

Medium Term Plan for Geography Year 6 The Poles

This topic is intended to provide the children within an understanding of the geography of the North and South Poles. They will learn about the. They will also consider, and contrast the different

Differentiation and Expectations:

Most children will: identify location and characteristics of the Poles and be able to compare and contrast differences in geology and wildlife. They will be able describe why the Poles are so cold, and begin to ascertain the impact of changing climate and human activity on the Poles.

Some children will not have made so much progress and will: be able to locate and describe the Poles, and note some of the similarities and differences. They will begin to understand the reasons for the cold climate.

Some children will have progressed further and will also: show a deeper understanding of how humans and changing climate affect the Poles.

Cross curricular links to other subjects:

- Literacy – information books, persuasive writing
- Numeracy – data handling, associated word problems.
- Art – generation of maps, subject for print making
- PHSE – tie-ins to neighbourhood and environment theme.
- ICT – use of internet for research; link to writing for different audiences.
- Science – tie in with light topic, and also interdependence and adaptation..
- Assembly –presentation of Literacy work etc.

Lesson No.	Lesson Intention (and learning objectives/success criteria)	Activities	ICT Opportunities	Vocab.	Resources
1	<p style="color: red;">Aim: to compare and contrast the Poles!</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • Location of poles • Basic similarities and differences • Key vocab 	<ul style="list-style-type: none"> • Introduce geography and establish what this actually means. • Introduce topic. Brainstorm existing knowledge about Poles – discuss as class. • Give brief chalk and talk about location of Poles, the essential difference between the two (i.e. 	<ul style="list-style-type: none"> • 'zoom in' maps online • youtube videos showing climatic conditions. 	North and South, Poles, magnetic North, Arctic and Antarctic	<ul style="list-style-type: none"> • activity sheets, IWB notebook

		<p>South is a continent, the North isn't) and vocab – Artic and Antarctic.</p> <ul style="list-style-type: none"> • Explain that we are going to make a mind-map. • Remind children about mind-maps – explain that we will use these to assess our initial level of knowledge and to maintain a running assessment of our knowledge throughout the unit. • Stop to consider some potential 'branches' for the mind-maps – watch video clips of the Poles showing weather conditions, ice, bergs, wild-life, climate change etc to give them some ideas. • Put knowledge gleaned from initial introduction, class brainstorm and 			
2	<p>Aim: to understand why the Poles are so cold! Children will learn:</p> <ul style="list-style-type: none"> • how the amount of sunlight over a greater area creates colder conditions • how the earth tilting on its axis creates 24 hour darkness/light in winter and summer 	<ul style="list-style-type: none"> • View video clips of polar storms. What do they notice? Discuss the extremes of cold, light and dark etc • Ask question – why the cold • Explain how the amount of sunlight is spread over a greater area than, say, the equator. Demonstrate concept with torch 	<ul style="list-style-type: none"> • video footage of poles, sunlight etc 	<p>Light, area, Sun, heat, tilt of Earth, axis,</p>	<ul style="list-style-type: none"> • torch, white paper • IWB notebook
3	<p>Aim: to compare and contrast the wildlife of the Poles! Children will learn:</p> <ul style="list-style-type: none"> • The different wildlife to be found at each pole • How they have adapted to life in the cold 	<ul style="list-style-type: none"> • Show pictures/video of wildlife at poles • Children to use internet to research a specific animal and produce an information leaflet on it using Publisher or similar. 	<ul style="list-style-type: none"> • IWB notebook, images of different wildlife and corresponding habitats. 	<p>Polar Bear, Penguin, Seals, terns etc</p>	<ul style="list-style-type: none"> • Laptops and internet access.

	<ul style="list-style-type: none"> To use internet sites to research a given animal How different animals have adapted to life at the Poles 	<ul style="list-style-type: none"> Link in to science adaptation and interdependence. 			
4	<p>Aim: to understand how the South Pole has changed over time!</p> <p>Children will learn:</p> <ul style="list-style-type: none"> That geographical features can change over time That geographical location affects the climate of a given area 	<ul style="list-style-type: none"> Remind children of key difference between North and South Pole Show artists' impressions of the South Pole in the past – contrast with photos of it today: why the change? Explain that South Pole has physically changed – explain about plate tectonics using animations Explain task, namely using digiblu cameras to produce an animation of the movement of the South pole continent 	<ul style="list-style-type: none"> use of digiblu cameras to create stop motion animation of plate tectonics 	South Pole, plates, tectonic drift, climate, continent, shield	<ul style="list-style-type: none"> animations of plate tectonics digiblu cameras, laptops
5	<p>Aim: to consider the impact of changing climate on the Poles!</p> <p>Children will learn:</p> <ul style="list-style-type: none"> how the Poles are responding to fluctuations to changing climate how this impacts on ice sheets and wildlife 	<ul style="list-style-type: none"> view and discuss fluctuations in ice pack size. What is happening over time? Explain that the earth's climate periodically heats up and cools down. Explain that currently scientists believe that the earth is heating up. Discuss impacts – e.g. ice melts, glaciers calving, impacts on animals etc Discuss man made impact 	<ul style="list-style-type: none"> video clips/animations of ice shrinkage, melting ice etc, hole in ozone layer 	Climate change, pollution,	<ul style="list-style-type: none"> animations of icebergs calving, fluctuating ice mass
6	<p>Aim: to consider the impact of human activity on the poles!</p> <p>Children will learn:</p> <ul style="list-style-type: none"> reasons for human presence at the Poles impact in terms of pollution etc 	<ul style="list-style-type: none"> examine the different reasons for human presence on the poles – exploration, scientific research, resources examine impact of same in terms of pollution 	<ul style="list-style-type: none"> video clips of pollution, industrial work etc, IWB notebook 	Pollution, research, resources, mining	Pics of scientific establishments, research vessels etc IWB notebook.

		<ul style="list-style-type: none"> Note: could extend this for more able children in terms of ethics of 'claiming' land by different countries 			
7	<p>Aim: to use a Publishing package to produce an information leaflet about the Poles</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to use an ICT application to collate and present online research 	<ul style="list-style-type: none"> see lesson 3 	<ul style="list-style-type: none"> Publisher or similar 	As per lesson 3	As per lesson 3