



<b>SUBJECT and GRADE</b>	GEOGRAPHY – GRADE 6
<b>TERM 3</b>	<i>Week 1-3</i>
<b>LINK TO TEACHING AND ASSESSMENT PLAN</b>	CLIMATE AROUND THE WORLD
<b>AIMS OF LESSON</b>	To develop an understanding of knowledge about different climates around the world and it's impact on human beings and their environment.
<b>INTRODUCTION</b>	<p><b>CLIMATE AROUND THE WORLD</b></p> <div style="background-color: #f0d0d0; padding: 10px; border: 1px solid #ccc;"> <p><b>New words</b></p> <p><b>Current condition</b> – The way things are right now.</p> <p><b>Average</b> – The way things mostly are.</p> <p><b>Global Warming</b> – This is the increase in the earth's surface temperature. Global warming is linked to weather conditions around the world.</p> <p><b>Moderate</b> – another word for mild. It means not too hot or not too cold.</p> <p><b>Temperate</b> – This is the same as moderate. It describes places with a moderate climate. The maps below show you the temperatures in January and temperatures in July cross the world.</p> </div> <p><b>The difference between weather and climate</b></p> <p>Weather is the condition in the air or atmosphere in the present, or right now. We call this the <b>current condition</b>. When we use the word 'weather' we talk about temperature, clouds, wind and rainfall. Weather can remain the same, or it can change quickly.</p> <p>For example, in Gauteng and the Free State, summer days are often hot and clear without any clouds in the sky. Then, in the afternoons, thunderclouds form and the day ends with a huge thunderstorm.</p>

We use the word **climate** when we talk about the weather in general. Climate is the **average** of temperature, clouds, wind and rainfall conditions worked out over a minimum of 20 years. Climate allows us to have a good idea of what the weather conditions will probably be like during a whole year. We can then say what we expect the temperature, winds and rainfall to be at a place in summer and in winter. This does not mean it will always be like that. Sometimes a place will get hotter or colder temperatures than normal or more rainfall or less rainfall.

Over the last few years, scientists have noticed that the world's climate is changing. Some places have been having more droughts than usual, while other places have more floods. Some places are experiencing hotter temperatures, while others have cooler temperatures. This change in the world's climate is linked to **global warming**. This is often talked about in the newspapers and on television.



