

CLIMATE AND NATURAL LANDSCAPE IN THE WORLD

ENGLISH AIMS

- Describe what the weather is like by looking at different pictures and talking about temperature (freezing, cold, cool, mild, temperate, warm, hot), precipitation (rain, heavy rain, showers, hail, snow), wind (calm, breeze, moderate wind, strong wind, hurricane, tornado) and state of the sky (sunny, sunshine, cloudy, clear sky, overcast).

- Learning specific terminology: temperature, wind, atmospheric pressure, humidity, precipitations.

- Identify and locate the world's main types of climates: hot, temperate and cold.

- Distinguish and locate geographically the great natural landscape of the Earth: rainforest, deciduous forest, evergreen forest, grassland, tundra, coniferous forest or taiga, savannah and desert.

- Learning to make a climate diagram.

ACTIVITIES/ TASKS

- Completing comparative charts about the different climate in the world and their landscapes.

- Draw a map for understanding the world's major climate zones.

- Visit our weather station and making a mural about the weather instruments

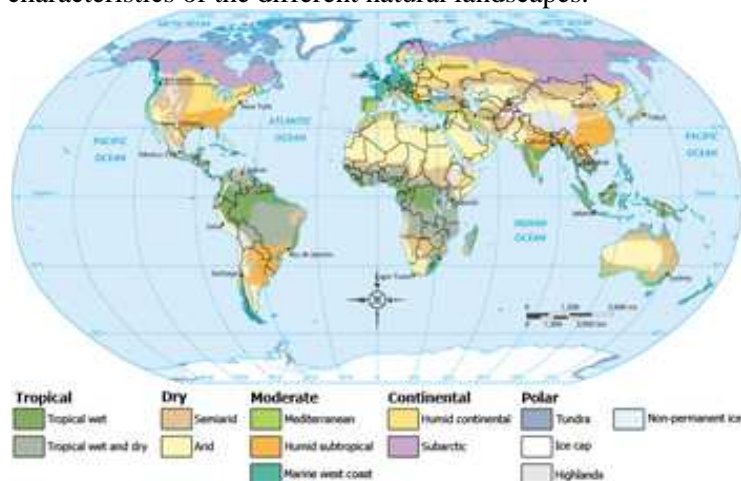
- Get data from the weather tables and draw the corresponding graphics.

- Analyse and make maps and climate charts and climate diagrams.

- Describing different kinds of weather by looking at photographs.

- Working on the Internet with interactive exercises and maps, and looking for different pictures about world landscape.

- Describing the characteristics of the different natural landscapes.



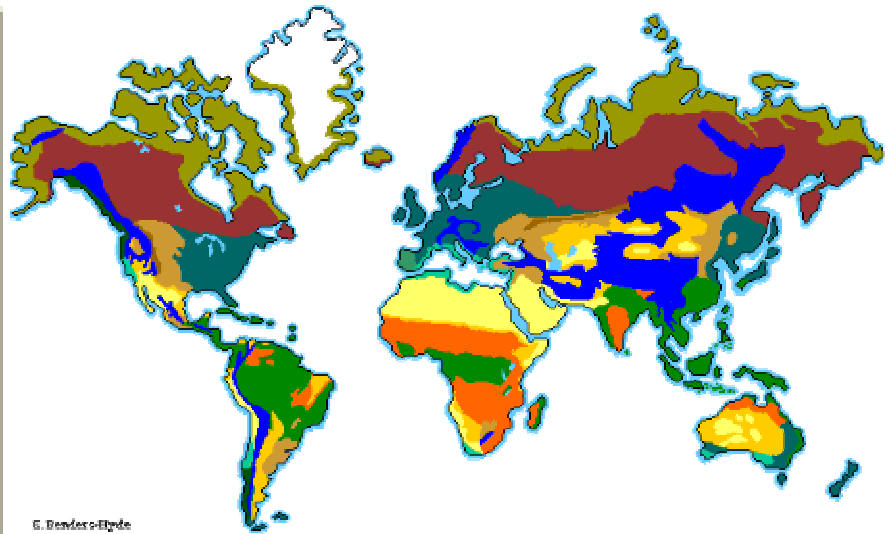
Activities:

<http://poster.4teachers.org/worksheet/view.php?id=135626>

<http://poster.4teachers.org/worksheet/view.php?id=135626&page=2>

BIOMES: THE WORLD LANDSCAPES

Elena García Marín



This project involves the creation of a collage of the different biomes found on Earth.

