



Knowledge Organiser	Subject: Geography	Topic: The Four Seasons! Spring Term	Year: 2
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Key Knowledge

In Autumn, Year 2 learned about jungles. They would have learned about the physical features of the jungle as well as the features of a rainforest. This knowledge can be used to begin the focus on. The Four Seasons.

This unit focuses on **developing knowledge of the world**, in particular recognising the **different seasons**, and the **weather commonly associated with a specific season**. In Year One, children would have learned about the different continents and in Year 2, children would have seen maps demonstrating where jungles/rainforests are. **Year 2 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 world.



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

Environmental knowledge will be closely linked to science. A good geographer will be able to demonstrate an awareness of their physical and human world, and an understanding of environmental management and sustainability, this links closely to PSHE. They will understand the importance of their place within the world and the impact they may have through their actions, this links to Eco-schools, PSHE, Science and RE. The skills of cause and effect, impact and change, empathy and compassion will also be developed. Mapping skills will link closely to the use of co-ordinates in maths, as well as instructions for technology.

The Four Seasons focus will incorporate: Maths – temperature, thermometer. Science, habitats (Biomes) 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.

What’s the weather today!



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.
Biome	A community of wildlife and vegetation that is adapted to a specific climate.
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.
Temperature	The measured amount of heat in a place.
Thermometer	A device used for measuring temperature.
Observation	What you notice when you look closely at something.



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.	Where do I live? Looking at the local environment and understanding the human impact of our locality.	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.