

Dore Primary School

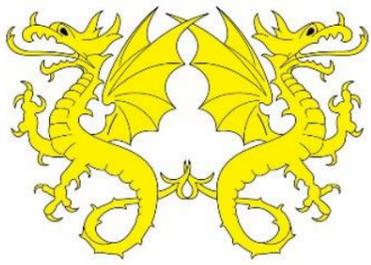
Y3 Learning Journey 2

Pole to Pole



Purpose of Learning Journey:	To learn about the polar regions
Links to Prior Knowledge:	Geography –continents, countries, capitals, oceans / Use of atlases, maps, aerial photos compass directions Science – animals, habitats and adaptations
Links for Relevance and Currency:	Climate change: melting ice-caps and subsequent destruction of habitats Need for renewable energy and exploitation of natural resources Ethnicity of hunting, preservation of traditional ways of life
Immersion Event / Activity:	Recreation of 'Scott of the Antarctic' camp / 'Polar classroom'
Celebration of Learning:	Science – Video reports Design and Tech – sewn Christmas decorations Art – Animal collages and clay models DT/TASC Inuit inspired shelter
English Links:	Chronological report – Scott's diary Non-chronological reports – Inuit culture Newsround style videos Oral fluency during spoken reports Matthew Henson (black explorer)
Maths Links:	Direction - Compass bearings Statistics – climate and biome data, human/animal population changes Measurement - length

Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global Rights	TASC
Geography	1	Communicate geographically:	<p>TA/Teacher draws large globe on playground in chalk/cones whilst introduce project to make video reports to children, explain we need basic understanding (Tier 3 Vocab).</p> <p>Inside, recap continents.</p> <p>Outside, children show where these features are, and TA/Teacher draws and labels them:</p> <ul style="list-style-type: none"> Equator, Northern Hemisphere/ Hemisphere, Arctic and Antarctic Circles Tropics of Cancer and Capricorn – use Basketball to demonstrate sun movement Longitude– degrees N and S: where is UK, where is Arctic circle, where are other countries. Latitude - Prime/Greenwich Meridian and time zones (including day and night) – use Basketball to show <p>Plenary – Intro to the Poles.</p>	<p>Clear map showing core information using tier 3 vocabulary.</p> <p>Use of atlases to add info:</p> <ul style="list-style-type: none"> What shape is the world 8 countries in the arctic circle Continents in the arctic circle Why it is night and day in different places. 		✓			✓
Geography / English	2	Communicate geographically: Understanding of Geographical vocabulary (Tier3)	<p>Shorter lesson - Review 3 tiers of vocabulary, identify examples of each on the Knowledge organisers.</p> <p>Intro to Learning at home research project: children given one of 6 topics to research.</p>	Children use dictionaries, iPads and topic books to write definitions of Tier 3 vocabulary.					✓
Maths	3	Statistics	Teach as Maths lesson on morning of subsequent climate lessons.	Understanding of climate					



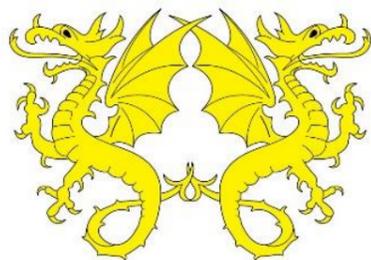
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			<p>Discuss what a climate is, consider for polar regions.</p> <p>Explain and check understanding of climate graphs (rainfall and temperatures).</p> <p>In pairs compare London climate data to Arctic. Consider wettest, driest, hottest, coldest, which months are 'freezing'.</p> <p>Extra: compare Arctic weather stations.</p>	<p>Compare climate data and graphs</p> <p>Accurate responses to world climate data.</p>					
Geography	4-7	Investigate patterns / Investigate places Understanding of world climate zones and effect on human settlements and activities.	<p>Consider why people go on holiday and whether climate make a difference.</p> <p>Explain the main climate zones: polar, temperate, Mediterranean, desert and tropical (video)</p>	<p>Map showing main climate zones.</p> <p>Countries in each zone.</p>					
			<p>On groups of 3 or 4 use atlas to find 5 places in the world: annotate a map. Match climate and tourist information present on A3 Sheets.</p> <p>Describe which location they would like to visit and why.</p> <p>Extra: Match objects, purpose and materials (British Museum Exhibits) Consider which climate zone they are from. What objects would be expected from other climate zones? Why?</p>	<p>Matched countries and climates etc.</p> <p>Understanding of climates and impact on people e.g. tourist activity / skills / artefacts</p>					
			<p>Children match flora to biomes. Can they determine what a biome is? Check understanding of biomes.</p> <p>Label climate zones and compare biomes and climate zones. Complete a table of animals, biomes, climate zones. Observe patterns, e.g. tropical = rainforest, polar = Tundra</p>	<p>Demonstrate an understanding of how climate zones relate to biomes and therefore fauna. Via map and table.</p>					
			<p>Recap UK climate and biome. Discuss UK seasons. Use to explain difference between weather and climate.</p> <p>How seasons are created. Use images, video and globe with ball to represent the sun.</p> <p>TASC Groups to demonstrate seasons in either: polar, temperate or polar zones. Present and check understanding of different seasons.</p>	<p>Demonstrate an understanding of reasons for climate zones and biomes.</p> <p>Comprehension cloze exercise TASC activity to explain.</p>					
Science	8	Work Scientifically	<p>Using cm² paper children make 'control boat' 6 x 7 squares. Show how floats in trays.</p> <p>Add coins as weights, how many does it hold? Consider how to arrange.</p> <p>Children make other designs. What is the biggest boats? Most weight?</p>	<p>Understanding of trial and error scientific process.</p> <p>Understanding of buoyancy.</p> <p>A wet floor</p>					



