

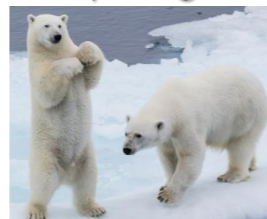
Year 4 – Spring 1 – ‘Frozen Planet’

NC Geography

- Comparing the Arctic or Antarctic climate 100 years ago compared to now-what is changed? Why?
- Exploration of Inuit life
- Locate Polar Regions on a map-why are Polar Regions located there?
- Human and Physical features of Polar regions compared to Wolverhampton
- Global warming study-investigate environmental change
- Comparison of polar animals and animals from another region
- Explore ‘The Ice Age’ historical period- what affects did this have on living things and the landscape?
- Climate zones exploration
- Identifying the 5 oceans of the world

NC History

- To explain that time can be divided into different periods of history using specific dates.
- Identify and explain similarities and differences between events from the past and the modern day.
- Select and record information from a variety of historical sources.



Spring: Fairness, Change, Transformation, Consequences

I can investigate whether life has changed in the Arctic.

Children to investigate the following question: **Has life changed over time for the Arctic people?** Briefly explain to the children that will be exploring the lives of Arctic people and whether over time their lives have changed. Is this for the better or worse? From whose perspective? Are humans intentionally selfish? Links to the cycle of global warming. Do you think the cycle can be stopped? Slowed?

Children to look at two different sources, one from the past and one present day, children to decide the answer to the question using the sources to support them. Children to initially work on large sheets of paper and then afterwards choose one piece of evidence and write about what they can infer from the source. Take photographs of the group work as evidence. Children to then write about what they did, see last slide on smartboard.

I can explore tourism in Modern day Polar Regions.

Should travel be allowed to the Polar Regions? Is there a global impact of tourism?

Children will discuss what is tourism? Have you ever been a tourist? Why do people travel? Why go on holiday? Children record their own definition of a tourist and tourism and record the reasons. Children will then work in groups to discuss the advantages and disadvantages of tourism. Children will then research a Polar Region, including travel, tourist activities, climate and culture and create their own booklet/a group presentation.

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I can explain how animals adapt to their environment.

Show the children an image of a polar bear. Pose the following question: How does the polar bear adapt to live in its environment? Children to annotate an image of the polar bear discussing how its fur, claws etc are important for survival. Children to choose another animal that lives in a different habitat and make comparisons between them.

Can the children make links here to previous learning about global warming and habitats being destroyed? Is any type of travel to the Polar Regions essential and/or important? **Are all humans who visit the Polar Regions destroying habitats? Is this fair?** Are humans unintentional destroying animal habitats by contributing to Co2 emissions etc when travelling? Link back to the cycle of global warming. What about scientists? If animal's habitats are being destroyed, where are they going now? Are they adapting well? Do they need to change habitats?

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I can identify similarities and differences between the Polar Regions.

Children to use the research given on tables and make notes about the similarities and differences between the two regions. What do they notice about the sea level? Land mass? Ratio of land to water? Children to either record in a table under the headings of similarities and differences or record as paragraphs using comparative conjunctions. Make connections to first week and sea levels. Is this a positive or negative thing? Can rising sea levels ever be a positive thing? Do you think rising sea levels be beneficial in one region and not in the other?

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I can understand the effects of global warming.

So far, we have learnt all about how sea levels are rising in the Polar Regions, but why is this happening? Children will be shown a video about global warming and asked to take notes. Model how to take notes for the children so they only write briefly. Share a PowerPoint with further information for the children to add to their notes. Children then use their notes to create their own global warming information text. Ensure the children make reference to sea levels rising and how humans are contributing to this. Towards the end of the lesson, pose the following concept question: **Are there consequences to our actions?**

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Share the following enquiry question with the children: **Is change good?** Children to record their initial thoughts about the enquiry question and add to it each week like a diary of their thoughts.

I can identify the position of the North and South Pole, Arctic and Antarctica.

Children will be given a map of the North and South Pole to identify the different land mass and water. Discuss water levels with the children and use a variety of graphs to model this. In what ways have sea levels changed? They will then be given a blank copy of the map to label the countries and annotate with any data they have found out. Children who complete the map will then create their own aerial view map of both the North and South POLE.

NC Art:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

NC Citizenship

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- to think about the lives of people living in other places and times, and people with different values and customs

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