

Lead Question
Where in the world do we find cold places?
Why are these places cold?

Geography Concept
-Use navigational language to describe a place in relation to another.
-Local areas can be represented using a map; using symbols/ key to make it clear.

Geography Knowledge:
Yr 2 -Places are described in relation to one another using a compass (N, S, E, W)

Geography Skills:
-Recognise continents & oceans from aerial photographs.
Yr 2 -Locate polar area on a map and describe in relation to the equator.

What is it like in Antarctica/Polar regions? What does it look like? What are the geographical features? Who lives there?

Geographical Concept - Geographical environment (climate/landscape) affects vegetation, which in turns affects the way people are able to live.

Geographical knowledge: Human/ Physical
To know the geographical similarities and differences between a polar area and Bradford.

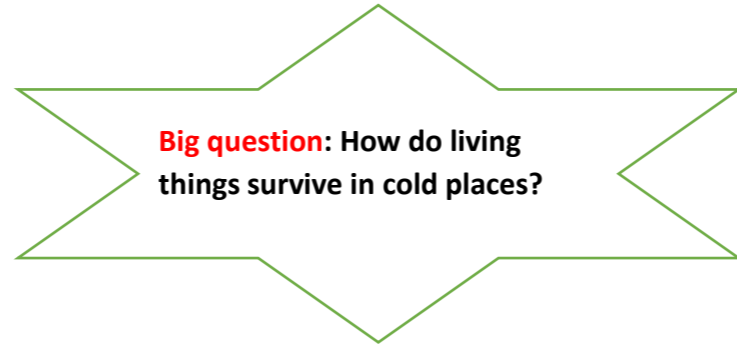
Geographical Skills:
Use photographs to identify/ recognise geographical landmarks.

How do we know about cold places/ Antarctica if not many people live there? – past and present /current research

History
Historical Concepts
-We use different sources of evidence to find out about the past
-The purpose of these historical objects/events remain constant but the way people carry these out over time will change.

Historical Skills:
To use 1st and 2nd hand sources of evidence to pose questions for investigation
- To begin to understand the different ways we can find out about the past
To present their account appropriately and with some historical accuracy

Race to the South Pole – Scott and Amundsen - diary extract - sources of evidence, map, poster, newspaper, timeline of events, explorers, main discoveries.



What is current research telling us about the environmental changes and the effects on animals?

Concepts
To being to explore cause and consequence
Global warming and effect on polar regions and habitats. – I-player series
Plastic, pollution of the oceans and the impact on animals
- **LINK TO PREVIOUS SCIENCE WORK ON MATERIALS.**

Sources / Resources



Diary Extract from Shackleton, Shackleton's Adventure, The Little Polar Bear, The Long Journey, Lost and Found, Polar Express, Arctic Adventure,

Maths – Addition and subtraction of one and two digit numbers.
Data Handling through science

RE
End points: Understand the main belief of the 3 world religions e.g:
[god/book/celebration/symbol](#)

Visit church, synagogue, mosque TBA

Talk and write about special places and use some of the religious terminology

Outcomes:
Animal Fact File
Science observation
Fact file on living things in cold places

Venn diagram -Comparing animals
Survival Guide for the Antarctic

English -
Fact File for animals
Skills – using conjunctions to extend ideas, commas in a list, expanded noun phrases, apostrophes for possession, different sentences types.

Non Chron Report
Hot Write – Animals that live in a cold place – how do they survive?. (Linked to Science)
Other Writing opportunities Survival Guide for the Antarctic - How to survive if you visit the Antarctic. – Instructions
Adventure Story – Move to Spring 2 so children have adapted more to online learning?

Art
Skills
Identifying hot and cold colours
Mixing shades of warm and cold colours with paint

Hot and cold colours. Mixing colours / shades of blue
Nerys Levy – artist polar region landscapes. Making shades of blue-use colour to express mood

DT
Skills
* have own ideas and plan what to do next
* explain what I want to do and describe how I may do it
* choose best tools and materials, and explain choices
*measure, mark out, cut and shape materials and components, with support.
*describe which tools I'm using and why
*choose suitable materials and explain choices depending on characteristics.
*use finishing techniques to make product look good

Activity
Design and make a polar habitat
Design and make waterproof snow boots / cosy cup – link to science and previous work on materials

<p>PSHE</p> <ul style="list-style-type: none"> Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour. 	<p>Let's all be happy!</p>
<ul style="list-style-type: none"> Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. 	<p>An act of kindness</p>

How have living things adapted to survive in cold places?

Science:

Knowledge

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Concepts

- All living things have basic needs that must be met in order to survive including adapting habitats.
- All living things are dependent on other plants or animals for survival.

Reading

Skills

- Working on decoding and fluency
- Retrieval skills – looking at who, what, when, where and why (when why isn't an inference question)

Concepts

- To use knowledge gained from reading animal fact files to help them with creating their English fact file.
- To learn about the appearance, habitat and diet of different polar animals.

History

Outcome – Pen Portrait for Scott

Children generate questions for investigation about Scott.

<u>Where and why</u> did Scott and Amundsen go on their expedition?	Maps used for comparison – their journey across Antarctica. Time / duration of journey
Focus on Scott's expedition: <u>Who</u> was on his team / roles / characteristics / how did he recruit. Discussions around why people were explorers.	Diary extract/ biography about Scott Job description / application
<u>Struggles</u> encountered on the expedition	Pictures from the expedition – frost bite, food Diary extract from team mate Scott's last diary entry
<u>Qualities I admire about Scott</u> Short independent piece of writing	