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Focus Lesson Colour Coding : (Please remove this from before saving)

History
Geography
Science
Art and Design
Music



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## Thematic Planning for Terms 3 & 4

**Topic: Frozen Kingdoms**

**Year Group: 6**

### Lesson 1

<b>Focus Subject(s) :</b>	<b>Geography</b>
<b>Skills</b>	Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
<b>Knowledge</b>	Latitude and longitude enable locations on Earth to be identified in relation to the equator and the Prime Meridian. Latitude and longitude are measured in degrees. There are five major lines of latitude. These are the equator at 0°, the Tropics of Cancer (23.5°N) and Capricorn (23.5°S) and the Arctic (66.5°N) and Antarctic (66.5°S) Circles.

<b>Sticky Knowledge</b>	A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.
<b>Vocabulary</b>	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, Tropics of Capricorn, Arctic Circle, Antarctic Circle, the Prime/Greenwich Meridian, time zones (including day and night).
<b>Session Outcome:</b>	Can we use a globe/atlas to find these areas?
<b>Lesson Outline / Key Questions :</b>	<p>Display the Earth diagram and use this to introduce or recap on the location of the Northern and Southern Hemispheres and key lines of latitude and longitude, such as the equator and Prime Meridian. Locate the Arctic Circle at 66.5° North (66.5°N) and the Antarctic Circle at 66.5° South (66.5°S) and discuss any similarities and differences between their locations. Ask the children to share what they know about either location, making a bank of knowledge statements to revisit later in the week. Provide the children with the Earth labelling sheet to complete, and check their work through a summary discussion.</p> <p><a href="http://www.bbc.co.uk/iplayer/episode/b00zj1q5/sign/Frozen_Planet_To_the_Ends_of_the_Earth/">http://www.bbc.co.uk/iplayer/episode/b00zj1q5/sign/Frozen_Planet_To_the_Ends_of_the_Earth/</a></p>
<b>Differentiation :</b>	By adult support
<b>Lesson Evaluation:</b>	



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<b>Next Steps For Learners :</b>	
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## Lesson 2

<b>Focus Subject(s) :</b>	<b>Geography</b>
<b>Skills</b>	Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
<b>Knowledge</b>	Describe the climatic similarities and differences between two regions.

<b>Sticky Knowledge</b>	Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.
<b>Vocabulary</b>	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, Tropics of Capricorn, Arctic Circle, Antarctic Circle, the Prime/Greenwich Meridian, time zones (including day and night).
<b>Session Outcome:</b>	Can we share our group findings with each other? Group presentations
<b>Lesson Outline / Key Questions :</b>	<p>Information:-</p> <p>Antarctica is a continent, located south of the Antarctic Circle (66.5°S). Most of the landscape is ice-covered mountains, glaciers or ice sheets. The South Pole (90°S) is the most southern geographical point on Earth. The Antarctic has long, cold, dark winters and cool, light summers.</p> <p>The Arctic is the area that is north of the Arctic Circle (66.5°N). The Arctic region is made up of the Arctic Ocean, surrounded by the continents of Europe, Asia and North America. Physical features of the Arctic include ice sheets, ice caps, mountains and hills, large rivers and lakes, tundra (areas of permanently frozen soil) and some coniferous forest. The Arctic has long, cold, dark winters and cool, light summers.</p> <p>Children's activity:-</p> <p>Use Google Earth, including the Street View tool, to locate and explore the polar regions. Explain to the children that they will be working in small teams to complete a virtual polar expedition. They must gather information about a polar region of their choosing using satellite imagery and the Arctic information sheet or Antarctic information sheet. Invite them to work together to complete the Arctic recording sheet or Antarctic recording sheet, depending on which pole they have chosen. When complete, ask each team</p>



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	<p>to share their findings and make informed observations about the similarities and differences between the two locations.</p> <p>Each group to do a presentation to the rest of the class (presentational oracy)</p>
<b>Differentiation :</b>	Group work
<b>Lesson Evaluation:</b>	
<b>Next Steps For Learners :</b>	

### Lesson 3

<b>Focus Subject(s) :</b>	<b>Geography</b>
<b>Skills</b>	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
<b>Knowledge</b>	The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.

<b>Sticky Knowledge</b>	The boundaries of the polar regions are marked by the Arctic and Antarctic Circles. The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. It is the tilt towards the Sun that creates near-constant daylight, known as polar day or Midnight Sun. The tilt away from the Sun creates near constant darkness, known as polar night.
<b>Vocabulary</b>	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, Tropics of Capricorn, Arctic Circle, Antarctic Circle, the Prime/Greenwich Meridian, time zones (including day and night).
<b>Session Outcome:</b>	Can you write an explanation about polar day and night?



