

<b>Question:</b>		
<b>Where do leaves go for Winter?</b>		
<b>National Curriculum Link:</b> Develop knowledge about the world, the United Kingdom and their locality. Use subject specific vocabulary relating to human and physical geography and begin to use geographical skills, using first hand observations. Use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of tis surrounding environment. Use Ariel photographs.		
<b>International Baccalaureate Learner Profile Link:</b> <b>Knowledgeable.</b> <b>Researchers</b> <b>Inquirers</b>		
<b>Previous Learning: EYFS</b>  -Notices detailed features of objects in their environment.	<b><u>New Learning: Year 1</u></b> -Name the four countries of the UK, capital cities and surrounding seas.  -Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks in the UK.  -Begin to know simple features of the countries of the UK.  -Use aerial photographs to recognise and describe the basic	<b><u>Future Learning Year 2</u></b> -Recognise and describe the features of hot and cold places.  -Identify the animals that live in hot and cold places and recognise how they adapt.  -Use the terms: deserts, rainforests and polar regions.  - Understand the location of hot and cold areas of the world is related to their location and the location of the Equator and the

	<p>human and physical features of Liverpool</p> <p>-Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks.</p>	<p>North and South Poles</p> <p>- Begin to classify key features of places into 'natural' and 'man-made'</p> <p>- Identify the physical features of a continent. including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>-Identify the human features of a continent, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
<p>-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>local area of Kensington and Liverpool, including houses, shops, roads, schools, playgrounds, etc.</p> <p>-Know the physical features of our local area of Kensington including, Welsh hills and rivers.</p> <p>-Begin to know the differences between town and country locations, focusing on the amount of buildings located around school and</p>	<p>-Recognise and describe the features of hot and cold places.</p> <p>-Identify the animals that live in hot and cold places and recognise how they adapt.</p> <p>-Use the terms: deserts, rainforests and polar regions.</p> <p>- Understand the location of hot and cold areas of the world is related to their location and</p>

	<p>compare with aerial photographs of the local countryside areas.</p>	<p>the location of the Equator and the North and South Poles</p> <ul style="list-style-type: none"> <li>- Begin to classify key features of places into 'natural' and 'man-made'</li> <li>- Identify the physical features of a continent. including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>-Identify the human features of a continent, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>
<p>-Looks closely at similarities, differences, patterns and change.</p>	<p>local area of Kensington and Liverpool, including houses, shops, roads, schools, playgrounds, etc.</p> <ul style="list-style-type: none"> <li>-Know the physical features of our local area of Kensington including, Welsh hills and rivers.</li> <li>-Begin to know the differences between town and country locations, focusing on the amount of</li> </ul>	

	buildings located around school and compare with aerial photographs of the local countryside areas.	
-Children know about similarities and differences in relation to places. They talk about features of their own immediate environment and how environments might vary from one another.	<p>Use world maps, atlases and globes to locate the United Kingdom and its countries.</p> <p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds;</p> <p>-Observe and identify the key human and physical features of its surrounding environment.</p> <p>Know and use the terminology of left, right, above, below, next to.</p> <p>-Plan a simple route around the local area using a map and key vocabulary.</p>	

### Knowledge, Skills and Understanding

*G1: Recognise name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.*

*G2: Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and*

*the North and South Pole. Identify seasonal and daily weather patterns in the United Kingdom Understand the seasonal weather patterns*  
*G3: Create and use a weather chart. Create a simple map. Set up a weather station. Key geographical vocabulary.*

Challenge

Can they answer questions using a weather chart? Can they make predictions about the weather using findings?

<p><b>Resources:</b>          Immersion Room          Media Room (using Green screen)          UK maps          Weather Charts          Weather Station</p>	<p><b>Websites</b></p> <p><a href="https://www.youtube.com/watch?v=d260CmZoxj8">https://www.youtube.com/watch?v=d260CmZoxj8</a></p> <p><a href="https://www.theschoolrun.com/what-are-seasons">https://www.theschoolrun.com/what-are-seasons</a></p> <p><a href="https://www.youtube.com/watch?v=VrCkIC7rYyw">https://www.youtube.com/watch?v=VrCkIC7rYyw</a></p> <p><b>Extended Writing Opportunities:</b>          Script and perform a Weather forecast. Formal language.          Poem about season change. Poem based on Aileen Fisher.</p>
<p><b>Vocabulary:</b>          Polar, region, hot, cold, weather, seasons,</p>	<p><b>Numeracy skills:</b>  <b>Collecting Data:</b> creating a weather chart, collect rainfall. <b>Measuring skills:</b> reading measure accurately. Children will also record temperature and use centigrade.</p>
<p><b>Suggested Quality Texts:</b>          Lila and the Secret of Rain, by David Conway and Jude Daly.          Aileen Fisher.          A Leaf.</p>	<p><b>WOW Experience:</b>          oxteth TV, being a weatherman for day.          Woodlands experience, National trust,</p>

<b>Cross Curricular Links:</b>	

**science** As on the cusp of seasons, ch to plant and watch plants grow. Do a weather forecast from Edinburgh? (Higher ability)

**Music:** Listen to the "four Seasons" can you create a piece of music that captures different weather patterns. **Art:** Create leaf prints, look at the work of William Morris