

Entry Task

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

From memory, can I locate countries identified in Y3—6 alongside Mexico, Russia, Greenland, Iceland and Denmark?

Where are the polar regions located? What is the **significance** between the lines of latitude/longitude?

What is the Tropic of Cancer and Capricorn? How do seasons and **climate** differ in the Northern and Southern Hemisphere?

How are time zones formed? How does latitude and longitude help with **navigation**?

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

How do **climatic** zones vary depending on their position?

What is **climate** change and global warming?

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

Big Question

What are the causes of change in the human/physical geography in the polar regions? What impact is this having on animals living in this region and how have they **adapted**?

Can I give reasons for classifying animals based on characteristics?

How do animals keep warm in the polar regions? Does **adaptation** have any part in this?

How can animals and plants be classified based on observable characteristics? (including microorganisms)

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

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

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

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

What key human and physical characteristics, countries, landmarks and major **settlements** are there across the Arctic Circle and Antarctica?

How does the human (including landmarks) geography of the UK compare with the physical and human geography of the Arctic/Antarctic?

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

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—Exploration

Threads

navigation, settlement, climate, adaptation, significance

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.

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

As a historian, I will use... change, consequence, cause, effect, source

DRIVER SUBJECTS ARE SCIENCE & GEOGRAPHY