr> <td>Tuesday</td> <td></td> </tr> <tr> <td>Wednesday</td> <td></td> </tr> <tr> <td>Thursday</td> <td></td> </tr> <tr> <td>Friday</td> <td></td> </tr> </tbody> </table>  <p>Pupils to answer questions about their data e.g. which day had the most/least rainfall? etc.</p> <p>challenge – How much more rainfall was there on....compared with.....? Can you calculate how much rainfall there was over the whole week?</p> <p>Exit pass: Guess the weather instrument – show children a range of instruments for measuring different types of weather. Can you work out what it measures and how it works? What unit of measurement does each instrument use? (e.g., rain gauge uses millimetres)</p>	Day of the Week	Rainfall (cm)	Monday		Tuesday		Wednesday		Thursday		Friday				
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4	I can identify seasonal weather patterns in the United Kingdom	Possible forest school link: Go on a seasonal walk	<p>Explain to the pupils that the skills we are going to learn today are to analyse data on seasonal weather patterns to help us think like a geographer and understand the changing weather between the seasons.</p> <p>Starter – play weather bingo. Describe a weather type and pupils cross off their weather symbol if they the correct type. (See resources).</p> <p>Word of the week: climate - pupils to record meaning of this in their books</p> <p>Watch video link to identify the different seasons and link to science learning: Seasons and weather - KS1 The World Around Us - BBC Bitesize Watch BBC teach video to observe a timelapse of the seasons: Time Lapse of the Changing Seasons BBC Teach - YouTube What different things did you notice? (flowers, sun, insects, falling autumn leaves, snow etc) Teach children about the four seasons and their features (this may be prior learning from science). Discuss how the weather changes throughout the four seasons. What season is it today? How do you know? Provide pupils with pictograms or other data handling to show typical weather patterns for each of the four seasons in the UK. Give pupils time to analyse these and them discuss them with pupils. (If pupils are not familiar with pictograms ensure pre-teach has been provided for</p>	<p>Word of the week vocabulary slips Weather bingo cards and bingo boards Pictogram data sheets</p>	<p>Seasons Spring Summer Autumn Winter Change Affect Weather symbols Weather forecast/er seasonal warm cool wind rain sun fog snow axis orbit</p>	<p>Provide visual images/word mats to support children in understanding the changes between seasonal weather patterns.</p>												

			<p>this type of data.) Pupils to answer key questions about the data e.g. In which season does it typically rain the most? Which season typically has the most cloud? In which season would it be best to.....etc.</p> <p>Challenge - Debate which is the best season to live in - as themselves and in role as OAP, infant, teenager or wheelchair user.</p>		tilt	
5	<p>I can create a weather forecast</p> <p>I understand that weather forecasts help people to prepare for different kinds of weather.</p>	<p>Spoken language links</p> <p>Watching real weather forecasts</p> <p>Computing – recording live video of weather forecast</p>	<p>Explain to the pupils that the skills we are going to learn today are to use geographical vocabulary linked to the weather to help us think like a geographer and understand and be able to communicate the weather in our local environment.</p> <p>Ask children what they think a weather forecast tells us. Discuss their ideas and highlight the link between the word forecast and the word before. A forecast tells us what the weather might be like in the future. It is not always completely accurate but is the best prediction that can be made based on the information scientists have at the time. Watch a weather forecast Weather forecast video - Met Office and ask children to look for the symbols used.</p> <p>Discuss the weather symbols that are needed for a forecast. What are weather symbols? (images used to represent the weather) Who uses them? (meteorologists) where? (on television) Why are weather symbols used? (quick and easy to understand) Why do we need weather forecasts?/ Why are weather forecasts helpful? (To help us plan for appropriate clothing and upcoming activity etc.)</p> <p>Are weather forecasts usually accurate (correct)? (usually – especially short term) Share weather symbols with pupils to ensure they can identify them all. Clarify any misconceptions</p> <p>Word of the week: weather forecast – pupils to record the meaning of this in their books.</p> <p>Children to work in pairs or small groups to write and role play a weather forecast. (see resources for cut out weather symbols) Use forecasting frame to create a plan first (see resources). Pupils to present their weather forecasts/film them using i-pads. Use role play pack and word bank of weather words and phrases (see resources).</p> <p>Computing link: Pupils may use a green screen to present videos of this Seasons - MR P ICT ONLINE CPD see examples: Year 1 Weather Reporters For The Day - Long Close School</p> <p>Record in books using QR codes QR Code Generator Create Your Free QR Codes (qr-code-generator.com)</p>	<p>i-pads</p> <p>weather symbol cut outs</p> <p>word bank of weather words and phrases.</p> <p>Word of the week vocabulary slips</p> <p>Weather planning proformas.</p>	<p>forecast</p> <p>predict</p> <p>future</p> <p>scientist</p> <p>meteorologist</p> <p>prepare</p> <p>weather symbols</p>	<p>Provide sentence stems to support spoken language skills for weather forecast.</p>
6	<p>I can understand the dangers of extreme weather</p>	<p>Newsround – real stories of extreme weather</p>	<p>Explain to the pupils that the skills we are going to learn today are to use geographical vocabulary to help us think like a geographer and communicate the dangers of extreme weather.</p> <p>Recap prior learning on weather so far. Explain to the pupils that today we are going to learn about more extreme weather. Have you ever heard of examples of extreme weather in the news?</p> <p>Show examples of extreme weather situations around the world Extreme weather records in the UK and around the world - CBBC Newsround</p> <p>Tell pupils that sometimes, a storm gets so strong that it becomes a hurricane. Scientists give some storms names. Show children some images or videos of different examples of extreme weather e.g. Hurricane Katrina. Explain that hurricanes have very strong winds and can cause flooding too. Discuss the dangers of hurricanes and flooding. Discuss the importance of forecasting during dangerous weather.</p> <p>Explain some of the things people to do prepare for dangerous weather such as adapting their homes and creating hurricane preparation kits.</p> <p>How can certain types of weather be dangerous? (storms, floods, hurricanes etc) What sort of damage could strong winds cause? (falling trees, structural damage etc) What do some people do to prepare for bad weather? (secure loose objects, shut windows/doors etc.)</p>	<p>Word of the week</p> <p>vocabulary slips</p> <p>Images/video clips of extreme weather</p>	<p>Dangerous</p> <p>Danger</p> <p>Flooding</p> <p>Drought</p> <p>Extreme</p> <p>Protect</p> <p>Heatwave</p> <p>Hurricane</p> <p>tornado</p> <p>Sandstorm</p> <p>Heatwave</p> <p>Blizzard</p>	<p>Provide additional adult or peer support for using ICT to produce key information on poster.</p>

Can you think of any other extreme types of weather?
What damage do you think the weather could do to our surroundings? (wildfires, flooding, droughts etc.)
How can we look after ourselves and protect the environment in 'dangerous' weather? (take precautions etc)

Focus for the rest of the session on flooding. Share video clips of this in UK [Weather Events 2021 - Flash flooding yesterday & aftermath \(UK\) - BBC News - 13th July 2021 - YouTube](#) (There may be more recent video clips in the news at the time of lesson delivery) **What type of weather causes flooding? (Extreme, continuous rainfall)**
Pupils to work in pairs or small groups. Discuss ways in which we could prevent flooding. Make a pic collage or poster/draw and write in books to share information/dangers about flooding and how to keep safe/prevent flooding.

Word of the week: flooding - pupils to record meaning of this in their books



Book link: