

Geography Year 2; The UK- Weather and Seasons

What do you want the children to learn?

1. Name, locate and identify characteristics of London, Edinburgh, Cardiff, Belfast (England, Scotland, Wales and N.Ireland)
2. Identify seasonal and daily weather patterns in the United Kingdom
3. Use basic geographical vocabulary to refer to key physical features, including beach, vegetation, season and weather
4. Use basic geographical vocabulary to refer to key human features, including city, town, house, shop
5. Use world maps, atlases and globes to identify the United Kingdom and its countries,
6. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
7. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
8. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key statement: Is all of the UK hot?

AIM: Children to identify seasonal and daily weather patterns in their local area and around the UK.

What is the key question?	What geography content are you going to teach?	What resources are you going to use?	What knowledge, understanding and skills will children take away?
I. Where in the world is the UK and what is it like?	<p>Chn identify where in Europe the UK is. Chn explore what the UK is like as a country, i.e. an island and therefore surrounded by water, islands around the UK especially in the north, beaches around the coast of the UK, mountains in the north and west, flat land in the south east, lots of people in the cities.</p> <p>Use of vocabulary, e.g. Europe, equator, UK, four points of a compass, human and physical features.</p>	<p>Maps, globe, atlas Blank UK map</p> <p>Google map</p>	<p>Chn will know where the UK is in Europe.</p> <p>Chn will have knowledge of what UK is like as a country with regards to the human and physical features.</p>

2. Where is the best place for a picnic around school?	<p>Chn discuss the key statement and share their prediction with suggested reasons.</p> <p>Chn quickly recap the different types of weather and think about the weather and how it can be measured. Chn make/use simple measuring equipment and go around the school to measure and record the weather.</p> <p>Chn devise a simple map showing the weather in a few locations around the school and decide which is best for a picnic today and in different seasons.</p>	<p>Weather report from YouTube</p> <p>Weather measuring equipment, e.g. windsock, (Sellotape wool to a pencil which when held up can give an indication of how strong the wind is.) thermometer,</p> <p>Map of school</p> <p>**weather can be collected throughout the topic. This information can be recorded to show daily weather changes**</p>	<p>Chn will know types of weather and have ideas and practical understanding of measuring weather.</p> <p>Chn will have identified different weather around their school</p>
3. What is the weather like in the capital cities of the UK?	<p>Chn look at the weather in each capital city – temperature, rainfall, wind, cloud cover.</p> <p>Chn identify the capital cities on a map.</p> <p>Chn discuss any patterns.</p> <p>Chn think about why it may be colder in the north than the south (closer to the North Pole or equator)</p>	<p>Google search – “weather London” “Belfast” etc. Or BBC.co.uk Weather</p> <p>Also use <i>Skyline webcams.com</i> (live footage so can see weather) Cardiff, London, 3 places in Scotland but not Edinburgh, has Dublin but not Belfast!)</p> <p>Labelled or blank map of UK</p> <p>Weather recording grid to show each capital city and average weather over a few weeks so can spot changes.- Rainfall, sun/cloud cover, wind, and temperature.</p>	<p>Chn identify the capitals in the UK</p> <p>Chn identify the weather in the capitals to record over the coming weeks to recognise patterns</p>
4. Which extreme weather do the seasons bring?	<p>Chn recap the seasons</p> <p>Chn discuss the extreme weather that each season brings in the UK – Autumn strong wind, Winter – cold, ice and snow, Spring – heavy rain, Summer – heat and drought.</p>	<p>Climate graph – identify the pattern with chn, e.g. rainfall all year round but less in the summer, temperature highest in the summer.</p> <p>Photos of extreme UK weather – snow in Scottish highlands, flooding, crowded beaches in Brighton. (see</p>	<p>Chn will know types of weather linked to seasons and how they affect life.</p> <p>Chn will know the seasons and which bring the extreme weather (temperature, rainfall and wind)</p>



	<p>Chn think about how they affect life in the UK and which city might be most affected by the seasons.</p> <p>Chn discuss what we do to reduce the impacts of extreme weather brought by each season.</p>	PowerPoint in planning folder)	
<p>5. How do our lives change throughout the year?</p>	<p>Chn update their prediction to the key statement.</p> <p>Chn think about how the weather is affecting them today and how the season has changed what we do, wear and see from the previous season.</p> <p>Chn to be given different types of jobs, sports and places to think about how life changes throughout the year with the different weather the seasons bring.</p>	<p>Job suggestions – farmer, teacher, caretaker, supermarket</p> <p>Sport suggestions – football, gymnastics, golf</p> <p>Place suggestions – beach, mountain, office, harbour, farm, shop</p>	<p>Chn connect their activities to the weather and season.</p> <p>Chn understand how the weather affects places and people with an appreciation of changes throughout the year.</p>
<p>6. Which landmark is best for each season?</p> <p><i>I would suggest this takes MORE than one session, so that time can be spent looking at each city.</i></p>	<p>Chn identify a human and physical landmark in each city.</p> <p>Chn plan a route between each city to visit the landmarks.</p> <p>Chn look at a climate graph for each city.</p> <p>Chn pick one feature and one season that would be a great experience and explain their choice.</p>	<p>Images of capital city features.</p> <p>Map of the UK</p> <p>Climate graph of each city</p> <p>See publisher document for a climate graph for each of the UK capital cities.</p> <p>See set of photos of tourist attractions in planning folder. (More maybe needed of each landmark once you have selected which to cover?)</p>	<p>Chn identify landmarks from each capital city.</p> <p>Chn match a landmark to a suitable season and link it to a climate graph for evidence.</p>



7. Is all of the UK hot?	Chn evaluate the key statement and present their answer using knowledge, understanding and examples gathered during the topic.	Map of the UK, images, words, pictures, map of the school.	Chn evaluate the key statement they have been discussing throughout the topic.
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Additional information

Lesson 4 - When is the weather in the UK extreme?

Winnie the Pooh – Weather book and YouTube <https://www.youtube.com/watch?v=X4hpEbmIqvY>

In general, we have warm summers and cool winters. Temperatures are not much lower than 0°C in winter and not much higher than 32°C in summer. The weather changes quickly because we are on the eastern edge of the Atlantic Ocean.

	Temperature	Rainfall	Wind
Winter	Cold	Lots and can snow (1 st)	Strong when storms hit the UK
Spring	Mild – warm	Yes (3 rd)	Yes
Summer	Mild – cold	Lowest (4 th)	Lowest
Autumn	Warm - hot	Lots (2 nd)	Yes

Lesson 6 - Which landmark is best for each season? These landmarks are suggested by HIAS so that a range of physical and human features are covered. **BUT** please do swap in more familiar ones to you!

	Physical	Human
London	Hyde Park	Tower of London
Cardiff	Cardiff Bay	Principality Stadium
Edinburgh	Arthur's Seat	Edinburgh Castle
Belfast	River Lagan	Titanic Belfast

