


Year Group: 2	Main Curriculum Area: Geography	Main Enquiry Question: <i>What is life like in the freezer?</i>	CC Links: English, Science, Whole Class Reading.		
Curriculum Drivers	Diversity –	EQT –	Creativity –	Community-	
Substantive Knowledge	See Knowledge Organiser				
Links to previous work					
Hook / Class Books / Visits					
Vocabulary	North and south pole, polar regions, equator, continent, ocean, climate, human feature, physical feature, country				

Lesson 1	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Activate	Teach		Practice		Apply	Reflection	Resources
	Where are the coldest places on earth?	<p>Physical environment: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Map skills: Know where the equator, North Pole and South Pole are on a globe.</p>	<p>Close the blinds, turn off the lights and play https://www.youtube.com/watch?v=3yzwpn0VfQg (Don't let children see screen).</p> <p>Q: What do the sounds make you think of? Where could we be? Discuss.</p>	<p>Play first min of clip: Antarctica - The Reason Why on Vimeo. How do we know this place is cold? Refer to clip references.</p> <p>Explore chn's experiences of when they have felt the coldest. Where were they? How did you feel?</p> <p>Our main geography question this half term is: What is life like in the freezer?</p> <p>First, we want to find out "Where are the coldest places on earth"? Challenge pupils to locate the coldest places (polar regions) on Earth using globe in class/google earth (North Pole includes the Arctic and South Pole includes Antarctica).</p> <p>The polar regions are the furthest points away from the <i>equator</i>. Discuss what the equator is. Use string to place around the earth to show chn. Highlight being split into the Northern/Southern hemisphere.</p>		<p>On tables – chn have maps with a partner. 1 min to generally look at the map.</p> <p><i>Write vocab on board to support activity: Artic, Antarctica.</i></p> <p>Then as a whole class ask quick fire questions: Point to...</p> <p>Repeat a few times, getting quicker to build consistency. Assess chn pointing correctly on map.</p>		<p>Using sticky notes, chn in pairs to write up each word and stick correctly on the map.</p> <p>Bronze: I can identify where the Artic and Antarctica are on a map. Silver: I can identify where the equator is on a map. Gold: I can begin to recognise and use some appropriate geography vocabulary.</p> <p>Teacher to go around and support chn's language where needed.</p>	<p>Ask chn to explain what they have found out today using their sticky notes as guidance.</p>	<p>Maps</p> <p>Sticky notes</p> <p>Globe</p> <p>Google earth</p>

Lesson 2	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Activate	Teach		Practice		Apply	Reflection	Resources
	How many continents and oceans are there?	<p>To name and identify each of the world's continents and oceans</p> <p>To know Antarctica is the coldest and windiest continent.</p>	<p>Say we need to activate our brains.</p> <p><i>Walk and talk:</i> Who can remember the two places we looked at last week? Refer to geography wall.</p> <p>See if chn highlight discussions from last week: they are the coldest places on earth, The Arctic is just ice, Antarctica is land and a continent.</p>	<p>IWB – show enquiry question for today. Next slide - continent and ocean map - say to chn that Antarctica is a continent. It is the coldest and windiest continent on earth! There are 7 continents. Ask the children if they know what continents are? Understand that lots of different countries make up a continent. Which continent do we live in?</p> <p>Explain that the Earth's surface (crust) is like a jigsaw and it slides around on an extremely hot liquid called magma (which comes out of volcanoes). Watch the first 30 seconds of the video on how the Earth's crust is divided at https://www.youtube.com/watch?v=GYVS_Yh6dTk&feature=related</p> <p>Explain that the largest plates help us to divide the Earth into continents.</p> <p>Play and join in count on fingers the 7 continents Seven Continents Song - YouTube</p> <p>Go straight to practice activity 1</p> <p>After continents, IWB – look at map again. Explain that there are 5 oceans on earth. The ocean around Antarctica is called the Southern Ocean (second smallest) and the Arctic has the Arctic Ocean (this is the smallest).</p> <p>Go straight to practice activity 2.</p>		<p>Keep the IWB map on for visual.</p> <p>Activity 1 (2 mins)- chn go to tables and have maps from last week, fast finger, say a continent children point to correct one.</p> <p>Activity 2 – Say an ocean chn come and point to where it is on the IWB map.</p>		<p>Explain worksheet: Refer to word bank on their sheets first.</p> <p>Explain to look at the number on each continent and match number 1 to the number 1 line etc.</p> <p>Chn write name on the lines provided of ocean on their maps.</p> <p>Teacher to support Polar Bears.</p> <p>Mini plenary: Reminder of CL for proper nouns.</p>	<p>Last slide – bringing back to enquiry question. Can we answer it now?</p> <p>Challenge Penguin chn to name and locate.</p>	<p>Maps</p> <p>Sheets</p> <p>Globe</p> <p>Google earth</p>

Lesson 3	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Activate	Teach		Practice		Apply	Reflection	Resources
	What physical and human features are there in Antarctica?	<p>Physical environment: Identify, describe and understand key physical features of a location.</p> <p>Identify, describe and understand key human features of a location</p>	<p>Say <i>we are going to activate our brains.</i></p> <p>IWB - Show map of Antarctica. Q: What is this a map of?</p> <p>Walk and talk. Its Antarctica!</p> <p>Q: What do we know so far about this place? (Continent, coldest and windiest place, surrounded by the Southern Ocean etc). Explain answers to why this is.</p> <p>Write as sentences on flipchart paper.</p>	<p>Introduce and discuss KO and our main enquiry Q this half term. Zoom in on vocab physical and human feature.</p> <p>Today, we are going to find out more about Antarctica, thinking about: What human and physical features are there in Antarctica?</p> <p>Go back to IWB - Look at different images of physical and human pictures. Go through each one.</p> <p>Explain that no people permanently live in Antarctica because it is too cold for them to live there for a long time. No one owns the land! It is looked after by a special agreement called The Antarctic Treaty. This means that the environment is protected and Antarctica can only be used for peaceful purposes. Scientists take turns living there for short periods of time to study the ice and the animals. People also sometimes visit in the summer. There are no towns or cities in Antarctica therefore there are not many human features.</p>		<p>Practice – Verbalise one side of the classroom is human the other is physical.</p> <p>Say a feature, chn walk to either side of the room. Bring them back to the middle every time. Go over what physical and human feature means every so often, refer back to KO if needed.</p> <p>Vocab list: mountain, research station, volcano, sea, iceberg, glaciers.</p>		<p>Children complete worksheets.</p> <p>Part 1: Sort and stick human and physical features in correct column.</p> <p>Part 2: Write sentences about what they know so far about Antarctica. Refer back to KO on tables and the starter flipchart paper to use as scaffold.</p>	<p>Go back to starter flipchart paper. Can we add anymore knowledge?</p> <p>Hang/stick geography wall.</p>	<p>Sheets</p> <p>Power point</p> <p>KO</p>

In milk and fruit time or some time during this week – a lovely, calm video – discuss human and physical features you can see
[ANTARCTICA - The Frozen Continent - 4k DRONE Video - YouTube](#)

Lesson 4	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Activate	Teach		Practice		Apply	Reflection	Resources
	What is the Arctic circle and who lives there?	<p>Identify some countries which lie within the Arctic circle.</p> <p>Recognise that the amount of ice changes over the seasons.</p>	<p>Say <i>we are going to activate our brains.</i></p> <p>Chn go straight to KO on tables. Play fastest finger with the vocab.</p>	<p>Carpet - with the globe ask where the arctic is situated. Then on PP Slide 1 – highlight this is a satellite picture from space.</p> <p>Q: Who can tell me a fact about the Arctic? <i>Write these on flipchart so we can compare with Antarctica on the working wall for the last topic lesson.</i> (Highlight the one where the area around the North Pole is frozen sea). Slide 2 image of submarine is a good visual indication that it is frozen sea.</p> <p>Introduce enquiry Q we want to know What is the Arctic circle? Slide 3 + 4 – Arctic circle. There are <i>two seasons</i> in the Arctic! Winter: the sea will often freeze to cover much of the area within the circle. Summer: some of this ice breaks up and melts.</p> <p>Slide 5 - Highlight within the Arctic circle – there are many countries (8) and people live in the Arctic compared to Antarctica. Discuss a few. Refer back to KO – 4 million people live there. Can compare to UK of 68 million.</p> <p>Next time: show some slides on how people live in smaller villages.</p>		<p>Tell chn their task beforehand to encourage them to look carefully.</p> <p>In 3's chn have the Arctic map to explore, study and memorise (5 mins).</p> <p>Take the maps back but leave out for LA chn and who you think might find it difficult.</p>		<p>Task: In the same 3, chn have a cut up map of the Arctic circle. Chn put and stick back together on separate paper. Encourage chn to use the dashed arctic circle lines as a guide.</p>	<p>Chn sit in a circle pretending to be the “Arctic circle”. Place some white paper in the middle for the ‘Arctic ice’.</p> <p>Can we remember any of the countries which come into the circle?</p> <p>Who can now tell me a fact about the Arctic?</p> <p>Add flipchart paper to geography wall.</p>	<p>Sheets of maps</p> <p>Puzzle maps</p> <p>Power point</p> <p>KO</p>

