



Fairfields
PRIMARY SCHOOL

Knowledge Organiser

Splendid Skies



Year 1 - Autumn Term 2

Imagine floating high above land and sea on a bed of clouds, silently sweeping by on a billowing breeze. Back down to earth, let's take a walk outdoors. But what should we wear? Wellington boots? A sun hat? Maybe a warm coat? How do we know what the weather will be like today? Send a message by balloon. Up, up and away it goes, high in the sky and over the rainbow. How far will the wind blow it? Where will it land and who will find it? What weather do you prefer? Sunshine, snow, storms or showers? Get your wellingtons on - let's go!

Key Vocabulary

continent	A large mass of land.
equator	An imaginary line around the middle of the Earth.
extreme	Very serious or intense.
flood	A large amount of water that covers the land.
hemisphere	A half of the Earth.
opaque	A material that does not allow light to pass through.
storm	A type of weather that includes heavy rain, strong winds or snow.
translucent	A material that allows some light to pass through.
transparent	A material that allows light to pass through.
weather forecast	A prediction of the weather.

Knowledge that will help me on my journey:

Weather

There are different types of weather. These include sun, rain, snow, cloud, fog and wind. People who forecast the weather are called meteorologists.

Weather symbols

Symbols are used to show different types of weather.



sun



cloud



rain



storm



hail



snow



wind

FOG

fog

Knowledge that will help me on my journey:

Seasons

The United Kingdom has four seasons. These are spring, summer, autumn and winter. The weather is different each season. In the winter the days are short and the weather is usually cold. In the spring the days start to become longer and the temperature begins to rise.



spring



summer



autumn



winter

World weather

The equator is an imaginary line that divides the Earth into two parts, the Northern and Southern Hemispheres. Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator.



Key

■ Africa	■ Antarctica	■ Asia	■ Australia
■ Europe	■ North America	■ South America	

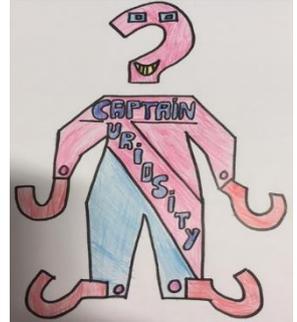
What I'd like to learn...

- _____

- _____

- _____

- _____



The end of our journey...

As a Scientist, by the end of our ILP, I will know that;	Date
There are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons.	
Day length (the number of daylight hours) is longer in the summer months and shorter in the winter months.	
Different types of weather include sun, rain, hail, wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter.	
As a designer, by the end of our ILP, I will know that;	Date
Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.	
As an geographer, by the end of our ILP, I will know that;	Date
Places can be compared by size, amenities, transport, location, weather and climate.	
There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.	
Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.	
An aerial photograph or plan perspective shows an area of land from above.	
Fieldwork included going out in the environment to look, ask questions, take photographs, take measurements and collect samples.	
Weather is a physical process.	
As an historian, by the end of our ILP, I will know that;	Date
A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.	
As an artist, by the end of our ILP, I will know that;	Date
Collage is an art techniques where different materials are layered and stuck down to create artwork.	
Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.	
Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.	
As a person who appreciates different cultures, by the end of our ILP, I will know that;	Date
Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	
Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	
Find out about questions of right or wrong and begin to express their ideas and opinions in response.	
Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	

Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	
Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	
As a person who cares about myself and others, by the end of our ILP, I will know that;	
Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.	
Understand the consequences of their behaviour and actions.	
Recognise the difference between right and wrong and readily apply this understanding in their lives.	
Cooperating well with others and be able to solve conflicts effectively.	
Participate in and respond positively to artistic, musical, sporting and cultural opportunities.	
Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.	

