

<p>Theme read: Polar Bears past bedtime – Mary Pope Osborne (Copies at Peg.) Race to the frozen north – Catherine Johnson Arctic White – Danna Smith The Polar Bear Son - Lydia Dabkovich (re-telling of traditional Inuit folk tale)</p> <p>Is there life in the arctic tundra? - Baby Professor Arctic Explorers Daily News – Twinkl text Sections from https://kids.kiddle.co/Inuit</p>	<p>Year 3 (summer): Enquiry Q</p> <h2>How do humans thrive in a frozen world?</h2> <p>Key driver: Ambition Key skills: I can compare and contrast human and physical geographical features in different places in the world with the UK. Year Enquiry: How do humans achieve great things at the ends of the earth? Topics: Case study: UK vs Alaska (Inuit people) High Quality Outcome: Non-chronological report on Inuit communities to answer the unit enquiry question</p>	<p>Resources Globes, maps, atlases Googleearth www.bbc.co.uk/learningzone/clips/climatezones-across-the-globe/11182.html Wickedweatherwatch.co.uk https://www.bbc.co.uk/bitesize/guides/zpkbp39/revison/1 - The Tundra</p>
<p>Key Vocabulary: Arctic, Inuit, Inuk, tundra, sub-Arctic, permafrost, biome</p>		<p>Pupil Pledge Visit to an Oxford Museum (Pitt Rivers)</p>

<p>Launch Who are Inuit and where do they live? WALT: I can locate countries on a map and identify key physical and human characteristics. Outcome: Children label places where Inuit communities live on a map and use maps/atlasses to begin to think about what living in those places would be like. What can the maps tell us? (across the world – Alaska, Northern Canada, Greenland, Siberia, Denmark.)</p>	<p>Lesson 2 Why is the arctic so cold? WALT: I can identify the position of the Arctic and explain why it has a cold climate. Outcome: Children locate the Arctic circle polar regions, poles and equator on a globe and map. They use a diagram to explain why the polar regions are cold (and areas around the equator are hot.) Children begin to consider what living in the arctic would be like and compare to the UK.</p>	<p>Lesson 3 What is a tundra? WALT: I can describe the physical geography of an Arctic region/Alaska. Outcome: Children understand what a tundra is and can describe some the characteristics of this biome. They sort images/captions and draw and label a diagram showing key aspects. Children compare to the UK.</p>	<p>Lesson 4 Can towns be built on ice? (Inuit settlements) WALT: I can describe types of settlements in Arctic regions. Outcome: Children sort images/captions showing different types of Inuit settlements. They label images and explain why settlements in Arctic regions (of Alaska) have certain characteristics (section for non-chron reports.)</p>	<p>POP Quiz Children create a poster according to a given list of criteria, to show their understanding of the content so far.</p>
<p>Lesson 6 Living and working in (Human</p>	<p>Lesson 7 (Impact of climate change)</p>	<p>Lesson 8 (Misuse of the tundra)</p>	<p>Lesson 9 How do the Inuit thrive in a frozen world?</p>	<p>Celebration Use non-chron reports to film a documentary</p>

<p>geography – food supply, economic activity, trade) WALT: I can describe and understand aspects of human geography of an Arctic region in Alaska. Outcome: Children explore what it is like to live and work in the Arctic/in Inuit communities and compare to life in the UK. Write section for non-chron report about daily life and jobs.</p>	<p>WALT: I can describe the impact of climate change on the Arctic. Outcome: Children explore how climate change is affecting Inuit lifestyles and compare to the UK. Who does it affect more greatly?</p>	<p>WALT: I can describe the impact that human activities has on the Arctic region. Outcome: Children consider how humans have a lasting impact on certain biomes. In Alaska – oil rigs, mining, illegal hunting and fishing, new towns related to industry, roads etc. How is this affecting Inuit communities?</p>	<p>WALT: I understand and explain how Inuit thrive in an extreme environment. Outcome: Children to complete and publish each section of their non-chronological report.</p>	<p>about Inuit people. Small groups could take a section each to act out and narrate.</p>
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<p>Content: What will we learn? What are the core concepts? To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics. Identify the position and significance Northern Hemisphere and the Arctic Describe and understand key aspects of physical geography of Arctic regions Describe and understand key aspects of human geography of Arctic regions including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including</p>	<p>Coherence: How does this link to previous learning? Builds on knowledge of the world’s continents and oceans from year one and understanding of the climates and the weather from year two.</p>	<p>Creativity: How will we show we understand in multiple ways? Oral outcomes: discussions, role play. Labelling maps. Written outcomes: report/explanation texts or paragraphs</p>	<p>Compassion: What opportunities are there to teach compassion? Emphasise the positives and how Inuit thrive in Arctic regions as well as the difficulties and challenges they face. Similarities between life in the Arctic and the UK. Impact of climate change and human activities.</p>	<p>Community: What links are there to local resources? Artefacts at Pitt Rivers museum – painting on sealskin; hooded coat made from seal intestine, Pitt Rivers – Extreme Environments workshop. Expert speaker: Oxford University – Dr Annis Timpson</p>
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<p>energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>				
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