

Year 6 Geography - Exploring Antarctica

Inspiration Citizens for the future – global conservation	Partnership with parents Community – homework ‘waste’ project (Environmental challenge to monitor rubbish and bring in all plastic waste and weigh it in. Who’s used the least plastic?).		
Key Questions - Where and what is Antarctica? - What are the physical features of Antarctica? - What is life like at the Poles? - What are the threats to Antarctica and what can we do about it?	Concepts - Location - Conservation - Climate change		<i>Also covered in:</i> Y4 – The Mediterranean Y5 – USA
	Skill Development M3 Advancing - A growing range of statistical and other information is selected and used to draw some conclusions about locations. - There is a growing awareness that the range of physical features affects human activity and a variety of good examples are given. - Detailed descriptions and opinions of places justified by using a growing range of geographical resources. - Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places. - A number of interesting and pertinent observations about various representations of locations are developed and explored. - There is a good awareness of a wide variety of places and features of the world and how some features have changed over time - There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for change. - There is a growing understanding of the range of geographical diversities that exist and some examples are given. - There is a growing understanding of various links between geographical regions which are described well. - There is a growing understanding of some key physical and human geographical zones with some good examples given. - With increasing independence and application of terminology, knowledge of the world is described well. - Through investigation, patterns are identified and depicted on maps.		By the end of this unit the children will be able to: - describe the Polar region of Antarctica in physical and human terms - describe some of the factors threatening Antarctica and begin to suggest how they can be managed
Knowledge see www.rgs.org Exploring Shackleton’s Antarctica and https://discoveringantarctica.org.uk/ - Antarctica is one of the 7 continents - Asia, Africa, Europe, North America, South America, Australasia and Antarctica. It is a landmass unlike the Arctic which is an ice sheet over the Arctic Ocean. The size of Antarctica changes in the winter as the edge of the ice grows around the coast due to the sea ice. Its size doubles during the winter months. - The Antarctic is much colder than the Arctic. This is because the south pole and its ice covers a large piece of land and is much higher than the North Pole, which is a large flat piece of ice with no land that covers the ocean - The Antarctic ice sheet holds 70% of the world’s fresh water - Antarctica, therefore, not only has 24 time zones, but there is at least one point - the South Pole - where a clock synchronized to the time in any part of the world will be correct - At the South Pole, there is just one period of daylight. The other six months of the year are dark - Ernest Shackleton set out to set the record of crossing the continent via the South Pole. However, their ship, the <i>Endurance</i> , was trapped and crushed by pack ice before they even landed. The expedition members survived after an epic journey on sledges over pack ice to Elephant Island. Shackleton and five others crossed the Southern Ocean trekked over the uncharted mountains of South Georgia to raise the alarm. Shackleton returned to the United Kingdom with all 27 of his men alive - Antarctica is the world’s largest desert because it has so little rain and very little grows there - Special housing, clothing and equipment are necessary. Housing has to be anchored firmly to withstand the winds - Valuable minerals such as coal, oil and precious gems are mined in Antarctica. Ships catch fish, squid and krill on an industrial scale often disturbing the ecosystem of the sea - Increase in global temperatures is causing melting of the ice caps, destroying the natural habitats of people and animals			
Topic Specific Vocabulary Arctic, Antarctica, Antarctic Circle, poles, glacier, ice shelf, glacier, time zone, ice sheet, desert, expedition, climate, weather, Northern Hemisphere, Southern Hemisphere, Prime/Greenwich Meridian, time zone, latitude, longitude	NC Subject content - Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - Describe and understand key aspects of physical geography including climate zones, rivers, mountains and human geography including types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water - Use maps and describe features studied - Use the eight points of a compass, symbols and keys		
Subject Specific/Academic Vocabulary This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.			
Year 3	Year 4	Year 5	Year 6
Area, cultural, economic, features, identified, impact, income, physical, region, source	consequences, labour, significant, survey, resident	Analyse, considerable, distribution, export, locate, financial	Affect, constant, factors, policy, proportion
We are geographers English: Diary extract Geography: Presentation			