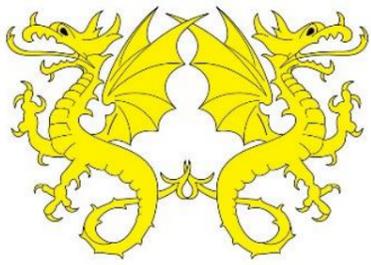
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			If time, use other materials: foil, card, plastic sheets etc.						
Art	9 and 10	Master techniques: clay Biology Understand animals and humans Investigate living things	Model a polar animal considering its adaptations. Recap animals that live in the Arctic and the Antarctic. Discuss the different colours and skin types e.g. fur, feathers, seal skin. Discuss why they have these adaptations. Remind how to use clay, using water to create smooth joins. Remind children that small parts will fall off, so ensure they are carefully joined. Show how to add details e.g. eyes, nose. Show basic colour mixing methods, to show shadows etc. Show method of making L-shape frame. Children, paint then fold background and secure. Show video : Ask how polar bear is adapted to its environment. Take photos of art, children, stick in books, show how animal is adapted to its environment.	Well-constructed and decorated clay animal. Background habitat showing adaptations. Demonstrate an understanding of how animals adapt to environments.					
P4C	11	Hold conversations and debates	Ethnicity of hunting Show images of hunting for food and hunting for sport. Initial reactions, then P4C debate. Web link if more emotional response is required. If needed suggest a P4C question: are human rights more important than animals? This lesson may work better after the work on Inuit to understand the other point of view. Alternative for 2022 – Stimuli of JW Turner images of whaling ships and slave ships.	Children interact and move thinking forward. Understanding of 'need' to hunt for some cultures.			✓	✓	
Art	12	Master techniques: collage	Discuss migration: people and animals. Check understanding of migration and hibernation, with examples. Explain collage task. Children describe their animal surviving extreme conditions. encourage creative responses and effective vocab.	Collaged animal showing adaptations. Understanding of adaptations and need for migration and hibernation. Effective description.					
Science	13	Food chains	Introduce key vocabulary: food chain, producer, predator, prey, consumer, herbivore, omnivore, carnivore	Understanding of key vocabulary: producer, predator, prey, consumer etc.		✓			✓



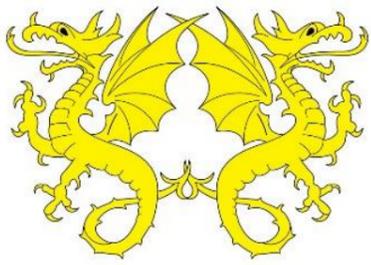
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			<p>Show interactive picture of animals that live in the Arctic Children use I pads to click on picture and create own food chain Book i-pads – if using ipads save the link on google classroom so that they can access it. Laptops – link saved in pupil share.</p> <p>Plenary: Bitesize game on i-pads /laptops</p>	<p>Model food chain/web with correct arrows.</p> <p>Application to specific polar ecosystem.</p>					
Art	14	Master techniques: pastels	<p>Ask where does light come from: sun, electric sources, fire, and bioluminescence.</p> <p>Show Arctic winter, how do Inuit cope? What fuel do they use? Info from video.</p> <p>Show northern lights, can children explain the light? Give info, via video https://youtu.be/eJV_wlCm6ms</p> <p>Use of pastels to create an effective scene. Use black paper to make silhouette foreground.</p>	<p>Consideration of light sources, need for fuel for fire.</p> <p>Northern lights image with understanding of use of pastels.</p>					
Design and Technology	15-16	Take inspiration from design throughout history Design, make, evaluate and improve Master practical skills: textiles	<p>Lesson 1: Design and test materials Lesson 2: Make and Evaluate.</p> <p>Friction focus – what force slows things down between two surfaces? Study of designs through history e.g. Inuit and modern day Test out materials which reduce friction. Design for a purpose and efficiency Material choices, Measurement, Cutting, Joining, Construction</p>	<p>Understand friction as a slowing force.</p> <p>Design, build and evaluate a smooth running sled.</p>					✓
Geography P4C	17	Communicate geographically	<p>Best taught after knowledge of Inuit is developed. Discuss what is a natural resource, which are non-renewable resource. Check understanding by sorting pictures. What are there the challenges with using renewable sources? Videos to support thinking</p> <p>Consider resources in the Arctic and Antarctic. Discuss challenges with extracting resources from the Arctic and Antarctic</p> <p>Gather of strengths and limitations of using resources from the Arctic. Groups of 4 debate for and against.</p> <p>Extra for 2022: Antarctic Day and Global Warming.</p>	<p>Discussion of advantages and disadvantages of extracting resources from the Arctic and Antarctic</p> <p>Understanding of renewable and non-renewable natural resources How human settlements are linked to natural resources.</p>	✓		✓	✓	



