

# KS1: Arctic Adventures



## Essential Learning:

By the end of this topic, you will have learned:

### Enquiry Drivers:

What is it like to live and work in the Arctic?

- To begin to understand the climate and seasons in the polar regions.
- To use atlases and maps to find Antarctic, Arctic, North and South Pole, equator and the countries, towns, mountains, seas and oceans.
- About life in polar regions and through role play develop greater understanding of similarities/differences to their own lives.

### Process & Changes

Know that places change over time and that there is often a range of evidence to show this

### Human Geography

Know some basic human geographical features in the focus area and describe them

### Physical Geography

Know some basic physical geographical features in the focus area and describe them

### Geographical Vocabulary

Know and understand simple vocabulary related to place

### Locations and Environments

Name and locate some key places in their own country and countries in the wider world

### Similarities and Differences

Identify basic similarities and differences between a range of locations and environments

## Prior Learning:

Children will have looked at where they live, our school and its place in Carnforth. They will have talked about their families and where they live. They have learnt about explorers who have visited the polar regions, continents and oceans. The children have learnt about coasts and coastlines in UK and Kenya.

## Curriculum enrichment:

Arrange a visit from the vets/Animal Care to talk about animals – link to Science.

Or, visit to Williamson's Park – Mini Zoo & Butterfly house

**Outdoor learning:** Can I Do It Outside? **Sculpture:** Inukshuk - see Art unit

**Key Vocabulary:** Arctic, ice, snow, freeze, globe, imaginary, climate, polar, seasons, spring, summer, autumn, winter, Inuits, customs, traditions, clothing, shelter, igloo, Aurora Borealis, address, near, far, journey, routes, roads, footpaths

## Unit Focus: Geography

**NC:** identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

### Children should:

- Begin to understand the physical geography of Arctic and Antarctic.
- Create role play scenes, using information from video clip and photographs.
- Use hot seating to appreciate similarities and differences between life in polar regions and in the UK.
- Use an assortment of sources to research topic: Polar Regions – Arctic and Antarctic.

### Key Questions:

Where are the North Pole and South Pole, Arctic and Antarctic? What is the climate like? How many seasons are there? What does the landscape look like? What is life like in the polar regions? What are the Inuit customs and traditions? Which animals live in each region?

### Sources of evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of direct observation, maps, photographs, asking people who live in the local area, digital resources and other materials. Google Earth also provides visualisation of areas and its street view application will take you right down to street level within a locality.

Think about both the human and the physical features in the local landscape. Physical geography can be overlooked when studying a relatively 'built-up' area, with the presumption sometimes being that there isn't any physical geography in towns. However, most urban localities in the UK will have physical features underlying their human landscape, be it local streams, rivers or lakes, hills or valleys or areas of woodland and forest.

### Resources:

[What is a polar habitat? - BBC Bitesize](#)

## Skills/National Curriculum Links

History

Art

Science

### Animals including humans

Animals and their characteristics

Animals found in the Arctic – carnivores, herbivores and omnivores

### NC:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Recognise that humans are animals.
- Compare and describe differences in their own features (eye, hair, skin colour, etc.).
- Recognise that humans have many similarities.

### **Drawing & Painting**

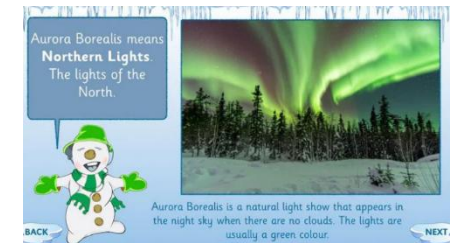
Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