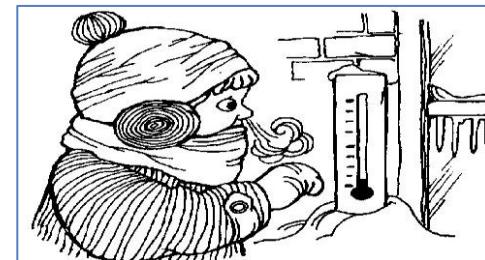
Flooding



Drought



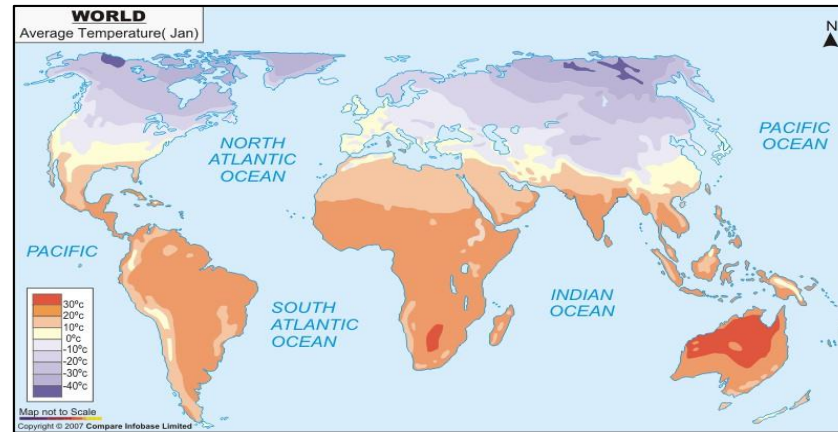
Heat



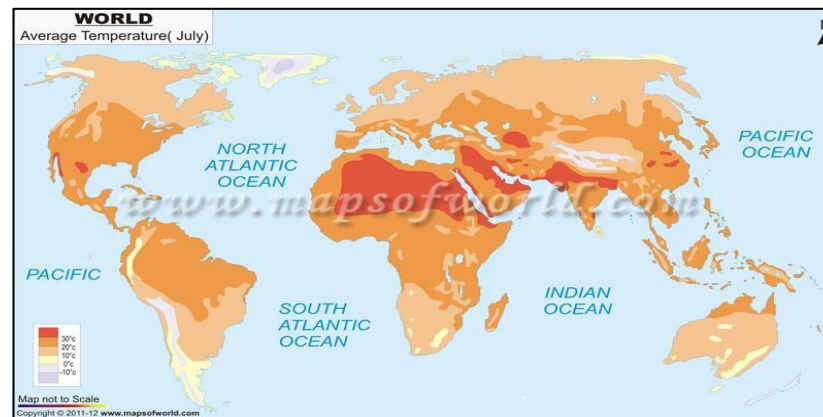
Cold

## Hot, mild and cold climates of the world

The coldest parts of the world are at the North and South Poles. The hottest places are found along the equator. The height above sea level also affects temperature. This is because the higher up one goes the colder it gets. Places near the sea have a **moderate** or **temperate** climate. This is because the sea will cool the land in summer and warm the land in winter. Places next to the sea will not be too cold or too hot.