Lesson 5	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Activate	Teach		Practice		Apply	Reflection	Resources
	Why are the polar regions important?	<p>To explain how some people spoil a place.</p> <p>To explain how some people try to improve a place.</p>	<p>Say <i>we are going to activate our brains. Follow IWB.</i></p> <p>Children need whiteboards – write Arctic on one side and Antarctica on the other. Teacher to say a fact from the KO on the screen, chn hold wb's on correct side. Hold wb sideways if applies to both.</p>	<p>Introduce question: Why are the polar regions important? Discuss how even though we do not live there, and it is far away, they are still v. important, why? Write Q on flipchart paper – mind map good ideas from chn if any.</p> <p>Introduce vocab climate on KO. Watch clip: Climate - BBC Teach</p> <p>Say to the chn that the climate is changing in the Artic. Show image, scratch away to image in 2012. Compare and discuss the difference of ice. Highlight that the Arctic is made up of ice (not land), therefore you cannot see the arctic on a globe because of its changes in sea ice over the years.</p> <p>Go through PP on climate change, the impacts and what we can do to improve. Then watch: Penguins and polar bears on Vimeo</p>		<p>Verbally practice sentences using stem sentence.</p> <p>Teacher model this first.</p> <p>Chn work in pairs and verbalise sentences and write on wbs.</p> <p><i>The polar regions are important because...</i></p> <ul style="list-style-type: none"> - we need to help the polar bears to survive. - Sea levels will rise. - the ice will melt and will start to make the earth warmer. <p><i>We can-</i></p> <ul style="list-style-type: none"> - Walk or cycle more - Turn lights and other electric devices off - Reduce, Reuse, Recycle 		<p>Come back to the carpet.</p> <p>Go back to enquiry Q. Children share their sentences with the class. Teachers use mind map to write chn's ideas.</p> <p>Put on geography wall.</p>	<p>Last slide – KO see as a class if we know all the 10 facts about the arctic and Antarctica.</p> <p>Scratch and reveal. (Teacher have copy of KO to scratch away correct place).</p>	<p>Sheets</p> <p>IWB</p> <p>Power point</p>

Lesson 6	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Activate	Teach		Practice		Apply	Reflection	Resources
	What is life like in the freezer?	Know and write facts about the Arctic and Antarctica.	<p>Say <i>we are going to activate our brains.</i></p> <p>Chn go straight to KO on tables. Who can tell me a fact about Antarctica/the Arctic?</p>	<p>Today, we are going to be answering our main enquiry question: What is life like in the freezer?</p> <p>Thinking about all the knowledge we have learned over the last 6 weeks; we are going to put it onto a poster.</p> <p>Model how we want our poster to look like for presentation and spelling (using KO and working wall). We must include:</p> <ul style="list-style-type: none"> • Enquiry question (title) • At least 3 facts about the Arctic. • At least 3 facts about Antarctica. • Pictures (CK will print and drawn). 		<p>Chn give you a fact – model writing it on board in a poster style.</p>		<p>Children work in mixed ability partners to create poster.</p> <p>LAs can have some cut out readymade facts from the KO which they can stick on the correct place of the poster.</p> <p>WALT: I can create a poster to share what I know about the Arctic and Antarctica.</p> <p>Bronze: I can say some facts about the polar regions (verbal).</p> <p>Silver: I can include some facts on my poster about the polar regions.</p> <p>Gold: I can present my poster with my partner.</p>	Chn present their posters.	<p>A3 paper.</p> <p>KO</p>