



What a Wonderful World! Hot and Cold Climates of the World

<p>Aim: To understand the location of hot and cold areas of the world; To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. In relation to the equator and North and South Pole.</p>	<p>Success Criteria: I can explain where hot and cold countries are located in the world. I can begin to name climate zones around the world using key words (temperate, cold, warm, tropical) I can understand how the location of hot and cold countries affects the different animals that live there.</p>	<p>Resources: Lesson Pack Clip /speakers /visualiser Inflatable globe Atlases - per pair Coloured pencil, glue and scissors.</p>
<p>I can understand the location of hot and cold countries around the world.</p>	<p>Key/New Words: Northern Hemisphere, Southern Hemisphere, hot, cold, climate zones, weather, climate: cold/polar, temperate, warm, tropical, adapt, habitats</p>	<p>Preparation: Differentiated Mapping World Climates Activity Sheet as required - per child Differentiated Animals Around The World Activity Sheet as required - per child</p>

Prior Learning: Children will have named and located continents and five oceans of the world in lessons 1, 2 and 3. Children will have learned about hot and cold areas of the world in Year 1 and should have some understanding of animals and habitats (from Year 2 Science).

Learning Sequence

	<p>Which Hemisphere? Using a Globe and the World Map on the Lesson Presentation remind children of the Northern and Southern Hemisphere and model how to locate some major countries. Throw an inflatable globe to children in the class, call out 'North or South' and ask them to name a continent, country or ocean within that hemisphere on command. Look for children who can locate a continent/country/ocean within the correct hemisphere.</p>	
	<p>Hot and Cold Climates: Explain this lesson will look at hot and cold climate zones of the world, along with looking at some of the animals that live in those areas. Define weather and climate. Show the Climates Zones World Map on the Lesson Presentation. Discuss what the climate map shows referring to the colour code and key. Define cold, temperate, warm and tropical climates and highlight the relevance of the equator to hot climates. Which continents/countries are hot/cold? What climate zone is our country in? Which climate would you like to live in? Where is a cold climate/tropical located? What do you notice about the location of hot countries?</p>	
	<p>Mapping The World Climates: Using an atlas, children map four climate zones of the world using an outline world map. Once maps are complete, use a Visualiser to share the completed maps and for children to self-assess.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="207 1411 790 1579"> <p> Use the Mapping World Climates Activity Sheet, children colour code the four climate zones which are identified on the activity sheet. Children that need extra support could colour code just hot and cold climates.</p> </div> <div data-bbox="805 1411 1388 1579"> <p> Use the Mapping World Climates Activity Sheet, children draw the four climate zones using an atlas then colour code and create their own key. Extend children to label continents, major countries oceans and the equator.</p> </div> </div>	
	<p>Polar Bears to Pandas? Use the Lesson Presentation to look at animals specific to hot and cold climates. Give children one minute to name as many animals as they can that live in hot /cold places. Record on the whiteboard. Which animals live in cold places? Which animals live in hot places? Watch the BBC clip about Arctic Animals and discuss animals that live in cold climates and then watch the BBC clip about African animals and their young in hot climates. Discuss the differences in climates and name the animals in the videos</p>	
	<p>Where Do They Live? Use the Animals Around The World Activity Sheet; children cut out and stick animals to the relevant countries /climate zones using the climate zones map produced in the first activity. Atlases and the Internet could be made available for children to check their work.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="207 1904 790 1982"> <p> Support by children sorting animals into hot and cold climate zones.</p> </div> <div data-bbox="805 1904 1388 1982"> <p> Extend children by sorting a range of animals into the four climate zones on their climate map.</p> </div> </div>	

Taskit

Debateit Hold a simple debate with children to develop spoken language skills– Where would they like to live; in a hot or cold climate? Encourage children to give reasons, can they choose a country they would like to live in and locate it on the map.

Researchit: Allocate pairs a 'climate zone' to research using the Internet. Children could look at webcams, maps, photographs to collect information about their climate zone for a visual presentation and for the class Geography display.

Sortit: Children could use [Packing for Weather Around The World Activity Sheet](#) to sort clothing into the correct countries.

Linkit: Children could look further at animals and their habitats around the world, use the [Animals Around The World PowerPoint](#) for a stand alone lesson along with making valuable links to Science or look at Hot and Cold in other curriculum contexts.