The term Biome to describe areas on the earth with similar climates, plants and animals.

Learning outcomes

1. Students should be able to identify the major components of biomes and the effects of human activity on them.
2. Students should be able to successfully navigate websites for information and photographs.

Activities

1. Students in groups choose different biomes.
2. Students create a description chart of their biome from research performed online. The information should include: location, flora, fauna, climate (temperature and precipitation), rivers, and human uses and

Links:

- [Blue Planet Biomes](#)
- [Inch in a pinch](#)
- [What's it like where you live?](#)
- [Biomes](#)
- [Wikipedia](#)

influences.

3. Students create a collage with the information and the images gathered from the internet.

4. Students then orally report to the class on each biome using the product created.

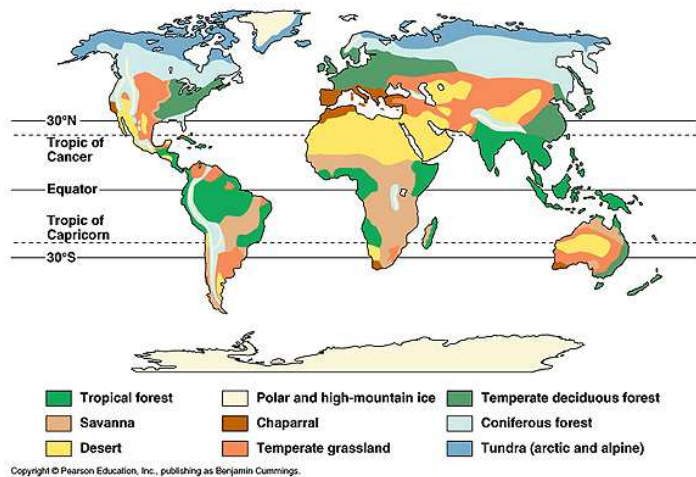
5. Products are excellent review tools for use in concluding units or reviewing for exams.

Assessment

Students are assessed on the final product and oral presentation using a predetermined rubric: seventy percent final product, twenty-five percent daily progress, five percent oral presentation.

BIOMES: WORLD CLIMATES AND LANDSCAPES

Elena García Marín



Hello:

We are going to make 7 groups of four pupils each, to investigate on the climates and landscapes of the world and later to put them together. Every group you will study a climate of the world:

- The first group: hot equatorial Climate.
- The second group: hot desert Climate.
- The third group: hot tropical Climate.
- Fourth group: moderate Mediterranean Climate.
- Fifth group: moderate oceanic Climate.
- Sixth group: moderate continental Climate.
- The seventh group: Polar Climate.

Inside every group the pupil A will investigate the temperatures of your climate, the pupil B the rainfalls, the pupil C the rivers and the pupil D the fauna and vegetation.

Once the information is obtained we are going to share it jwith the other students in three steps:

- 1.-Each one shares what he have learned to the rest of his group and they create a mural together with all the characteristics of their climate.
- 2.-Later the groups break off, to regroup making new groups for letters, for example, all the pupils A share the similarities and differences of

temperature of the different climates of the world, the pupils B share about the rainfalls...

3.-Finally, every climatic group will present the mural and the characteristics of their climate to the rest of the class.

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Match each picture with the name of the climate, climatic characteristics and natural vegetation:



- Temperate Oceanic climate
- Temperate Mediterranean climate
- Temperate Continental climate



- Deciduous forest
- Evergreen forest
- Meadows
- Coniferous forest or taiga



- Hot and rainy summers, extremely cold and dry winters



- Dry and hot summers, mild and rainy winters
- Mild temperatures all year, abundant and regular precipitation

Fill in the following table with each of the characteristics that appear below:

CLIMATE	LOCATION	TEMPERATURE	PRECIPITATION	LANDSCAPE
MEDITERRANEAN CLIMATE				
EQUATORIAL CLIMATE				
OCEANIC CLIMATE				
POLAR CLIMATE				

- Abundant precipitations all the year.
- Regular and soft temperatures.
- Tundra.
- Temperate zone.
- Hot zone.
- Cold zone.
- Difference between dry and rainy station.
- Very scanty precipitations in the shape of snow.
- Warm summers and soft winters.
- Evergreen forest.
- Savanna.
- Deciduous forest.
- Drought in summer.
- High temperatures.
- Lower temperatures than 10 °C.