

Geography Alive: Stage 2 Geography (Topic 1; Unit 4)

Lesson 4: Australia's neighbours – Climate of places		
<p>Content focus: In this lesson students investigate the climate of different places and make a comparison.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint: Climate vocabulary • PowerPoint: Climate in Australia • Worksheet 1: Comparing Climates 1 • Worksheet 2: Comparing Climates 2
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • How and why are places similar and different? 	<p>Outcomes: <i>A student:</i></p> <ul style="list-style-type: none"> • identifies and describes features and characteristics of places and environments • acquires and communicates geographical information using geographical tools for inquiry. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Ask students what is climate? <i>The weather conditions of a place over a long period of time.</i> Do all places have a climate? • Step 2: Show students the Climate Vocabulary PPT and examine at some key words relating to climate. • Step 3: Tell students that if we want or need to find out the climate of a place we may need to look at a map, graph or written text. Show students some examples of Australia's climate presented in these ways and discuss – Climate in Australia PPT. • Step 4: Students are given two graphs (Worksheet 1). With a partner or in a small group ask students to talk about and compare the climate in the two given places (Sydney and Fiji). What words would they use to describe the climate in each? What is the same? What is different? Encourage students to ask for help when reading the tables and graphs. Pay attention to the scales used! • Step 5: Students are given another two graphs to use independently (Worksheet 2). Ask them to write about the climate of each place using the information provided. Direct them to consider key climate words that were presented earlier in the lesson. Students are asked to relate the climatic information to where the place is in the world (for example, near the equator, a tropical area). • Step 6: Reflect on how we can know the climate of a place. Where do we look? What might we read?