

CLIMATE ZONES KS2 PLANNING

Class:

Term: Autumn 1

Subject: Geography

Topic: Climate zones

Differentiation and support	Cross curricular links
<p>SEN / EAL: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs.</p> <p>GT: require additional, detailed information, presented in correct tone. Support less able peers</p>	<p>English: writing different text types (letter, diary entry, interview, recount)</p> <p>Maths: grid references, comparing temperatures</p> <p>Science: animal adaptations</p> <p>ICT: designing website</p> <p>PSHCE: cultural differences between people in different locations</p>

W	LO	Activities	Resources	Success Criteria	Evaluation
1a	<p>Formative assessment exercise</p> <p>(15 mins)</p>	<p>Children complete a mind map to show what they already know about weather and climate</p>	<p>Mind map frame</p>	<p>Complete a mind map</p>	
1b	<p>Write a recount of a holiday, including geographical details</p> <p>(45 mins)</p>	<p>Intro: Explain that we will be learning about weather and climate Show children the following list of questions about their holiday Ask them to tell their talk partners about their holiday, thinking about these</p> <ul style="list-style-type: none"> • Where was the place? • How did you get there? • How long did you go for? • Who did you go with? • Why did you go to the place you went to? • What was the weather like? • What did you take? • What did you do? • What did you enjoy? Why? • What did you not enjoy? Why? • Did you send a letter or postcard? Who did you send it to? • How were all of the above influenced by the weather? <p>Read a model example I have written about going on holiday</p>	<p>Model recount</p> <p>Display list of questions on IWB</p>	<p>MUST: write a recount of a holiday</p> <p>SHOULD: link the activities on their holiday to the weather</p> <p>COULD: include a greater level of detail</p>	

		<p>Main: Children to write a recount of a holiday that they have been on</p> <p>Plenary: Children read their recounts to each other in partners and ask each other any questions they have</p>			
2	To understand the world's climate zones	<p>Intro: Explain the difference between weather (what is happening on a particular day) and climate (typical weather in an area over a period of time)</p> <p>Explain how to use the contents page of an atlas to find the world climate zones map Explain what a key is and how to use one. In pairs on carpet, children look at world map showing climate and try to find a pattern about location of hot and cold places.</p> <p>Look at climate map and discuss that areas close to the equator are warmer and areas closer to polar regions are colder Explain that the equator is an imaginary line around the middle of the Earth Explain why the equator is the hottest part of the earth and the poles are the coldest places, with a globe and a torch (show children how the light from the torch is focused more near the equator, whereas it is more spread out near the poles)</p> <p>Main: Children colour in climatic zones on world map Emphasise that:</p> <ul style="list-style-type: none"> • don't need to do this exactly the same as the map that they are looking at, just to get the idea that it gets colder the further away from the equator you are • don't need to use the same colours as the map looking at <p>Children to add a key to their maps Extension: Find places and add them to the map and see what sort of climate they have (model how to do this when children get on to it)</p> <p>Plenary: Revise the pattern that closer to the equator is warmer and further away is colder Ask children who added places to their maps to tell the class one place that they add and what climate zone it is in</p>	<p>Torch</p> <p>Globe</p> <p>Colouring pencils</p> <p>Blank world maps</p> <p>Atlases (or climate zones map on IWB)</p>	<p>MUST: colour in the main four climate zones on a map</p> <p>SHOULD: include a key to show</p> <p>COULD: find places in an atlas and label them on their map</p>	

3	<p>Understand how life in the desert is different for people than in the UK</p>	<p>Intro: Children will have worked on desert climates in literacy. Recap key features of desert climate e.g. hot, dry, sandy etc and some key facts about life in the desert e.g. no roads or trains Explain that we are going to watch some video clips of a documentary by a British man who lived with a nomadic desert tribe (the Dassanech).</p> <p>Watch the following videos from the BBC series 'Tribe' as a class: http://www.bbc.co.uk/tribe/tribes/dassanech/index.shtml Watch following video clips:</p> <ul style="list-style-type: none"> • Bruce sees how hard it is to live here • Bruce asks about their hunting night ahead • Bruce goes on his first crocodile hunt • Bruce struggles in the heat and collects water <p>(To access the different videos, slide the arrows under them to the right) Explain how to complete independent work:</p> <ul style="list-style-type: none"> • layout of a letter (with desert address where Dassanech are from) • Dear (name), • Describe differences, writing in the first person • Yours sincerely (name) <p>Main: Children to pretend to be Bruce Parry (the presenter) and be writing a letter to a friend / his parents explaining how life is different for the Dassanech than it is for us in the UK Display a list of features of Dassanech life on the IWB.</p> <p>Plenary: Hot seating session where children take it in turns to be:</p> <ul style="list-style-type: none"> • first a member of the Dassanech tribe answering questions from a British person • then a British person answering questions from a member of the Dassanech tribe (10 mins) 	<p>Video (check they play OK)</p> <p>Letter writing frames</p> <p>Prompts to display on IWB</p>	<p>MUST: write a letter describing life for the Dassanech people</p> <p>SHOULD: include accurate features of life for the Dassanech</p> <p>COULD: include comparisons between our lives and theirs</p>	
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To access the complete version of this [Climate Zones KS2 planning](http://www.saveteacherssundays.com/geography/year-3/321/), and all of the resources to go with it, visit

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