

EYFS Geography Investigation: Unit 6

Weather and Seasons

Substantive Knowledge: What the pupils will know

- Know that there are different kinds of weather
- Know that weather changes across the year
- Know that the weather has an impact on the kinds of things we do
- Know that extremes of weather can damage the environment
- Identify different types of weather
- Record their observations of daily weather conditions
- Talk about what they enjoy and dislike about the weather
- Talk about different types of clouds they have observed.
- Know that there are different types of clouds.
- Know that rain comes from water droplets in clouds.
- Talk about why rain is important for living things.
- Identify shadows made by different objects outside in the natural world.
- Talk about the different shapes of shadows they observe.
- Know that shadows only form when the sun is shining.
- Create shadows of their own using different objects.
- Know that summer is when it is most warm.
- That summer is one of four seasons of the year.
- Know that we have to protect ourselves in the sun
- Know that too much sun can damage the environment
- Talk about some of the ways in which rain affects our lives.
- Know that when it's very cold water sometimes freezes and becomes ice, hail, frost or snow.
- Know that winter is when it is most cold.
- That winter is one of four seasons of the year.
- Observe how water changes when it freezes and then thaws (changing states of matter).
- Know that a wind is caused by the air around them moving.
- Create items which are affected by the wind when hung outside.
- Talk about how they feel in windy weather.
- Talk about some of the ways that the wind affects people and places.

Disciplinary Knowledge: Geographical techniques the pupils will use

Mapwork

World maps; Atlases; Globe; Aerial and satellite photographs; GIS Google Earth Pro and GIS Google Street View

Fieldwork data collection

Observing, recording and presenting recordings of the weather

Disciplinary Knowledge

Critical thinking skills the pupils will use to understand what they know

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition

SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

End Points of Learning

Children at the expected level of development will demonstrate their understanding of the wider world during this investigation through:

- Identifying, observing and recording some aspects of the weather.
- Talking about some of the ways that the weather changes during the four seasons of the year.
- Recognising some of the ways that the weather affects their lives and those of plants and animals.
- Using an increasingly appropriate vocabulary to communicate their observations of and the weather.
- Know that sometimes the weather can damage the environment.

Achievement of these expected levels of development contribute to a summative judgement of the ELG for People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Achievement of these expected levels of development contribute to a summative judgement of the ELG for People, Culture and Communities

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter