



Topic Title: Who lives in Antarctic?

Year Group: 3

Academic Year: 2024-2025

Geography Intent: Children will learn about Antarctic, they will explore the physical and human features, they will discuss and identify the significance of latitude and longitude. Children will learn about the climate and who lives in Antarctic. They will learn about the great explorer Shackleton and design and create their own expedition!

Prior Geographical Learning/Linked Topics: Children will have previously learnt about the world's 7 continents and 5 oceans. Children will also have identified seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Children would have also described what physical features may occur in a hot place in comparison to a cold place.		Literacy Links (including texts/media used): Climate Action (Magazine)	Maths Links: Measurement Time Geometry- position and direction	
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	
<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the right points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the 	



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<p>Prime/Greenwich. Meridian and time zones (including day and night)</p> <ul style="list-style-type: none">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	<p>or South America</p>	<p>the water cycle.</p> <p>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.</p>	<p>local area using a range of methods.</p>	
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<p><u>Lesson 1:</u></p> <p>Chd to complete the KWL grid (see resources lesson 1) The children will retrieve previous knowledge to show what they already know about Antarctica- create a knowledge organiser for the working wall, focus on key vocab for this topic.</p> <p>KWL grid- What do I know about Antarctica? What do I want to find out? Retrieve previous knowledge of the continents (they should know these by the end of Year 2)</p> <p><u>Stunning Start-</u> Children to make igloos out of sugar cubes/ marshmallows and spaghetti - Build an Igloo STEM Activity</p> <p>•</p>	<p><u>Key Vocabulary</u></p> <p>Antarctica Igloo Continent</p>
<p><u>Lesson 2</u></p> <p><u>Activity-</u> Children will <u>learn</u> how to read lines of latitude and longitude, children will use their globes and world maps and their atlases to find the countries located at the following points 80°S, 120°W (Antarctica) 60°N, 80°E (Russia) 0°, 80°W (Ecuador) 20°N, 0° (Algeria) 20°S, 120°E (Australia).</p> <p><u>WALT:</u> To understand the position and significance of lines of latitude. All children can identify significant lines of latitude. Most children can begin to explain why we have different seasons in each hemisphere. Some children can describe the global climate zones.</p>	<ul style="list-style-type: none"> • <u>Key Vocabulary</u> • Lines of latitude • lines of longitude • hemisphere • climate • climate zone



<p><u>Lesson 3</u></p> <p>Activity Children will research the location and will understand and describe the physical features of Antarctica</p> <p>To describe the location and physical features of Antarctica. All children can describe the physical features of Antarctica. Most children can describe the weather and landscape in Antarctica. Some children can calculate Antarctica's approximate length using the map's scale bar, a ruler and a calculator.</p>	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • Desert • Treaty • Scale bar • Cross-section • Ice shelf • Ice sheet • Drifting ice • Iceberg
<p><u>Lesson 4</u></p> <p>Activity Children to learn what human features mean, using a range of sources children will then record different human features. Ending the session by writing a postcard home, children will be an Antarctic researcher- they will describe- The weather. The landscape. What they have seen. Things they wear or use to survive the climate.</p> <p>WALT: To describe the human features of Antarctica. All children can state who visits and lives in Antarctica. Most children can explain how people adapt to life in a polar climate. Some children can describe what research is done in Antarctica.</p> <p><u>Lesson 5</u></p> <p>Activity Children will learn who Shackleton was and why his mission was so important, they will use their mathematical skills to plot a route</p>	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • adaptation • tilt • wilderness • research • tourism • mapping • human features <p><u>Key Vocabulary</u></p>



using four- figure grid references.

WALT: To use four-figure grid references to plot Shackleton's route to Antarctica.

All children can explain who Shackleton was and describe his expedition.

Most children can use four-figure grid references to plot a route.

Some children can discuss similarities and differences between Antarctica and the UK.

Lesson 6

Activity Children will map out a route of the school playground, they will then be using Google Earth to add in different features. With their talk partner, they will write out a set of instructions for another group to follow in the next session.

WALT: To plan a simple route on a map using compass points.

All children can identify human and physical features on a map

Some children can zoom in and out of a digital map.

Most children can give instructions using the points of a compass.

Lesson 7

Activity Using other groups instructions from the previous session, children will be using compass points and following instructions to find different routes around the school.

WALT: To follow instructions involving compass points and map a simple route.

All children can begin to follow instructions using the eight points of a compass.

Most children can map the route taken on a map.

Some children can evaluate their expedition

- explorer
- four-figure grid reference
- plot
- similarity
- difference
- intention

Key Vocabulary

- four points of the compass
- eight points of the compass
- route
- direction
- destination
- comparing

Key Vocabulary

- evaluate
- magnetic
- magnetic field
- improvement



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Stunning Start/Marvellous Middle/Fabulous Finish:	OAA/Trips/Visits/Visitors:	
Fabulous finish – Workshop?	VR workshop?	