Jerry Clay Academy

Subject Knowledge Organiser Subject: Geography Year Group: 2 Term: Summer

Theme: What's the weather?

Main strands within this Geography unit:

Locational knowledge – children continue to learn about where they live and the weather and climate.

Weather and climate – children will learn about weather and climate where they live. They will investigate patterns. They will learn different symbols for weather.

Physical geography – children will learn some reasons and causes for different weather and climate.

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Subject Knowledge Organiser

Subject: Geography (Weather) Year Group: 2 Term: Summer

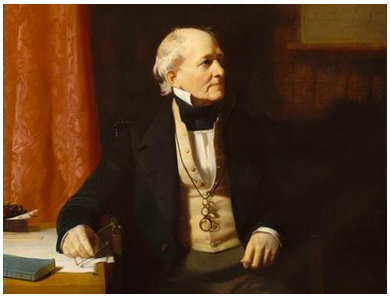
Core Learning of This Unit:

- Recap of where we live (village, city, country, and continent). Discuss how land and sea can have a huge impact on weather and give some examples.
- Identify different types of weather and how they happen.
- Create explanation texts on how different weathers happen (linking with Geographical language and locations).
- Look at different weathers and how they are spread across the world. Look at different symbols for weather. Label on a map
- Record different temperatures throughout the day. How does this compare to another city in the UK? A city in Europe?
- Children design their own weather station and record data. Compare this with another country. How is it similar /different?
- Children create their own weather report/forecast using Geographical vocabulary to describe weathers.

Prior Learning:

From KS1: Children should know capital cities of the UK and some continents and oceans of the world.

They will have studied basic weather patterns in Y1.



National Curriculum Statements:

Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Name and locate the World's seven continents and five Oceans.

Human and physical geography: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork : Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans

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

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

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 Vocabulary:

Country - A nation with a government, occupying a particular territory.
Continent - Any of the world's main continuous expanses of land.
Weather - The state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain, etc.
Climate -The weather conditions prevailing in an area in general or over a long period.
Weather Station - An observation post where weather conditions and meteorological data are observed and recorded.
Symbol - A mark or character used as a conventional representation of an object, function, or process, e.g. the letter or letters standing for a chemical element or a character in musical notation.
Weather Forecast – A prediction of weather, especially on television or radio.

Significant People

Sir Francis Beaufort was an Irish hydrographer who devised The Beaufort scale in 1805, while serving on HMS Woolwich. The scale was first used during the voyage of HMS Beagle of under Captain Robert Fitzroy, later to set up the first Met Office in Britain giving regular weather forecasts. In the early 19th century, naval officers made regular weather observations, but there was no standard scale and so they could be very subjective – one man's "stiff breeze" might be another's "soft breeze". Beaufort succeeded in standardising the scale.