This is a group of similar climates which are found in many areas, including Britain. Average temperatures range from 2°C to 26°C. Rainfall is light, usually about 1000 mm.

Warm temperature climate

Very dry areas, mostly found around the tropics, on the west side of continents. Local winds blow from the land to the sea, keeping the air dry. Daytime temperatures can reach 50°C. Nights can be very cold with no cloud to keep the heat in.

Cool temperate climate

Always frozen so farming is impossible. Less than 250 mm. The ground is frozen all year round. Very cold winters. Somewhere in the Arctic. Includes Northern Europe and Canada. This zone is found south of the Arctic. The zone is found south of the Arctic.

Polar climate

2000 mm. Dense forest grows in layers to 32°C and annual rainfall can reach 1400 mm. Annual temperatures are very low. Conditions create a lot of coniferous woodland. The whole year is very cold and windy. Lighter the sun is bright in the sky for this climate.

World Climate Zones

Warm temperate climate

Key:
- Humid tropical
- Desert tropical
- Semiarid tropical
- Humid subtropical
- Mediterranean climate
- Humid continental
- Dry subtropical
- Humid subpolar
- Humid cool temperate
- Dry cool temperate
- Humid polar
TEACHER'S NOTES

National Curriculum

This poster relates to section 8c of the programme of study. It shows the distribution of the major climate zones. The localities studied during KS2 can be located on the map as an aid to the study of the local weather conditions. The map can be used to identify other parts of the world with a similar climate.

This poster is suitable for pupils achieving level 3 and above.

Activities

The world map is divided into five climate zones. These are shaded and a key is provided. Please note that this map is greatly simplified and many sources show as many as 18 different zones.

a  Adding colour

The first task is to use different shades to separate the different zones. The polar climates can be divided into two by shading in the tundra and the ice caps.

b  Looking for patterns

Once the map has been coloured, pupils can look to see if there are any patterns on the map. If no ideas occur, the teacher can provide the following hints:

- The polar climates are very similar and are found close to the poles. They are cold and ice-covered.
- The tundra and temperate climates are found near the poles. They are cold and have long winters.
- The tropical climates are found near the equator. They are very hot and have short winters.
- The desert climates are found near the equator. They are very hot and have long winters.
- The mountain climates are found near the mountains. They are cool and have short winters.

If the information in the box is correct, the sequence is tropical, temperate, desert, mountain, polar. This is as far as I would recommend for pupils achieving level 3. With pupils achieving higher levels, you may like to explain the importance of the elevation of the Sun (overhead at the equator and lower in the poles). This is very important in explaining the difference between the poles and the equator.

With pupils achieving higher levels, the key could be blanked out so that they have to make their own based on the shading on the world map. This will help them to see the relationship between the different climate zones and the different parts of the world.

Pupils should research some of these climate types further, possibly in groups. At the end of their research, each group can report back to the rest of the class.

The picture flaps at the bottom of the poster are aimed at students achieving level 3. However, the exercise could be extended to students achieving level 4 by adding in more details about the different climate types.

The pupil sheet on the opposite page gives more specific details of one climate zone. This should be the basis of a more detailed study of that climate type. Pupils can work in the library or in a project box set up by staff or library service.

Extension activities

What do rainforests look like?

Rainforests are found in different parts of the world but most of them have the same features. Many thousands of types of plants and animals live in the rainforest. Not all of them are trees. Small plants such as ferns, bushes and young trees grow in the shade near to the ground. Above these is a canopy of large leaves. The leaves of the trees are broad and provide shade for the plants and animals that live in the rainforest.

How do plants have adapted?

1. The hot and wet climate is very suitable for plants to grow in.
2. The leaves of the trees are large and shiny. This helps the raindrops to slip off them.
3. The bottom of the trunks of the tall trees are very wide to help them stay upright.
4. Plants grow high up on the trees to reach light.
5. The heavy rain washes the goodness from the soil. The soil only stays fertile because of the leaves and other plants which fall down and feed it back into the soil.
Getting the goods

This poster shows many of the goods and services that we get. You need to draw arrows to show if we go out to get the goods or if they come to us. In the boxes you can write down or draw a picture to show how we get the goods or services. One example has been finished for you.

Home

By car or bus
We go to the supermarket (large amounts of food)

By car or bus
We go to the local shop (small amounts of food)

Home

Dario Bros. Stores
A N Pearson
42 Some Street
Niceville
B42 2CI

Supermarket (large amounts of food)

Local shop (small amounts of food)

Milk

Drinking water

Stamps

Health care

Electricity

We go to the supermarket by car or bus

Getting the goods
### National Curriculum

This poster relates to section 9a of the programme of study. It examines some of the goods and services available in settlements.

This poster is suitable for pupils achieving level 3 and above.

### Activities

- **Getting the goods** is a simple activity where students have to complete unfinished sections of the poster to show how different goods and services are obtained.

  A certain amount of preparation is useful before the exercise, possibly in the form of a discussion. Start by considering the things that we need which we cannot provide by ourselves. Some examples include food, clothing, and health care or education. Some things, such as water, may be confusing as it is not so obviously a product as, say, milk.

  It is also worthwhile talking about how we get the various goods and services; do we go out to get them, or do they come to us. Again, there will be the possibility of people answering in different ways. For example, we go to the health centre under normal circumstances but medical help comes to us in emergencies.

There are two tasks on the poster. The first is to draw the arrow over the dashed line. The arrow shows the path of the goods as follows:

- We go out to get the goods or services:
- The goods or services come to us:
- Both options are possible (e.g., milk):

  The blank boxes at the centre of the poster can be used to give more information about how we get the goods or services. Either a short statement can be written in the space or pupils can draw a picture in each box.

Pupils should list which goods and services are available in their settlement. They should consider how this will change in larger or smaller settlements.

### Cross-curricular Links

#### History

These posters reflect the local community and encourage pupils to think about the different ways of living in their area, including the availability of goods and services.

Information can be collected from the internet on:

- **Local economic activities**
- **Other land-uses**
- **Housing**
- **Open space**
- **Public amenities**

Pupils should be encouraged to look at the different land-uses and compare the sizes of these areas. Different land-uses can be colour-coded on the maps, and the differences in size can be explored.

An amount of population is usually defined by the amount of goods and services available in the area. Pupils should be encouraged to think about the implications of this for the local community.

### Industrial Awareness

Pupils should carry out research into one of the following jobs:

- Working in a supermarket
- Post Office delivery
- The water industry
- Electricity production
- Health worker
- Milk production/delivery

Information can be obtained from the education offices of many of these industries. It may be possible to arrange visits to school by workers in some of these, perhaps from the local community.

### Cross-curricular Links

#### English

Pupils could complete this topic by writing up a ‘day in the life’ of a worker in one of these industries.

#### History

Pupils could try to find out when each of the services described on this poster first came to their settlement or area.

### Extension Work

Extension work to build on this poster could include the keeping of a diary of goods and services. It might start like this:

Local economic activities, together with other land-uses such as housing, open space and public amenities can be examined and compared on the basis of the size of the area. Pupils could be encouraged to look at the different land-uses and compare the sizes. Extension work would then be to try and explain why different land-uses have different sizes.