### Painting/Pastels:

Aurora Borealis -

Colour mixing, colours for a purpose



### Sculpture: Inukshuk



<p><b><u>Pupils might work scientifically by using their observations to:</u></b></p> <ul style="list-style-type: none"> <li>• Compare and contrast animals (humans) at first hand or through videos and photographs.</li> <li>• Using their senses to compare different textures, sounds and smells.</li> </ul> <p><a href="#">Animals, including humans (Y1)   PLAN (planassessment.com)</a></p> <p><b>Download this from Shared Drive for your unit</b></p> <p><b>Useful video links:-</b>  <a href="https://www.youtube.com/watch?v=reNu0H3XMxl">https://www.youtube.com/watch?v=reNu0H3XMxl</a>  <a href="https://www.twinkl.co.uk/resource/antarctic-animals-what-can-you-see-powerpoint-t-tp-2549081">https://www.twinkl.co.uk/resource/antarctic-animals-what-can-you-see-powerpoint-t-tp-2549081</a>  <a href="https://www.bbc.co.uk/bitesize/topics/z6882hv">https://www.bbc.co.uk/bitesize/topics/z6882hv</a></p>	
<b>DT</b>	<b>Music</b>
	<p><a href="#">The Arctic - 5 Music Lessons - Reception to KS1   Teaching Resources (tes.com)</a> (purchase)</p>
<b>Computing/ICT</b>	<b>PSHE</b>
<ul style="list-style-type: none"> <li>• <b>Use websites and information books to research polar regions.</b></li> </ul> <p><b><u>Self-image &amp; Identity – Project Evolve</u></b>  Shaping online identities and how media impacts on gender and stereotypes  <b><u>Click on the following link for full objectives and lesson plans:</u></b>  <a href="#">Search and Access Resources ▶ Strand   ProjectEVOLVE</a></p> <p><b><u>Unplugged Programming</u></b>  <b>NC</b></p>	<p><u>Healthy and Unhealthy – 5 Lessons</u>  <u>Value – Honesty</u>  NOTE – The Life Education Visit will cover lots of this term’s lesson objectives. Use your own judgement to ensure there is sufficient coverage of lesson objectives over this half term.  Science Links (Y2) <i>(Non-statutory guidance)</i> Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans; Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.  <a href="#">Healthy me (Y1)</a>  LO: Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle.</p>

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

**Pupils should be taught to: -**

- Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.
- Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.
- Explore and create sequences of commands/instructions in a variety of programs/devices.
- Make predictions and describe the effects when creating programs and controlling devices.
- Identify errors in instructions.
- Use logical reasoning to predict what will happen in simple programs.

Useful websites/resources:-

<https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/ict/unplugged-activities-computing-subjects-key-stage-1>

<https://www.barefootcomputing.org/resources/decomposition-unplugged-activity-ks1>

<https://www.twinkl.co.uk/search?q=coding+unplugged>

<https://www.kodable.com/learn/unplugged-coding-activities>

Super sleep (Y1)

LO: Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep.

Harold's postcard - helping us to keep clean and healthy (Y2)

LO: Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.

Harold's bathroom (Y2)

LO: Explain the importance of good dental hygiene; Describe simple dental hygiene routines.

Harold's picnic (Y2)

LO: Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use.

<b>Cross curricular Maths</b>	<b>R.E.</b>
<p>Temperature:</p> <ul style="list-style-type: none"> <li>• Identify places can be hot or cold</li> <li>• Know temperature is measure in degrees Celsius</li> <li>• Use comparative language, e.g. hotter, colder. <b>Sum 1, Week 6.</b></li> </ul>	<p><b>Hindu dharma</b> How might people express their devotion</p> <p>Coverage:</p> <ul style="list-style-type: none"> <li>• Devotion</li> <li>• Worship in the home and temple</li> </ul>
<b>English</b>	
<p><b>Guided Reading:</b> <a href="#">EdShed</a> – The Arctic</p> <p><b>Possible Texts:</b></p> <p><b>Grammar links:</b> full stops/capital letters, exclamation marks, noun phrases, past tense, adverbs, capital letters for names, alliteration</p> <p><b>Writing task 1:</b> Narrative – Not Quite Narwhal by Jessie Sima <a href="#">Literacy Shed Plus - Literacy Shed Plus - Teaching Resources Made Easy</a></p> <p><b>Cross-curricular/Independent Writes:</b> Description of the environment – using adverbs and relevant vocabulary</p>	<p><b>Writing Task 2:</b> Arctic Journey Diary <a href="#">A Journey to the Arctic: Writing a Diary Entry Lesson Pack (twinkl.co.uk)</a></p> <p><b>Cross-curricular/Independent Writes:</b></p> <ul style="list-style-type: none"> <li>– Information text - look at images of Arctic life</li> <li>– Contribute information and images to large class book.</li> </ul>
<b>Global Links:</b> Considering climate change and what we can do to help	<b>Local links:</b>