

Brough Primary School – Curriculum Intention Plan 2022 - 2023



Subject: Hot and Cold Climates Year Group: 1/2		Area of learning: comparing UK weather and physical features with a hot climate and cold climate (Greenland and India)
Links to previous work/Remember when	From EYFS Focus on seasons Focus- life here and in a cold country Focus- life here and in a hot country Focus- life here and in another country Y1 and 2- Autumn term study of UK weather- and forecasting Y2 UK focus in cycle B- countries of the UK and landscapes.	
Term	Key Skills to be taught	
Spring 2023 What the children should know at the end of this series of lessons	Locational knowledge <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Difference between physical and human geography- see resources in this folder see https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb	

Vocabulary

From NC- 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
 Climate, temperature, hot, cold, cool, temperate, tropical, arctic, desert, rainforest, mountains.

Locational knowledge- in short sessions with atlas/maps

Recap 4 countries and capitals of UK, rivers of UK and the seas round the UK.
 Add the main island groups around the UK.

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See staff shared- Geography- Locational knowledge-locational knowledge UK.

Sequence of learning	Objectives and suggested details provided by subject leader.
Pre-assessment	Done as a class, create a spidergram of hot and cold countries that they know. Ask why they think there are some parts of the Earth that are always hot and some that are always cool or cold?
1	<p>Where are the hot and cold countries on Earth?</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • name and locate the world's seven continents and five oceans. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Map them on a world map.</p> <p>Discuss the world map and ask what are the lines that we see drawn on a world map? Include Equator, Tropic of Cancer and Capricorn and the Arctic Circle.</p> <p>Discuss how the cold areas are at the poles and the hot areas around the Equator. See clip below.</p> <p>https://www.youtube.com/watch?v=cqKZYAmcReQ</p> <p>Explain how there are different regions such as</p> <ul style="list-style-type: none"> - polar regions- Greenland - tropical regions- India - temperate regions- UK <p>Set up a weather log for UK/Greenland and India- log the weather and temperature across a week using</p> <p>https://www.bbc.co.uk/weather/3831208 Qaanaaq, Greenland</p> <p>https://www.bbc.co.uk/weather/2645425 Hull, UK</p> <p>https://www.bbc.co.uk/weather/1261481 New Delhi, India</p>
2	<p>Why do I need a woolly hat for Greenland?</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Look at the data collected in section 1. Discuss why Greenland is so cold.</p> <p>https://www.twinkl.co.uk/homework-help/geography-homework-help/arctic-habitat-facts-for-kids/why-is-the-arctic-so-cold</p> <p>see short video</p> <p>https://www.youtube.com/watch?v=b-9xDztBhzE</p> <p>Add animal images onto a Greenland outline- add the capital city, Qaanaaq and the arctic circle line.</p> <p>Compare and contrast climate with Hull and Qaanaaq.</p>
3	<p>What does a polar bear see on his travels?</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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

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	<p>Think about the physical landscape in Greenland and compare to the UK. What is the same/different? Create a photo gallery of physical features with captions. Use a binocular style frame to draw 2 physical features that you would spot.</p>
4	<p>Why don't we see a polar bear in the wild in India?</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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 <p>Look at the data collected in section 1. New Delhi is near the Thar Desert so a tropical/dry climate. Are their seasons the same as ours? Look at the clothes people wear in India- what are the fabrics (links to science materials). Pack a case with clothes for the climate. Label the fabrics and add swatches. Create a list of the animals in a dry, hot desert.</p>
5	<p>How is the climate of Greenland and India different to our UK climate?</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Make a comparison chart using the weather data and what they have been learning about Greenland and India- focus on the weather (Y2 could add physical features such as environments and animals).</p> <p>Discuss how climate change will affect the polar bears. What can they do? (see learning outcome below).</p>

Learning Outcome/product

I can write a postcard from India or Greenland telling a friend how different it is from Brough.
Make a class pledge to help the polar bears and fund raise to adopt a polar bear for each class.

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

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End of unit assessment question
Why is Greenland colder than the UK? Why is most of India hot all year round?