



# Year R/1: Polar Lands

What do you want children to learn?

## YEAR 1

### History:

#### Substantive knowledge (significant concepts and facts / content matter)

1. Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
2. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in a different period (for example Mary Seacole and/or Florence Nightingale)

### Geography:

1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country.
2. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
3. Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
4. Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

#### Disciplinary Knowledge (action taken to gain knowledge to be a geographer)

5. Use world maps, atlases, globes and to identify the UK and its countries, as well as the countries, continents and oceans studied.
6. Use simple compass directions (North, South, East and West)
7. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

## YEAR R

### Understanding the World

1. Understand the past through settings, characters and events encountered in books read in class and storytelling.
2. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
3. Explain some similarities and differences between life in this country and life in other

countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

4. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

**Key statement:**

**Aim:**

**Children to learn about Guy Fawkes and Captain Robert Scott (History)**

**Children to build their knowledge and understanding of the polar regions and compare the key features to where they live (Geography)**

<b>Key Vocabulary</b>		<b>Cross Curricular Links</b>	
<p><b>Guy Fawkes, house of parliament, fireworks, treason, plot</b></p> <p><b>Polar, Arctic, Antarctic, North, South, equator</b></p> <p><b>Temperature, mountains, fjords, islands, plateaus, valleys, seas, glaciers, beach, coast, hill</b></p> <p><b>Inuit,</b></p> <p><b>House, village, shop, church, school, igloo, snowmobile, sleigh, farm,</b></p> <p><b>Explorer, expedition, sledge</b></p>		<p><b>Fireworks – art, Diwali</b></p> <p><b>Literacy – non-fiction books</b></p> <p><b>Ted Harrison art</b></p> <p><b>Science senses - expedition</b></p>	
What is the key question?	What content are you going to teach?	What resources are you going to use?	What knowledge, understanding and skills will children take away?
<p><b>Who is Guy Fawkes and why is he significant today?</b> 1, 2 <b>RI</b></p>	<p>Children will find out about the gunpowder plot and the role of Guy Fawkes.</p> <p>Children will sequence the story to create a book.</p> <p>Children will make a firework picture using paints and a the houses of parliament silhouette.</p>	<p>Power point of the Gunpowder Plot</p> <p>Sequencing pictures</p> <p>Art materials</p>	<p>Children will be able to explain who Guy Fawkes was and why/how people celebrate bonfire night.</p>
<p><b>Where are the polar</b></p>	<p>Children will locate the Arctic and Antarctic on a globe. Children will locate the United Kingdom.</p>	<p>Globe, maps and atlas</p> <p>Blank world map</p>	<p>Children will be able to locate the Arctic and Antarctica on a</p>

<p>lands?</p> <p>2, 5, 6 R2, R4</p>	<p>Children will identify hot and cold regions of the world in relation to the equator and will distinguish between the North and South Poles by looking at the globe and a world map.</p> <p>Children will locate and colour the polar regions on a world map (topic book cover, also include drawing of polar bear and penguin to help children remember).</p>		<p>globe and a map.</p> <p>They will be able to use compass directions to help them locate the North and South pole.</p>
<p>What are the physical features of polar lands?</p> <p>1, 2, 3, 7 R4</p>	<p>Children to look at non-fiction books and photographs to identify the physical features of polar lands. New geographical vocabulary to be introduced and explained.</p> <p>Children create their own polar lands and name the physical features they have created.</p>	<p>Photos, non-fiction books</p> <p>Materials to make own polar lands in tuff tray</p>	<p>Children can identify and name physical features of the polar lands.</p>
<p>How does life in the Arctic compare with our own lives?</p> <p>1, 7 R3, R4</p>	<p>Children to look at different aspects of the Inuit way of life and compare this to their own experiences.</p> <p>Children to create an Inukshuk using building blocks.</p>	<p>Powerpoint about Inuit community</p> <p>Building blocks</p>	<p>Children can understand geographical similarities and differences by comparing their own experiences to those of the Inuit people.</p>
<p>Who is Captain Scott and what did he achieve?</p> <p>2 R1</p>	<p>What is an explorer?</p> <p>Explain that two men became famous for wanting to be the first to get to the South Pole &amp; are remembered for their 'race' – Scott &amp; Amundson. (Shackleton went across the Ross Ice Shelf).</p> <p>Give some of the facts leading up to the expedition. Show chn PP 'Scott', to slide 7 only.</p> <p>Let's go to the South Pole!</p> <p>Work in 6 teams of 5 to pack a</p>	<p>Explorer powerpoint, Norwegian flag, biscuits, "sledges", blankets etc to put into sledge</p>	<p>Children can explain who Captain Scott was and why he is famous.</p>

	<p>sledge (large box) that can be pulled using rope (or skipping ropes). Put on warm clothes.</p> <p>(Prep Norwegian flag on meadow)</p> <p>Walk across the Rec/meadow pulling the sledges.</p> <p>What can we see/hear/ feel/smell?</p> <p>Find someone's already reached the end before us! (flag)</p> <p>How does it feel to have been beaten to the Pole?</p> <p>Return to class – sit wrapped in blankets, eating biscuits 'to recover'!</p> <p>Recap most famous South Pole Explorers</p> <p>(Shakleton: went to the Antarctic)</p> <p>Scott: tried to reach the South Pole first, did scientific research</p> <p>Amundson: beat Scott to the South Pole</p> <p>Show 'Scott' PP slides 8-10. Briefly explain their fate.</p>		
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<b>Assessment - Children not yet on track</b>	<b>Assessment - Children working at Greater Depth</b>