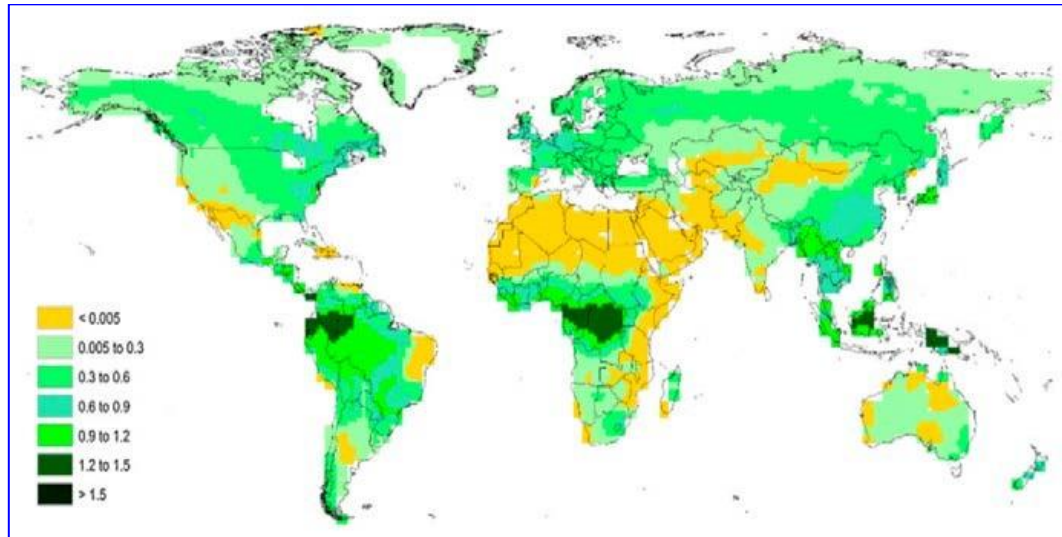


Map A: January temperatures of the world



Map B: July temperatures of the world

	<p><b>Did you know?</b></p> <p>The hot deserts can have very cold temperatures at night. During the day the temperature can be 40°C in a desert and this can drop to below 0°C during the night.</p> <p>Hot dry climates have temperatures which can rise to over 50°C in summer. This is too hot to be outside. Cold climates have temperatures which drop below - 40°C in winter. This is too cold to be outside. Most people in South Africa live in a mild climate. We do not get too hot or too cold.</p> <p><b>The wet and dry areas of the world</b></p> <p>Do you remember that the moisture in clouds comes from the sea? The wet areas of the world are found near warm oceans. Warm oceans are found in the areas around the equator. Wet areas along the equator get about 2 600mm of rainfall a year. This is five times more than the average rainfall for South Africa.</p> <p>Dry areas are found inland, far away from the oceans. This is because winds that bring rainfall do not reach there. Dry areas are also found next to cold oceans. Cold oceans do not give the air enough moisture. Dry areas get between 25mm and 250mm of rainfall a year.</p>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• <i>Speak in clear and informed way.</i></li> <li>• <i>Write in a structured and coherent way.</i></li> <li>• <i>Draw maps, sketches, simple illustrations, graphs and flow charts.</i></li> <li>• <i>Provide reasoned explanations</i></li> </ul>
<b>ACTIVITIES/ASSESSMENT</b>	<p><b>Activity 1: Decide where the coldest and warmest climates are.</b></p> <p>Study the January and July temperature maps above and then answer these questions:</p> <ol style="list-style-type: none"> <li>1. Which map shows summer temperatures for South Africa?</li> <li>2. Which hemisphere has the hottest temperature? (North, South, West or East?)</li> <li>3. What temperatures does South Africa experience in winter?</li> <li>4. Look at the hottest and coldest temperatures in the world again and then compare South Africa's temperatures to these.</li> <li>5. Would you say South Africa has mild temperatures? Explain your answer.</li> </ol>



**Activity 2:** Study the map of the **world's annual rainfall** above.

1. Is area A a wet or dry region?
2. Is area B a wet or dry region?
3. Is area C a wet or dry region?
4. Which continent has the most annual rainfall?

**CONSOLIDATION**

- Learners will be able to respond with confidence to the questions posed to them.

**RESOURCES  
(if necessary)**




**Paper based resources**

Refer learners to specific Sections / Topics/ Pages in the textbook / that learners will have on hand

**Digital resources**

Refer to the relevant digital resources e.g. links on the WCED ePortal  
<https://www.thelearningtrust.org/asp-treasure-box>

## NOTES

SUBJECT	SOCIAL SCIENCES: GEOGRAHY		TERM	3
	GRADE	6	DATE	Week 1-3
 <b>TEACHER'S ACTIVITIES</b>	<b>Skills</b> (WHAT I am going to teach/guide/support...)		<b>Teaching Methodologies/ Approach</b> (HOW I am going to teach/guide/support...)	
	-Engage with issues relating to the planet, the people and resources with knowledge and sensibility -Acts responsibly towards people and the environment		<ul style="list-style-type: none"> <li>❖ Use IT to make the lesson more fun and enjoying (You Tube etc)</li> <li>❖ Use the globe to show the different climatic regions.</li> <li>❖ Define all the new concepts (Learners must make use of dictionaries)</li> </ul> Make use of resources such as maps & the globe to indicate the features	
 <b>PARENT'S ACTIVITIES</b>	Like what teachers would teach, etc. as indicated above – this could be a repeat of the teacher's info – just so that parents are aware of content. Keep it simple. <ul style="list-style-type: none"> <li>✓ Make time for reading – listen to the child or children and help them with their reading</li> <li>✓ Child must be able to tell what he/she has read Allow the child to make his /her own model and assist with the correct labelling</li> </ul>		Could include tips to parents, e.g. Help your child search for a map to use with the weather report. Children must make use of the dictionaries more often when dealing with concepts in Social Sciences as well as the atlas Make them write more often even if it is 3 -4 lines on what they have read. Play You Tube videos and allow them to tell you what they have watched.	
 <b>LEARNER'S ACTIVITIES</b>	<b>Learner activities:</b> step by step, practical, keep it simple.  Use the activities provided above.			

