



Knowledge Organiser	Subject: Geography	Topic: Weather Patterns! Summer Term	Year: 1
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Key Knowledge

In Autumn and Spring, Year 1 would have learned about the local area they live in as well as the parts of the UK. They should also have begun to develop their knowledge of the wider world beyond the UK -continents, oceans. This knowledge will link directly to Year 2 when they learn about the seasons in greater detail. This unit focuses on **developing knowledge of the world**, in particular recognising the **different seasons**, and the **weather commonly associated with a specific season. Year 1 should by the end of the unit:** Know the four seasons, be able to identify a season based on its features and begin to understand that the seasons and the weather are not the same in all parts of the UK and specific parts of the world – the North and South Poles (Arctic/Antarctica) and the Amazon Rainforest.



Being a Geographer/Key Skills Developed

A good geographer in Key Stage 1 will be able to:

- Begin to use maps and discuss human and physical characteristics of regions, especially our locality. Understand simple compass directions.
- They will know locational knowledge linked to the UK as well as the seven continents and oceans.
- They will use maps, aerial photos to look at similarities and differences.
- They will understand weather patterns and their impact.

Multi-Disciplinary Skills

Geographical knowledge of Space (see key concepts) will be a key skill for this unit. Year One need to comprehend through this unit, the concept of cause and effect. They will begin to understand that weather patterns can be influenced by physical features of a landscape, as well as the position of an area in a country/the world.

The Weather Patterns focus will incorporate: Maths – temperature, thermometer. Science and making predictions. the importance of water to living things and the skill of compare and contrast the weather around the World.

Key Concepts

Place A construct that is defined in terms of what it is like, what happens there and how and why it is changing.

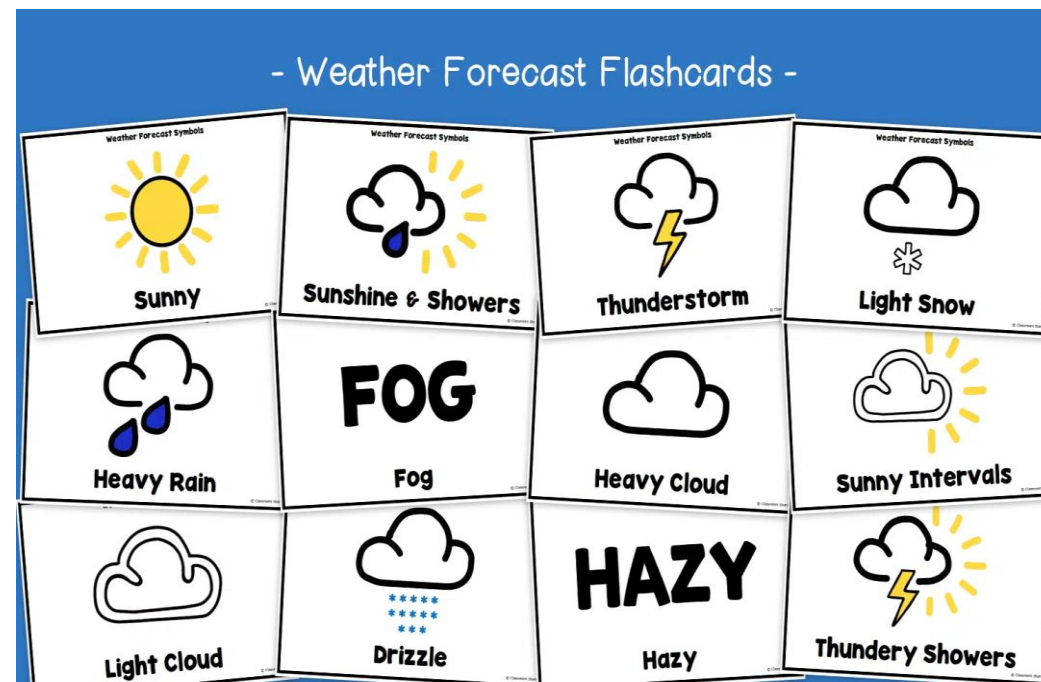
Space The location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.

Environment The ‘zoom lens’ that enables us to view places from global to local levels.

Why isn't it sunny every day!



Key Vocabulary	
Seasons	The four divisions within the year: Spring (Mar, Apr, May), Summer (June, July, Aug), Autumn (Sept, Oct, Nov), Winter (Dec, Jan, Feb).
Climate	The long-term weather pattern in a region.
Weather	The state of the atmosphere at a particular place and time.
Weather Forecast	A statement saying what the weather will be like today, the next day or for the next few days.
Observation	What you notice when you look closely at something.
Prediction	Using known information to say what might happen next.
Thermometer	A device used for measuring temperature.
Temperature	The measured amount of heat in a place.



Linking Thinking Across Our Learning Journey

Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All About Me – To begin to identify similarities and differences. Positional Language. Local Walk.	Weather Patterns. To understand how weather can be different around the world and begin to understand why.	The Four Seasons. To understand the four seasons, their features, and how the weather changes around the world.	Investigating Coasts/Where does our food come from? Impact of location on human and physical features/survival.	Plants of the World To know how the weather impacts the growth of plants, habitats etc.	Rivers The impact of rivers on people and the land. To know rivers are impacted by the seasons.	Water World To understand the significance of the water cycle and how the seasons impact water on Earth.