	Subject: Geography	**Year group: Year 2 (Cycle B)**
	Key Concepts: Thinking about weather like a Geographer, using geographical tools and vocabulary, and collecting data to enhance their understanding of weather around the world.	**BIG Question:** How can we observe, record and compare the weather around the world?

National Curriculum Objectives

Use simple fieldwork and observational skills to study the geography of their school and its grounds

Locational Knowledge: Name and locate the world's seven continents and oceans.

Identify seasonal and daily weather patterns in the United Kingdom.

Use basic geographical vocabulary to refer to seasons and weather.

To begin this, the children should have already learnt:	**The learning in this unit will prepare the children to learn these things in the future:**
EYFS prior learning ○ Weather logging each day ○ Seasonal walks ○ Discussion around what to wear and why? ○ Daily weather chart	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE

Show understanding of a concept using key vocabulary correctly

By the end of this unit, the children will know:	**Key vocabulary:**
I can think about the weather like a Geographer. I can use geographical tools and vocabulary. I can observe and record the weather using simple equipment. I can collect weather forecast data from around the world to explore weather patterns. I can make comparisons on weather around the world.	Weather Cloud cover Wind sock/vane Rain gauge Weather report Forecast Data collection Physical feature Fieldwork Thermometer Geographer Meteorologist Observe Record Words highlighted are words children will have already been exposed to, but we will build upon these and extend their knowledge of the words further in different contexts.
Assessment: Cold Task: Atlas work- can you find these countries in an atlas and record the page. Hot Task: Write statements comparing weather around the world from data collected using unit vocabulary (Scribe for WT).	
Useful texts/links for this unit: Meet the weather book Weather reports from around the world	**Special experiences/Enrichment:** Use Geographical tools to measure rainfall, watch clouds, measure temperature and measure wind. **How will I support the SEN children in my class?** Scribe where needed. Practical experiences, symbols used. Visuals. Record weather via ipad photos.

Session 1: How can we measure the weather?	**Session 2: Recording weather**	**Session 3: Observing the weather**	**Session 4: Looking for weather patterns**	**Session 5: Recapping continents of the world**	**Session 6: Weather investigation of countries around the world**
LO: I understand how *geographers* measure weather.	LO: I can collect and record weather data.	LO: I can observe the weather in my local environment.	LO: I can identify patterns in weather data for a part of the UK.	LO: I can recall the seven continents of the world.	LO: I can investigate the weather of different places in the world.
Fieldwork: Set up a weather station outdoors	Fieldwork: Weather observation and data collection.	Fieldwork: Weather observation. Compare today weather with an actual forecast.	Fieldwork: Analysing a weather pattern source	Fieldwork: Map skills	Fieldwork: Data collection, map skills
Cold task: Discuss prior knowledge of weather. What is the weather like today? What previous weather have we experienced (in Summer, Spring, Autumn, Winter)? Make a what we already know word bank (table on share point). I do: Explain that weather is a physical feature of Geography. It naturally occurs and makes up part of our environment. Discuss how we *know* what weather we have. How do we get data (information about the weather)? What geographical tools could we	I do/We do: Model collecting data from each piece of equipment. Demonstrate using a thermometer and how to read it. (Link to math skills of scales.) Read class thermometer. Go and collect a measurement from our rain gauge and record the direction on our weather vane. Disciplinary knowledge: Explain why geographers collect weather data. May jobs rely on weather information. (Farmer, meteorologist, workers outdoors)	I do: Pose an enquiry question – Will we observe more clouds today than earlier in the week? Watch a weather forecast for today. Discuss accuracy. We do: Go outside with clipboards, paper and pencils. Lie on backs on the field and observe for a fixed duration of time the clouds. How much cloud cover is there today? What sort of clouds are we seeing? You do: Year 1 – Children to have a simple weather report sheet to fill in with images of clouds,	I do: Display a weekly forecast / Sept report of the weather from last year. Analyse and look at day together. What can we learn? What data can we gather? We do: Let us see what the weather is today and how it compares to what we now know about last year. Collect data from our equipment outside. (Temp, rainfall, wind) Year 2 – Add data to your table. You do: Year 1 – On an ipad record	I do: Can we recall the seven continents of the world? Jot them on a post it note. Play the continents song to recap. We do: Share our holiday photos. Display a few and share the children's experiences. Frame discussion around these key questions – What human and physical features did you see there? What was the weather like there? What did you wear for these temperatures? You do: All children to have a photo of them at a location in the world from their holidays in their	I do: Display a world map and have a places word bank of all the places that the children visited on holidays. Together locate them and map those places on the world map. We do: Show key 5 focus places - (Malawi in Africa (for prior exposure to our next topic, UK, Austalia, Peru, Canada) and look at powerpoint of information and photosdetailing the physical geography and weather for each place. You do: Year 1 – Children to have photos of 5 key places in the

use to collect weather? Display images of the weather collection tools that we will be using: thermometer, rain gauge, wind sock and weather vane. Explain how each one is used. You do: Yr 1 – Match image of weather fieldwork equipment and name label. Post it note pupil voice of what each item does. Yr 2 – pictures of equipment for books to write about their purpose. Make a prediction as to what weather they expect to see this half term. (Word bank to be provided) Extra provision: Make your own weather vane activity. Opportunity to recap compass points. We do: Set up our weather equipment as a class (Thermometer, rain gauge and one weather vane) to	You do: Year 1 : Record data in a simple table using pictures/symbols. Year 2: Record measurements in a simple table. Extra sentence in books for how a job might use this weather information and why.	description cloud words to tick. Year 2 – To write a weather report based on their first hand observations. Word bank for cloud descriptions. Discuss: How the cloud cover today is different to other days. Make some comparisons. In Winter/Spring do we experience more cloud cover? Why? Was the cloud cover what we expected to see based on the weather forecast? Discuss situations and why we need a weather forecast: Sports day, school trips, farming, travel.	a weather forecast for today / Make your own weather report sheet drawing/sticking symbols and key words. Year 2: Have a weather pattern image from last year in books. Children to write sentence stem sentences about the report and what they are noticing from their data collected so far. Are there similar patterns?	books. To write about (year 2) or draw and label (year 1) the image. Use sentence stems to help them. The weather in _____ was... On my holiday I wore _____ because _____. Challenges: Can they locate the place that they visited on a world map? Can they research what the temperature was when they were there?	world (Malawi in Africa (for prior exposure to our next topic, UK, Austalia, Peru, Canada) and need to describe the images and what weather may occur there (add a weather symbol). To find the matching temperatures for each place and stick altogether in a table. Large world map for the table they are working on to spot the focus places on after. Year 2 - Children to have a world map with 5 key varied places on. (Malawi in Africa (for prior exposure to our next topic, UK, Austalia, Peru, Canada). Children to research and gather data from weather reports from that month and add notes to their world map. Plenary: Comparison statements. E.g. The weather in _____ is ____ this month but the weather in _____ is _____.

collect data over the coming weeks. Decide on the best location together.					
Continuous provision ideas (Autumn term only)					
Weather and symbols matching cards Photos of different weather conditions STEM sentence Today's weather is.....	Compare temperatures using more than and less than. Make your own rain gauge / wind sock	Weather diary page Cloud art and labelling cloud types – photos of clouds to decode and draw.		Weather presenter scripts to read- microphones, maps, talking tins, ipads. Weather photos to label/spell using letter tiles.	
Key books: The big book of Weather					