



## TOPIC: MAPPING CLIMATIC ZONES

**Curriculum area/s:** SOSE – Place and Space

**Title:** *Climatic Zones - Mapping*

**Year level(s):** 2/3

### **Strands - Place and Space**

- Geography (G)
- Features of Places (FP)
- People and Places (PP)
- Care of Places (CP)

### **Understanding Goals**

- Location of major global features of the world (Eg. continents and countries, oceans and seas, climate zones and world maps.) (G)
- How environments affect lifestyles (Eg. work linked to local industries such as farm work, factory work, sea work.) (G)
- That the surface of the earth consists of land masses (continents) and bodies of water (oceans and seas). (FP)
- Why people choose to live in a range of places (Eg. different environments within continents and countries: grassland, arctic, rainforest, bushland, coast.) (PP)
- How peoples activities are influenced by the natural features of a particular place (Eg. climate, landforms, weather, vegetation.) (PP)
- Ways people's past experiences may influence how they view a particular place (Eg. values – in the past areas have been cleared for farming but now they are being revegetated to increase sustainability of crops and native species). (CP)

### **Possible links to other curriculum areas**

- Mathematics – Area - countries of the world with vegetable growing areas.
- Health and Physical Education - Play games which are recognised as multicultural.
- Visual Art – Appreciating Art - observe, discuss and experiment with different famous artists styles from around the world.
- Writing – Write or email penpals in another country if you are able to access a class easily.
- LOTE - Learn names/words in a variety of languages for common foods, clothing, housing, transport, jobs etc.
- For more suggestions see the 'Around the World' Cross Curriculum Plan on the Smarty Plants website.

## **ACTIVITY LESSON PLAN**

1. Children will need to have been introduced to a basic map of the world. Using an Interactive Whiteboard it would be very easy to introduce the different continents, countries and work back to Australia.
2. Label a map of Australia with the States/Territories and their capital cities. This can be shown as a whole class activity before completing their own from the modelled map. Discuss the techniques of labelling; capital letters, underlining or labelling lines.
3. Once the map is labelled, discuss using the Interactive Whiteboard, the different 'coloured' areas on the map. The map could contain the different temperate and rainfall areas within just your state. It would be a point of interest to start with world climatic zones to show the children, working back to the more local area.
4. Investigate the main vegetables and crops grown in each region identified. Have the children colour on a large map the different rainfall groups and then over the top draw the types of vegetation in different areas.
5. Make assumptions as to why regions are used to grow particular vegetables.

## **MODIFICATIONS FOR OTHER YEAR LEVELS:**

With older year groups, use the World Map showing Climatic Zones, Rainfall and Vegetation. Undertake this as a more independent mapping and research task for students in the upper primary.

## **USEFUL RESOURCES**

- Australian Government Bureau of Meteorology:  
[http://www.bom.gov.au/climate/environ/other/kpn\\_group.shtml](http://www.bom.gov.au/climate/environ/other/kpn_group.shtml)