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<b>Lesson Outline / Key Questions :</b>	<p>Recap on Earth's rotation to explain day and night with the children, then show them the Polar day and night diagram. Ask them to describe what the diagram is showing, focusing on the North and South Poles. When the children have explained what they can see, use a rotating globe, and a torch as the Sun, to bring the diagram to life. Focusing on the Arctic Circle, ask the children to observe what happens to the daylight during a day in the Arctic summer and winter, then demonstrate what happens to the Antarctic Circle using the same technique. Encourage them to explain that at some times of the year, the poles are in near-constant daylight, known as polar day, or Midnight Sun. At other times of the year, the poles are in near-constant darkness, known as polar night. Allow the children time to explore and demonstrate the concept of polar day and night using tabletop globes and torches, then give them the Polar day and night sorting cards. Encourage them to sort the cards into two groups: true or false. Share and compare their answers with others.</p> <p><a href="http://ds9.ssl.berkeley.edu/auroras/story.html">http://ds9.ssl.berkeley.edu/auroras/story.html</a></p>
<b>Differentiation :</b>	Paired work
<b>Lesson Evaluation:</b>	
<b>Next Steps For Learners :</b>	

#### Lesson 4

<b>Focus Subject(s) :</b>	<b>Geography</b>
<b>Skills</b>	<p>Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.</p> <p>Explain how the presence of ice makes the polar oceans different to other oceans on Earth.</p>
<b>Knowledge</b>	Describe and understand key aspects of physical geography
<b>Sticky Knowledge</b>	The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs.



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<b>Vocabulary</b>	Representing, analysing, concluding, communicating, reflecting and responding, answer geographical questions.
<b>Session Outcome:</b>	How are polar oceans different to other oceans on earth?
<b>Lesson Outline / Key Questions :</b>	<p>Geographical enquiry 'How are polar oceans different to other oceans on Earth?'</p> <p>Invite the children to ask any questions they have about the enquiry before explaining how the World oceans recording sheet will help them to organise their thinking and research. Describe how to complete the sheet before encouraging them to get started. The children should use online research, the list of useful links below and the Polar oceans information sheet to help them build their enquiries. As the children work, talk to them about the search terms they are using and help them assess the accuracy and provenance of the information they find. When the children have completed their recording sheet, ask them to analyse their findings to write an answer to the enquiry question. Share and discuss their answers – present to rest of class.</p>
<b>Differentiation :</b>	Talk partners/research partners
<b>Lesson Evaluation:</b>	
<b>Next Steps For Learners :</b>	

## Lesson 5

<b>Focus Subject(s) :</b>	<b>Geography</b>
<b>Skills</b>	Compare and describe physical features of polar landscapes.
<b>Knowledge</b>	The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.
<b>Sticky Knowledge</b>	Icebergs are large pieces of frozen freshwater that have calved from glaciers, ice shelves or larger icebergs. Glaciers are slow-moving masses of ice that are



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	made of compacted snow. Mountains are raised pieces of land that are usually covered in snow and ice. Ice fields are large areas of connected glaciers. Tundra is land where it is too cold for trees to grow as the ground is permanently frozen (permafrost). Boreal forests are large areas of land just south of the Arctic Circle where coniferous trees grow.
<b>Vocabulary</b>	Icebergs, glaciers, mountains, ice fields, tundra, boreal forests
<b>Session Outcome:</b>	What do these polar features have in common? How are they the same or different?
<b>Lesson Outline / Key Questions :</b>	Divide the children into groups and give each a set of the Polar landscape picture cards. Allow them time to read and discuss the information on the cards. Ask the children to use the information to complete the Polar landscapes recording sheet. After completing the sheet, invite the class to make comparisons between the features, in a discussion. Ask questions, such as 'What do these polar features have in common? How are they the same or different?' Encourage the children to search for further images and information about one of the features, using a range of information sources including maps, books and the internet.
<b>Differentiation :</b>	Paired/group work
<b>Lesson Evaluation:</b>	
<b>Next Steps For Learners :</b>	

## Lesson 6

<b>Focus Subject(s) :</b>	<b>Geography</b>
<b>Skills</b>	Explain how climate change affects climate zones and biomes across the world.
<b>Knowledge</b>	Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.

