

Subject: Geography –

Year 3 Who lives in Antarctica?

NC/PoS:

Locational knowledge

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the UK., geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Human and physical geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including; types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North and South America,

Geographical skills and fieldwork

- use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world
- Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Prior Learning (what pupils already know and can do)

Children can name and locate the seven continents on a world map. They can locate the North and South Poles, and Equator on a map. They have investigated the weather, writing about it using key vocabulary, and explaining whether they live in a hot or cold

place. They can recognise the features of hot and cold places, and locate some countries with hot or cold climates on a world map. They have looked for features on the school grounds

End Points (what pupils MUST know and remember)

Describe what lines of latitude and longitude are, giving an example

Understand that the Northern and Southern Hemispheres experience seasons at different times.

Define what climate zones are

Understand Antarctica has a polar climate made up of ice sheets, snow and mountains, and describe its location in the far south of the globe.

State that tourism and research are the two main reasons people visit Antarctica

Describe equipment researchers might use and clothes they wear.

List some research carried out in Antarctica

State the outcome of Shackleton's expedition.

Successfully plot four-figure grid references at the point where the vertical and horizontal lines meet.

Describe a similarity and difference between life in the UK and life in Antarctica.

Confidently use the zoom function on a digital map.

Begin to recall the eight points of a compass, following at least four of them

Recognise and describe features on their school grounds from an aerial map

Draw a map of a route they take on an expedition

State one thing that went well on the expedition and one aspect that did not go as hoped.

Key Vocabulary

Climate, climate zone, compass points, direction. drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty

Lesson 1:

What is climate?

Where are the Equator and the Northern and Southern Hemispheres?

Why do we have lines of latitude and longitude?

Can you show me why the equatorial climate zone has warmer weather than the polar climate zones using a globe and torch?

Can you show me why the Northern Hemisphere has summer when the Southern Hemisphere has winter using a globe and torch?

What are the five main lines of latitude?

Vocabulary: lines of latitude, lines of longitude, hemisphere, climate, climate zone

Lesson 2:

Where is Antarctica?

Which climate zone is the Arctic and Antarctica part of?

Which continents are within the Arctic and Antarctic circles?

What do you notice about these continents?

What do you notice about the names of places in Antarctica?

What can you see in the pictures of Antarctica?

Why is Antarctica referred to as a desert?

Vocabulary: desert, treaty, scale bar, cross-section, ice shelf, ice sheet, drifting ice, iceberg

Lesson 3:

Who live in Antarctica?

Who do you think might live in Antarctica?

What would researchers see in Antarctica?

How do people dress in Antarctica?

What types of transport are there in Antarctica?

What jobs or activities do researchers do?

Vocabulary: adaptation, tilt, wilderness, research, tourism, mapping

Lesson 4:

Who was Shackleton?

How is life in Antarctica similar or different to life in the UK?

What is an explorer?

How do people know about Antarctica?

Why do you think they are not raising the shipwreck for people to see??

Vocabulary: explorer, four-figure grid reference, plot, similarity, difference, intention, expedition.

Lesson 5:

Can we plan an expedition around school?

Do you recognise any features on the school grounds??

Do you recognise any buildings, roads or areas outside of school?

What are the main differences you can see when comparing our school and Antarctica on Google Earth?

Are there any similarities?

Vocabulary: four points of the compass, eight points of the compass, route, direction, destination, comparing

Lesson 6

How did our expedition go?

What physical or human features can you see on your map and expedition?

Did you have any difficulties on your expedition?

What could have helped?

What went well on your expedition?

What would you change if you did this again?

What have you learnt over the past two lessons?

Vocabulary: evaluate, magnetic, magnetic field, improvement

Future learning this content supports:

What are rivers and how are they used?