

How does the weather affect us?

Fact box

- When the weather changes, humans and animals adapt by finding ways to keep their bodies at the correct temperature.
- In winter, we wear warmer clothes and we heat our houses. Animals grow thicker coats and some sleep until it is warmer again.
- In summer, we wear thinner clothes and cool our houses. Animals find cooler places to live.

Aims

- To recognise different climatic zones.
- To understand how varying weather conditions affect or change the landscape and its inhabitants.

Language

- Revise seasons from Unit 6 Lesson 2A, climate from Unit 6 Lesson 2B, weather from Unit 10 Lesson 2A

Extra materials

- 1 copy of the Activity page per pupil, IWB
- <http://www.bbc.co.uk/learningzone/clips/climate-zones-across-the-globe/11182.html>
- coloured pencils, 1 sheet of poster paper per group, glue sticks, scissors, magazines, paper for postcards

Warm up

- 1 Visit the website listed above. Watch and listen to the clip with the class.
- 2 Give out the Activity sheets. Look at the world map in activity 1. Ask the class to name any countries they know/places they go for holidays. Ask *Do you go to hot or cold places?* Discuss what they do in high/low temperatures. Discuss how the climate affects how we live and what we do (e.g. keeping ourselves *warm/cool*; *heating/cooling* our houses). Talk about how the climate is changing and how people and animals adapt. Mention the melting polar caps, droughts, flooding and hurricanes.
- 3 Ask *Which are the hot/warm/cold/cool countries?* List them on the board. Teach climate zones.
- 4 Tell the pupils to colour the countries: hot = red, warm = orange, cold = blue, cool = green.

Procedure

- 1 Discuss weather changes in one place through the year: why it gets colder in autumn/winter and hotter in spring/summer. Ask *What do we do when the weather gets hotter/colder?*
- 2 Look at activity 2. Tell the pupils they are going to use the Venn diagram to compare what they do in winter and in summer. Ask them what they do in winter/summer. Make lists on the board. Ask *How are the winter and summer things different? Is the weather different? Do you wear thicker/thinner clothes? What do you do that is the same in winter and summer? Is the weather the same?*
- 3 Put the pupils into small groups and give out the poster paper and magazines. Tell them to write *Things we do in ...* at the top and copy the Venn diagram to fill the space. Tell them to draw/write/stick winter things on the left, summer things on the right and things they do in both winter and summer in the overlap.

- 4 Ask each group to count how many things are different and how many things are the same on their poster.
- 5 Ask groups to show their posters. Pupils ask *How many things have you got that are different/the same?*

Follow up

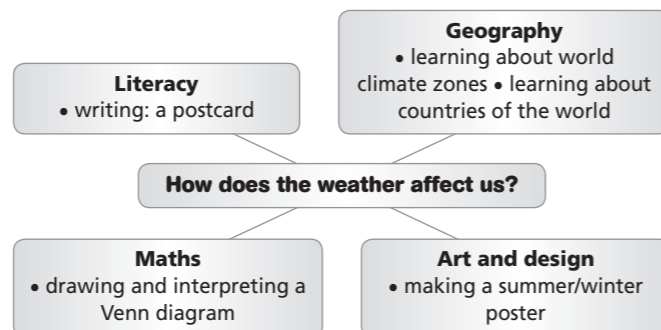
- 1 Display IWB for the pupils to complete the activity.
- 2 Ask the pupils to choose a place with a different climate from their own. Read the questions in activity 3 then ask pupils to find the answers for their place. Give out the paper. Tell pupils to write a postcard as if from their place. They must write where they are, what the weather is like, what they did and ate there.
- 3 When they have finished, choose pupils to read their postcards to the class.

Useful websites

- <http://teacher.scholastic.com/activities/wwatch/>
- www.teachers.tv/video/2577
- www.field-studies-council.org/documents/centres/brockhole/climatechangeresources/ks2/Chapter%201.pdf