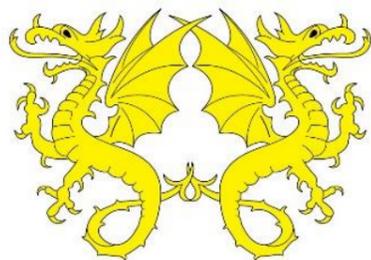
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<p style="text-align: center;">Geography / Science</p>	<p style="text-align: center;">18-20</p>	<p>Investigate living things: Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</p>	<p>Why are people concerned about climate change? Going on strike? Science behind it: Caused by fossil fuels, via video: https://vimeo.com/140200000</p> <p>How do humans affect climate change? <i>fossil fuels (carbon), deforestation, damage to oceans, pollution of biomes</i></p> <p>Impact on Biomes, explore via BiomeViewer app on iPads</p> <p>Summarise changes to biomes</p> <ul style="list-style-type: none"> • Weather • Extreme events • Sea level rises • Pollution (seas become acidic) • Migration • Extinction <p>Extra: look at NASA big questions</p> <hr/> <p>Try to allay fears from last lesson. Scientists are working on the issue, e.g. COP26. Use video, children make more notes in Jotters, https://www.youtube.com/watch?v=hgUKH3HOOII</p> <p>So:</p> <ul style="list-style-type: none"> • What can we do? • What should we ask governments to do? <p style="text-align: center;"><i>Renewable energy, less pollution, reduce plastics, better recycling</i></p> <p>Assign child a role to role-play</p> <p>Children into 8 groups to discuss a response:</p> <ul style="list-style-type: none"> • Climate scientist • Police Officer • Farmer • Politian • Asthma suffer • Petrol seller • Protester • Lorry Driver <hr/> <p>Show Arctic sea ice reduction. Ask how children feel. Explain experiment, model of ic-caps melting, measure impact on: sea animals, land animals, humans and the world climate</p>	<p>Summarise how biomes are affected by climate change</p> <p>Understand different human motivations</p> <p>Recognise we can make a difference</p>	✓	✓	✓	✓	✓
<p style="text-align: center;">Computing</p>		<p>Computing: To communicate</p> <p>Science: Understand animals and humans / Understand the Earth's movement in space</p>	<p>See English Planning: Record using iPads, edit using MovieMaker on Laptops</p> <p>Based on learning at home, children work in groups to produce a video report on a Geographical or Scientific topic.</p> <ul style="list-style-type: none"> • Geographical locations: continents, poles, hemispheres, tropics, • Climate Zones and Biomes 	<p>A video report that communicates key Geographical or Scientific information for the topic.</p>	✓	✓	✓	✓	✓



