

Name _____

T: make notes on temperature and rainfall

Temperate

- _____
- _____
- _____
- _____

Desert

- _____
- _____
- _____
- _____

Polar

- _____
- _____
- _____
- _____

Tropical

- _____
- _____
- _____
- _____

Name _____

T: make notes on where you find different climates

Temperate

- _____
- _____
- _____
- _____

Desert

- _____
- _____
- _____
- _____

Polar

- _____
- _____
- _____
- _____

Tropical

- _____
- _____
- _____
- _____

Name _____

T: make notes on people in different climates

Temperate

- _____
- _____
- _____
- _____

Desert

- _____
- _____
- _____
- _____

Polar

- _____
- _____
- _____
- _____

Tropical

- _____
- _____
- _____
- _____

Name _____

T: make notes on seasons in different climates

Temperate

- _____
- _____
- _____
- _____

Desert

- _____
- _____
- _____
- _____

Polar

- _____
- _____
- _____
- _____

Tropical

- _____
- _____
- _____
- _____

Name _____

T: make notes on plants and animals in different climates

Temperate

- _____
- _____
- _____
- _____

Desert

- _____
- _____
- _____
- _____

Polar

- _____
- _____
- _____
- _____

Tropical

- _____
- _____
- _____
- _____

How to use these with the class

- Before the class start making notes from the model reports give each child a stapled copy of the five pages above.
- Over the next couple of weeks they will complete all the sections of the five sheets.
- The idea is that children make notes on each aspect of one type of climate at a time. For example, in the first note-taking lesson they read the model report on temperate climates and fill in the 'temperate' section of each sheet.
- After reading the model report on desert climates they would fill in the 'desert' section of each sheet, and so on for the other two climates.
- Each model report is written so that the topics of the paragraphs match the topics at the top of each page above, and the paragraphs are in the same order as the pages above e.g. the first paragraph on each model report is on temperature and rainfall
- In each note-taking lesson give the children a set time (say 7 minutes) to makes notes on each topic. Move them on after this and check they do move on to the next note-taking frame for the new topic
- Once the sheets are completed the children can use one sheet as a basis to write about one topic in two, three or four of the climate zones e.g. write a report about 'temperature and rainfall' in all two of the climate zones
- If you were to ask them to simply makes notes on, and then write a report on, each climate zone, for example, on 'polar climates', they will just be regurgitating the model report on polar climates
- Instead having them write about each topic in all four climate zones means they are not just regurgitating the model reports and instead are recombining the information in a novel way and hopefully making comparisons and links between the different climates

The difference between the lower and higher ability note-taking frames is the number of lines in each section and the gap between them - the higher ability frames have more lines closer together to make more notes.

I hope that all makes sense! If not then please use the resources, do the note-making and writing reports in whatever way you prefer or you think will be best for your class.