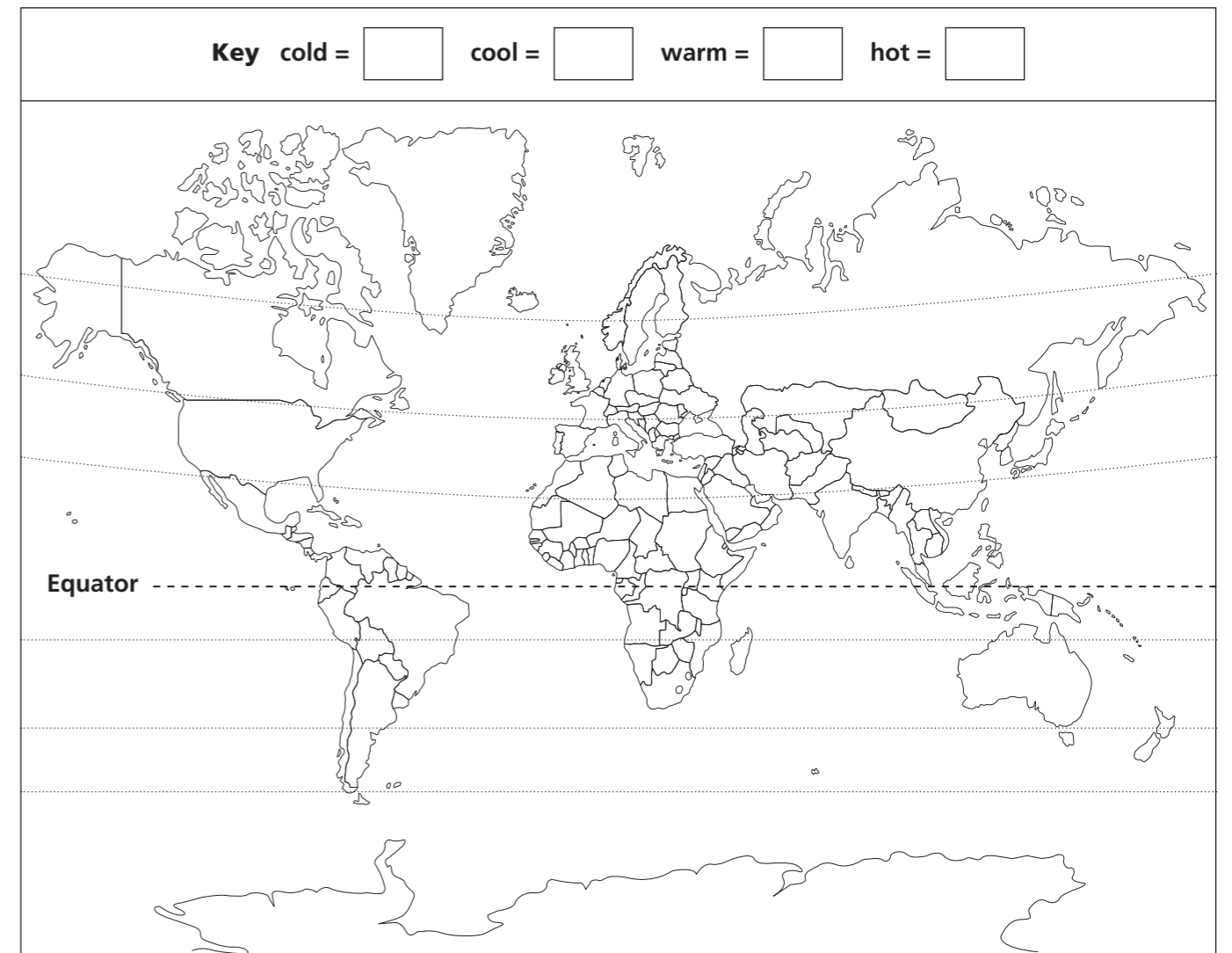
Search terms: climate change, climate zones, seasons

Cross curricular links

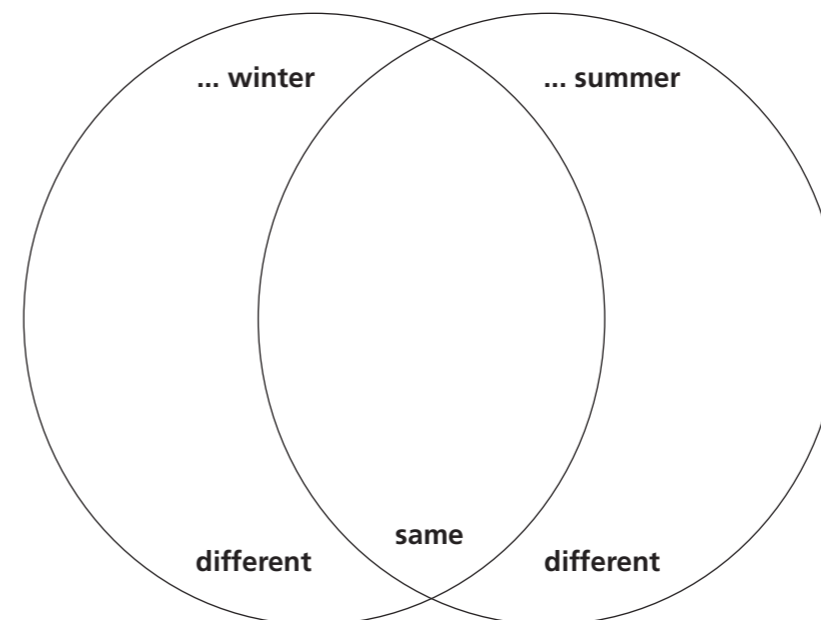


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1 Colour the countries. Show the world climate zones



2 Things we do in ...



3 Find out about another place. Write a postcard

- 1 What is its name?
- 2 Which country is it in?
- 3 Which climate zone is it in?
- 4 What is the temperature?
- 5 How much rainfall does it have?