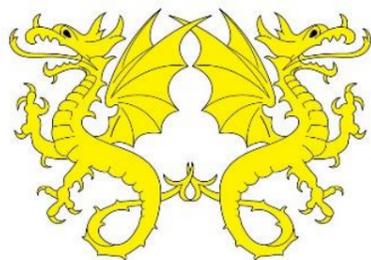
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		Geography: Communicate geographically	<ul style="list-style-type: none"> The Poles: Continents, Countries, Cities, natural physical features, Changes over time Global warming Polar Animals and Plants Food chains Polar Resources 					
Computing	23-24	To collect	<p>Model how to use a database to find out information.</p> <ul style="list-style-type: none"> Select cards for information Sort data-cards by <ul style="list-style-type: none"> Tables Sort / Group / Arrange Statistics and reports Charts Use Statistics and Sorting to find answers to questions Discuss what a database is and how it is useful <p>(2 subsequent lessons available, to design, populate and analyse a class database.)</p>	Children use polar animal database to answer questions and understand how databases work and how they are useful.				
RSHE	25	Relationships Fa 3) How should we treat people who are different?	<p>Look at key vocabulary – gender, sexism, stereotype. Discuss how boys and girls are the same/different. Look at images of girls' and boys' toys. Can we define them? Should we? Discuss how girls and boys can play with whichever toys they wish and we are being sexist if we say otherwise. Show how adverts are often aimed at boys or girls.</p>	A3 Venn diagram of male, female, all genders. Give chn a selection of words on 4 topics – characteristics, jobs, domestic roles and childcare. They chose a topic and sort the labels in the venn diagram.				
RSHE P4C	26	Relationships Fa 3) How should we treat people who are different?	<p>How many jobs can you think of that are just for men? And just for women? Are men and women the same? - What might stop young women from choosing these jobs? - Is there such a thing as "man's" or "woman's" job? Show images of men doing 'women's jobs' and women doing 'men's jobs' and statistics.</p>	Give out 9 philosophical questions (no.10 is free choice) and chn discuss images they've seen and questions. In pairs chn choose which questions they would like to discuss or create a new one. P4C using most popular question.				
RSHE	27	Community C 2) Where do you feel like you belong?	<p>Fill in sheet with person in centre and 4 boxes branching out. Choose 4 communities to write about e.g. school, church, family, friends.</p> <p>Discuss how people in the community help us.</p>	Continue filling in sheet with ways in which people help us.				✓
RSHE	28	Community C 2) Where do you feel like you belong?	<p>Discussion questions: In what ways were they just the same as all the other penguins? - In what way were Roy and Silo a bit different to the other penguins? - What was Roy and Silo's big problem? - What changed (for the better)?</p>	<p>What makes a good penguin parent? - Children label a penguin silhouette with all the traits of a good penguin parent [love, kindness, sitting</p>				✓



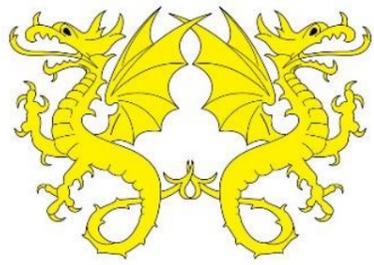
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			<p>- Have Roy and Silo been good or bad?- Where did the egg come from? [another penguin who couldn't look after it as well as Roy and Silo could]</p> <p>- What do we call it when a different adult looks after a child instead of their original parents? [adoption or fostering]</p> <p>- What do we call two people of the same sex who are in love? (two men or two women) [they are called gay people or lesbian if they are both women]</p> <p>- How should we treat people who have different families than us [the same as everyone else - with respect and kindness]</p>	on the egg, keeping the chick warm, helping it to swim, feeding it, protecting it from danger]					
RSE / Art	29	Relationships - separation Fa 1) Do families always stay the same (1)	Share images of different families. Discuss separation, sharing the story 'when my parents forgot how to be friends'.	Children draw a picture to represent how they felt after a change in their life.				✓	
RSE	30	Relationships - grief Fa 1) Do families always stay the same (1)	Share the story Badger's parting gift, discuss grief.	Children to draw a picture of 'gifts' they have received.					
RSE	31	Relationships Fa 2) Are all families like mine?	RE link to Islam/Hindusim/Christianity					✓	
RE		Christianity	Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	✓		✓		
DT	32-33	Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles. Cut materials accurately and safely by selecting appropriate tools. Select appropriate joining techniques. Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials).	To design, sew and evaluate a Polar animal (key skills): <ul style="list-style-type: none"> Blanket stitch Cut felt and other materials Seam allowance Decorate the polar animal 	Children design and sew a polar animal of their choice for a specific user.					✓



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Music Violin	33-37	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations.</p>	<p>Children to perform a violin recital which will be recorded and sent to parents.</p>					
Outdoor Learning	38-39	<p>Session 1: Discuss Scott's expedition – snow storm, insulation.</p> <p>Session 2: Refer back to Scott's shelters, Ben Fogle 100 year celebration race with Norwegians, training (marathons/slept in freezer).</p>	<p>Demonstrate basic tripod with large sticks – how to tie knot/lash and add tarp. Children to build own shelter in groups.</p> <p>Children work as a team to carry resources (4 poles, tarp, string) on their sledge (tyre with blue rope) and then build 2 tripods with joining pole for main shelter.</p>		✓			