

Year 4 – Spring 2 – 'Frozen Planet'



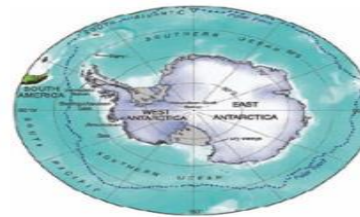
Spring: Fairness, Change, Transformation, Consequences

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.



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I can explain the impact Shackleton has had.

Children will work in small groups and be given a bag of artefacts including: diary entries, binoculars, family photos, a compass, and map/ship blueprints.

Children to discuss what they have found and what they think it might have been used for.

What information does the artefacts give you?
What inferences can you make?
Record and share information as a group collaboratively and then snowball ideas across the groups. Children to write and share questions to which they want the answer.

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Focus on other explorers such as Scott of the Antarctic, Edwards Wilson along with Ernest Shackleton and their journeys. Were they successful? If not, why were they not successful? **Were there consequences to their actions?**

On the second attempt, Shackleton went with his crew. What made him more successful this time?
Why do you think he wanted to do it again?
How do you think they felt?
Possible links to the concept of bravery here?
Do you think the expeditions of those such as Shackleton were any different to the travels of tourists today?

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I can make comparisons between the different species of penguins.

Children to explore all the different breeds of penguins; some live in the Arctic and some live in much warmer climates. Children to use the information given to them, plus any of their own knowledge and make comparisons between them and their habitats.

Do all the different species of penguins live in the Polar Regions?

Introduction to oracy project.

Children to organise themselves into groups and decide on what element of learning they are going to present and how they are going to present it.

What will their project question be?

Children to work on their oracy outcome which will be creating a news report. This could be visual or recorded like on the radio show.

Children to decide on their roles within their group and what information they would like to present.
Who is going to take on what role in the group?

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Children to continue work on their oracy outcome which will be creating a news report. Allow time for the children to plan and rehearse.

Children to present their oracy project to the rest of the class.

PRESENTATION

Oracy Outcome and links

Children will use their oracy outcome as a news report. This could be either as a radio show or a visual report depending on the children and their skills builder.

Physical- Pace of speaking, voice projection, pronunciation, use of expression and making eye contact.

Linguistic- Choice of vocabulary being used/register- who are you interviewing?

Cognitive- Choice of content to convey meaning. Use hot seating, debate and how expression changes depending on the meaning.

Social and emotional- Taking turns and listening actively and responding accordingly.

Skills Builder: Creativity Step 3; Teamwork Step 2, 3 and 5; Presenting Step 6; Leadership Step 3.

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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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