

Year Group: 2	Term: Spring	Enquiry: How do the North and South Poles compare?
NC Links		
<ul style="list-style-type: none"> To name and locate continents and oceans. To understand the location of cold areas of the world. To use geographical vocabulary to describe polar regions. 		
Other Curriculum Links		
Numeracy - data collection.		
Links to Rights Respecting		
<p>Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>		
Caedmon Curriculum Drivers		
<p>Aspirations & Careers</p> <p>World Citizens</p>		
Links to North East Ambition		
<p>Make children aware of how the skills from this unit link to possible industries and careers, such as climate, environmental science, wildlife conservation.</p> <p>GATSBY BENCHMARK 4</p> <p>GATSBY BENCHMARK 5</p> <p>GATSBY BENCHMARK 6</p>		
Unit Overview		
<p>Children will learn about the polar regions and how their locations affect weather. They will be able to identify the 3 continents present in the Arctic, and learn that Antarctica is a continent. They will develop their use of maps (atlases, globes and digital) to locate cold places in the world and will use basic research and observational skills to compare the polar regions.</p>		
Possible Visits/Visitors		
Contact with representatives of UKAHT.		
Essential Subject Skills to be covered		
<p>Geographical skills</p> <ul style="list-style-type: none"> To use globes and atlases to locate cold regions in the world. 		

Fieldwork

- To use digital mapping and virtual resources to gather information.

Locational knowledge

- To know the 3 continents which are in The Arctic.
- To know that Antarctica is a continent.

Place knowledge

- To compare geographical features of the polar regions.

Human and physical geography

- To understand which parts of the world are cold (North & South Poles).
- To use geographical vocabulary relating to polar regions: Antarctica, Arctic, polar, Europe, Asia, North America, Southern Ocean, Arctic Ocean, north, south, season, weather, freezing, iceberg, temperature, wildlife.

Overall Learning Outcomes

Children will build upon their knowledge of a contrasting part of the world, having learned about Antarctica in Year 1. They will learn to use an atlas and a globe and will be able to locate both Antarctica and The Arctic, recognizing that they are the most northern and southern areas of the world. They will further develop their awareness of continents by recognizing that The Arctic spans 3 continents. Children will be encouraged to compare the similarities and differences between the polar regions (climate, temperatures, wildlife).

Learning Intentions (for use in self assessment at end of topic)

I know which parts of the world are cold (North & South Poles)

I know the names of the 3 continents in the Arctic.

I know that Antarctica is a continent.

I can use globes and atlases to locate cold places in the world.

I can compare geographical features of the 2 polar regions (wildlife).

I can use geographical vocabulary to describe polar regions.

Suggested Strategies for Recording Learning

- Observations of children's geographical language during mapwork, fieldwork and discussions.
- Observations of fieldwork - photos and relevant comments from children.
- Exercise books - examples of data collection, children's own maps etc.

Suggested Lesson Starters

Quick Fire Quiz -

List of types of settlements -

List of settlements with missing letters -

Settlement vocab and meanings -

Whiteboard -

<https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/the-formation-of-mountains/#:~:text=They%20are%20formed%20when%20two,crust%20upwards%2C%20forming%20a%20mountain.>