



Year: 1 and 2

Term: Spring 2 Cycle A

Where do we swelter and shiver?

Essential prior knowledge for topic

- To know that there are different countries in the world
- To notice differences between countries
- To know the 7 continents in the World and that they are made up of different countries
- To describe another environment which is different to ours that we live in e.g. desert, Arctic, etc.
- To draw information from a simple map.
- To talk about the weather linked to seasonal change in the UK

Key Knowledge (facts and skills) for unit

Space and Scale

- To know that the weather varies in the UK however we tend to get snow in November- February time and our Summer lasts from June to August.
- To know that the Equator is the imaginary line that runs around the centre of the globe at equal distance between the North and South Poles
- To know that counties nearest the equator are the hottest because they are the closest to the sun
- To know that the further away from the equator a place is, the colder it gets
- To know that the North and South Poles are the coldest places on Earth
- To know that The north and South Poles are in the Arctic and Antarctica (see also mapping and fieldwork)

Human Features

- To know that weather experts use weather satellites and previous weather patterns to help predict the weather.
- To know that no humans live in Antarctica and why
- To know some ways that people adapt to live in the Arctic

Physical Features


- To know the four seasons within the UK.
- To know that different places in the world have different seasonal variations depending where in the world they are.
- To know where the hottest and coldest places in the world are.
- To know why places in the world are hotter/colder than others
- To know some of the countries that make up The Arctic Circle

Mapping and Fieldwork

- To find and view the Arctic and Antarctica through on a range of maps (digital and globes/atlasses/ariel pictures)
- To study ariel photos of regions near the equator/Arctic/Antarctica during the same month of the year and comment on the differences in physical landscape (vegetation, weather)
- To describe the countries you would fly over.

Change & Sustainability

Enquiry outcomes

 **KQ1: What is weather and how many seasons do we have in the UK?** ***floor book from year 1**

Children to recap the four seasons we have in the UK. Look at the different types of weather we have. Sort the weather symbols into their boxes e.g. snow in winter, sunshine in spring etc. Pose the question is it only sunny in summer?



KQ2: Where are the hottest and coldest places in the world and how does the weather affect the region? (at least 4 lessons to include map work/comparisons).

Identifying continents and seas in the world.

Locating equator and polar regions

Understanding hot/cold parts of the world based on position.

Knowing Arctic is a region with parts of different countries

North Pole

Antarctica is a continent with South Pole

KQ3: How are seasons different in the hottest and coldest parts of the planet to the UK?

To understand that not all regions have 4 seasons and this depends upon where they are in the world. Look at contrasting hot/cold regions and describe seasonal variations – compare to UK.



KQ4: How do people and animals live in the hottest parts of the planet?

Describe the ways in which people and animals have adapted their lives to cope with the hot/cold conditions that they live in.

KQ5: Where do we swelter and shiver? – Application Question

Children write/record a travel log of travelling from UK to a region near the equator and a region in the Arctic via aeroplane.

How long to get there? Which direction did they fly (compass points). When did they go (month and location season)? Which countries did they travel over to get there? What was the weather like while they were there? What did they do (thinking about weather conditions)? What did they take with them (clothes and equipment for the condition)? What did they see (animals, physical features that exist because of the weather)?

Impact of weather on food, animals, temperature, seasons, vegetation, people's jobs (PLANTS science floor book).

How are places different because of the weather?	GDS
<p>Space and Scale</p> <ul style="list-style-type: none"> • Where are the North Pole, South Pole and Equator? • What is the weather like near the equator? • What is the weather like near the poles? 	<ul style="list-style-type: none"> • Why is the weather so different in Tromso and Singapore? • Why is the weather in the North and South poles similar?
<p>Human</p> <ul style="list-style-type: none"> • What might you need to wear if you were in Singapore? • What might you need to wear if you lived near the equator? • What jobs might people have that are different if they live near the equator or North Pole? 	<ul style="list-style-type: none"> • Would you prefer to live in Singapore or Tromso all year round? Why? • How might houses need to be different in Tromso and Singapore?
<p>Physical</p> <ul style="list-style-type: none"> • What types of weather do we have in the UK? • Which season is it more likely to snow in? • What season is it now? How can you tell? • How can the weather be different if you are near the coast or more inland? • Can you describe seasonal changes? (link to plants, animals etc.) 	<ul style="list-style-type: none"> • What happens to plants and animals in different seasons and why?
<p>Change & Sustainability</p> <ul style="list-style-type: none"> • How has the weather changed over time? Why? • What causes a change in the weather? • What changes happen to where animals live in different seasons? 	<ul style="list-style-type: none"> • How has human action affected the weather over time?

[Temperature Forecast Map](#) | [Zoom Earth](#)