

Geography Knowledge Organiser: Wild Weather

Key Vocabulary

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|-------------------------|---|
| affects | Makes a difference to |
| blizzard | A heavy snowstorm with high winds |
| climate | The usual weather conditions of an area. |
| drought | When there is no rainfall for a long time. |
| extreme | Beyond what is normal. |
| flooding | When usually dry land is covered with a large amount of water |
| heatwave | Unusually hot weather over a long period. |
| hurricane | A storm with extremely strong winds. |
| observations | What you notice when you look carefully at something |
| record | Keep information about something that has happened, e.g. in writing or pictures. |
| seasons | The year is divided into four seasons: spring, summer, autumn and winter |
| symbols | Pictures or signs that help us understand something. |
| temperature | A measure of how hot or cold something is. |
| thermometer | An instrument used to measure temperature |
| United Kingdom | Made up of England, Northern Ireland, Scotland and Wales. Sometimes known as the UK |
| waterproof | Keeps out water |
| weather forecast | A prediction of what the weather will be like in the future. |

Assessment:

- I can talk about what the weather is like in our country.
- I can observe and keep records of the weather where we live.
- I can name the different seasons in a year and identify some typical weather associated with each season.
- I can describe how the weather can affect us.
- I understand what weather forecasts are for and how they can be interpreted.
- I can use key words to describe the weather.
- I can talk about the dangers of weather.
- I can talk about the features of hot countries.
- I can talk about and identify features of cold countries.
- I can use map skills to locate hot and cold areas of the world.

Weather Symbols

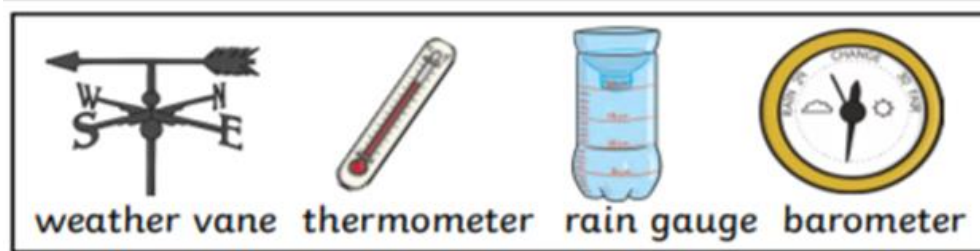


A map of the **United Kingdom**.

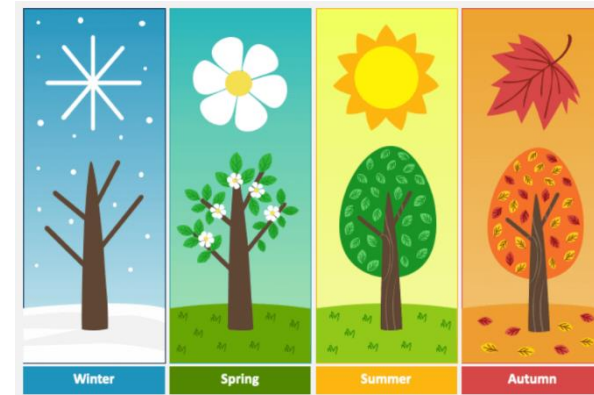


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We use different instruments to **observe, record** and measure the weather.



The 4 Seasons



EYFS LINKS

Communication and Language: Listening, Attention and Understanding.

Learn new vocabulary

Use new vocabulary through the day

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Describe events in some detail

Use talk to help work out problems and organise thinking and activities explain why they might happen.

Understanding the World: The Natural World

Explore the natural world around them, making observations.

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.

