



Entry Task

Children will be given the opportunity to explore and investigate how a Scientist would prepare for the living conditions in the Arctic / Antarctica when faced with an expedition.



Where are the polar regions located?
What is the Arctic Circle? What countries are included?

What is the significance between the lines of latitude/longitude? How do they help form time zones?

What are the similarities and differences between the two polar regions—Arctic and Antarctic?

Which climate zone do the polar regions fit into?
Why are the poles so cold?

How does the human geography of the UK compare with the physical geography of the Arctic/Antarctic?

How does the physical geography of the UK compare with the physical geography of the Arctic/Antarctic?

Celebration/Evaluation

Children will write a letter to the local MP and/or government to discuss the impact of climate change on the Arctic and Antarctic environment.

Curriculum Passport Challenge

Children will research, explore and identify a way we can support animals endangered due to climate change and implement a change.



What to revisit?

Year 2–6—Aspects of human and physical geography

Year 4 and 5—Significant lines of longitude and latitude, with impact on climate and time zones.

Year 4— Grouping and classifying living things and using classification keys.

Year 2 - Identifying plants in environments

Vertical Threads

exploration, navigation, climate, adaptation, settlement

What plant and animal species can be found in the Arctic and Antarctic?

Can I construct food chains and food webs based on animals found in the polar regions?

What were conditions like on board the unsinkable titanic?

Who was on board the Titanic?

Who was Robert Falcon Scott?

What was the expedition that he set out on?

What was the titanic?

When was its voyage?

What happened to it and why?

Can I build a shelter to withstand the weather conditions faced in the Arctic to keep an indigenous person warm and dry?

Who are Arctic indigenous people? How does their lives differ to our own? How do they survive in the harsh conditions?

How is plant and animal life being harmed and reduced due to climate change and pollution?

How do animals keep warm in the polar regions?

Key Vocabulary

As a geographer, I will use... Arctic and Antarctic Circle, South Pole, North Pole, ice sheet, ice cap, glacier, eco system, climate, climate zone, biome, , mountain range, vegetation belt, natural resource.

As a scientist I will use... micro-organism, virus, thorax, arthropod, abdomen, arachnid, antenna, jointed limbs, crustacean, fungus, mollusc, adapt, evolve species, food chain, food web

Big Question

What are the causes of change in the human/physical geography in the polar regions? What effect is this having on animals living in this region?

What is climate change and global warming?

What effect is climate change and global warming having on the polar regions?

DRIVER SUBJECTS ARE SCIENCE/GEOGRAPHY