<b>Sticky Knowledge</b>	Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather
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<b>Vocabulary</b>	Climate change, global warming, fossil fuels, deforestation, habitat destruction, overpopulation.
<b>Session Outcome:</b>	What is climate change? Do you know any facts about climate change? How do you think climate change affects the polar regions?
<b>Lesson Outline / Key Questions :</b>	<p>Write the phrase 'climate change' on the WB. Ask questions to promote discussion with the children, such as 'What is climate change? Do you know any facts about climate change? How do you think climate change affects the polar regions?' After an initial discussion, invite the children to work in pairs to read the Climate change blog text. Ask them to identify important facts and information and consider the cause and effects of climate change. Invite the children to answer the Climate change question sheet.</p> <p>Ask 'What conclusions can we draw, on the evidence we have, about climate change?' Discuss.</p> <p><a href="http://ds9.ssl.berkeley.edu/auroras/story.html">http://ds9.ssl.berkeley.edu/auroras/story.html</a></p> <p><a href="http://tiki.oneworld.net/global_warming/climate2.html">http://tiki.oneworld.net/global_warming/climate2.html</a></p> <p><a href="http://www.youtube.com/watch?v=uvqU_L5PZtk">http://www.youtube.com/watch?v=uvqU_L5PZtk</a></p> <p>(up to 2.27)</p>
<b>Differentiation :</b>	Research as groups
<b>Lesson Evaluation:</b>	
<b>Next Steps For Learners :</b>	

## Lesson 7

<b>Focus Subject(s) :</b>	<b>Geography</b>
<b>Skills</b>	Describe the distribution of natural resources in an area or country.
<b>Knowledge</b>	Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.

<b>Sticky Knowledge</b>	Natural resources in the Arctic include oil, gas, metals, minerals, fish, wood and freshwater. Combinations of these natural resources can be found in every country in the Arctic Circle and under the Arctic Ocean.
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<b>Vocabulary</b>	aluminium, sandstone and oil; water, coal and gas; water; food; minerals; natural resources.
<b>Session Outcome:</b>	Can you identify any similarities and differences?
<b>Lesson Outline / Key Questions :</b>	<p>Ask the children to use the Natural resources recording sheet and online research to list a range of different natural resources, where they are found and the ways in which humans use these resources. Ideas could include wood for furniture making and building, fish for food and oil and natural gas for cooking and heating. When the children have listed the natural resources, ask them what sort of natural resources they think are available in the Arctic. Take the children's answers and the reasons behind their thinking, then ask them to read the Natural resources in the Arctic information sheet. Encourage them to discuss the information and complete the Natural resources in the Arctic question sheet in pairs, using further research to add more detail to their answers.</p> <p>Discuss their work in groups. Feedback to class.</p>
<b>Differentiation :</b>	Paired/group work
<b>Lesson Evaluation:</b>	
<b>Next Steps For Learners :</b>	

## Lesson 8

<b>Focus Subject(s) :</b>	<b>Geography</b>
<b>Skills</b>	Explain how humans function in the place they live.
<b>Knowledge</b>	The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.

<b>Sticky Knowledge</b>	Indigenous people in the Arctic adapted to the cold, harsh conditions by hunting and eating animals native to the area, such as seals, whales and
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	walruses and using reindeer skins to keep warm. Many lived nomadic lifestyles following reindeer herds.
<b>Vocabulary</b>	Aluminium, sandstone and oil; water, coal and gas; water; food; minerals; natural resources. Indigenous; native; hunting; eating; nomadic; lifestyles.
<b>Session Outcome:</b>	How have the people successfully adapted to these conditions and do their ways of life share any similarities or differences?
<b>Lesson Outline / Key Questions :</b>	Show the children the Indigenous peoples of the Arctic information sheet. Ask them to read the information in pairs, then choose one of the groups to study further. Encourage them to use online research to complete the Indigenous people recording sheet. Once they have collected the information, ask the children to complete an Indigenous people editable template on computers or tablets. At the end of the session, ask them to share their work with other groups. Encourage them to evaluate how the climate and landscape affect the lives of people in the Arctic, how the people have successfully adapted to these conditions and whether their ways of life share any similarities or differences.  <a href="http://www.youtube.com/watch?v=OFE2lqG049k">http://www.youtube.com/watch?v=OFE2lqG049k</a>
<b>Differentiation :</b>	Paired/group work
<b>Lesson Evaluation:</b>	
<b>Next Steps For Learners :</b>	

## Lesson 9 & 10

<b>Focus Subject(s) :</b>	<b>Geography</b>
<b>Skills</b>	Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.
<b>Knowledge</b>	Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.

<b>Sticky Knowledge</b>	Visitor numbers are currently low in Antarctica, cruise ships are well regulated, there are no hotels or facilities for permanent residents, and
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	tourists are asked to follow strict guidelines to ensure the land and wildlife isn't damaged.
<b>Vocabulary</b>	cruise ships; hotels; permanent residents; facilities; tourists; strict guidelines; environmental; social; economic; impact.
<b>Session Outcome:</b>	Can we analyse the data and draw conclusions about the impact of tourism on Antarctica?
<b>Lesson Outline / Key Questions :</b>	<p>Recap on the term 'tourism' and ask the children to list the facilities that tourists require, such as accommodation, food, activities, entertainment and transport links. Ask the children to talk about the positive and negative effects of tourism on an area, such as an increase in income, use of land for building hotels and venues, overcrowding of popular areas and pollution.</p> <p>Hand out the Antarctica tourism case study information pack and ask the children to read it in small groups, analysing the data and drawing conclusions about the impact of tourism on Antarctica.</p> <p>Ask them to use books and online resources to research the subject further and complete the Antarctica tourism case study question sheet. Encourage each group to feed back what they have discovered about tourism in Antarctica.</p> <p><a href="http://www.youtube.com/watch?v=749mFttISuE">http://www.youtube.com/watch?v=749mFttISuE</a> Show children video of Arctic foxes, seals, walruses, Narwhals</p> <p><a href="http://www.youtube.com/watch?v=MSjjHiysBbE">http://www.youtube.com/watch?v=MSjjHiysBbE</a> , arctic owls, reindeer.</p> <p><a href="http://www.bbc.co.uk/nature/collections/p00kf6hs#p00ctlk4">http://www.bbc.co.uk/nature/collections/p00kf6hs#p00ctlk4</a></p> <p><a href="http://video.nationalgeographic.com">http://video.nationalgeographic.com</a></p> <p><a href="http://www.youtube.com/watch?v=013LX5fO_TU&amp;feature=fvsr">http://www.youtube.com/watch?v=013LX5fO_TU&amp;feature=fvsr</a></p>
<b>Differentiation :</b>	Mixed ability groups
<b>Lesson Evaluation:</b>	
<b>Next Steps For Learners :</b>	



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## Lesson 11

<b>Focus Subject(s) :</b>	<b>Geography/History</b>
<b>Skills</b>	Describe some of the significant achievements of mankind and explain why they are important.
<b>Knowledge</b>	An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.

<b>Sticky Knowledge</b>	Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration.
<b>Vocabulary</b>	Difference and significance; make connections; draw contrasts; analyse trends; frame valid questions.
<b>Session Outcome:</b>	Can you talk about a significant even or person associated with this place?
<b>Lesson Outline / Key Questions :</b>	Display the Antarctic exploration timeline. Explore the events along the timeline, highlighting the dates of significant events, such as Captain Cook's voyage across the Antarctic Circle, Robert Falcon Scott's expedition to the South Pole and Ernest Shackleton's <i>Endurance</i> expedition. Divide the children into pairs and challenge them to choose and research one of the significant events. The children could suggest ways to research their chosen event, including using the internet, information books and encyclopedias. Ask them to feedback their findings, describing what was significant about the event they researched. The children can use the Significant event writing frame to record their findings.
<b>Differentiation :</b>	Paired/group work
<b>Lesson Evaluation:</b>	
<b>Next Steps For Learners :</b>	



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## Lesson 12

<b>Focus Subject(s) :</b>	<b>Geography/History/English</b>
<b>Skills</b>	Present a detailed historical narrative about a significant global event.
<b>Knowledge</b>	Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.

<b>Sticky Knowledge</b>	The 'unsinkable' RMS <i>Titanic</i> set sail from Southampton, on 10th April 1912, to cross the Atlantic Ocean. On 14th April, the <i>Titanic</i> hit an iceberg and sank three hours later, killing approximately 1500 people. Around 700 people survived and were rescued by the SS <i>Carpathia</i> .
<b>Vocabulary</b>	Difference and significance; make connections; draw contrasts; analyse trends; frame valid questions.
<b>Session Outcome:</b>	How can we present our findings to the group?
<b>Lesson Outline / Key Questions :</b>	<p>Display the RMS <i>Titanic</i> picture cards. Ask the children to articulate what the images show and any information they know about the ship and its history. Explain to the children that they will be carrying out an investigation to present a detailed account of the <i>Titanic</i> disaster.</p> <p>Ask the children to suggest different ways they might go about their investigation and identify the various source materials they will need to develop their account. Explain that they will also need to consider how they will present their account so that it is a clear and accurate narrative.</p> <p>Ask the children to consider, as part of their account, whether there were any positive outcomes from this most awful of disasters. Offer the children the <i>Titanic</i> information pack as a starting point for their investigations. Allow time for the children to develop their investigations and present their accounts.</p> <p><b>Useful links:</b></p> <ul style="list-style-type: none"> <li>• Titanic facts and figures – BBC Bitesize</li> <li>• How was Titanic built? – BBC Bitesize</li> <li>• What was life like on board Titanic? – BBC Bitesize</li> <li>• Timeline of the Titanic's Final Hours - Britannica</li> <li>• The Sinking of RMS Titanic – Historic UK</li> <li>• Facts, Information and History – Ultimate Titanic</li> <li>• Titanic Deckplans – Encyclopedia Titanica</li> </ul>



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<b>Differentiation :</b>	Mixed ability groups
<b>Lesson Evaluation:</b>	
<b>Next Steps For Learners :</b>	