

<p>Theme reads: Lost and Found – Oliver Jeffers (Copies at Pegasus) The Emperor’s Egg – Martin Jenkins (Copies at Peg.) Ponko and the South Pole – Meredith Hooper (Copies at Peg.) Meerkat Mail – Emily Gravett I wonder why the Sahara is cold at night – Jackie Gaff Polar climates/Desert climates – Cath Senker One Day on our blue planet: Antarctica – Ella Bailey Deep in the Sahara – Kelly Kunnanne Can I cross the Sahara desert in one day - Baby Professor</p>	<p>Year 2 (spring): Enquiry Question Would you prefer to live in a hot or cold desert? Key driver: Determination Key skills: I can use geographical vocabulary to describe key human and physical features. Year Enquiry: How do we survive in a wild world? Topics: Comparing human and physical features of the Sahara and Antarctica.</p>	<p>Resources Globe, atlases, maps, aerial photographs of Sahara and Antarctica https://www.creativeeducation.co.uk/video/2006 - How humans live in Antarctica</p>
<p>Key Vocabulary: Sahara, Antarctica, deserts, human, physical (features), sand dunes, oasis, weather, climate, salt flats, ice berg, glacier, ice cave, ice mountain, equator, north pole, south pole, polar, arid, temperate</p>	<p>High quality outcome: Children will work in groups to create a poster and presentation about either the Sahara or Antarctica.</p>	<p>Pupil Pledge</p>

<p>Launch Equator and Poles Teacher to bring in a suitcase packed with clothes and equipment for a trip to both a hot and cold desert. Bring out the items one by one and get dressed. Can the children decide which items would be suitable for the Sahara/Antarctica? Explore the idea of ‘What is a desert?’ WALT: I can find the Equator and the North and South Pole on a world map. Outcome: Children label the equator and poles on a world map and discuss the climate</p>	<p>Lesson 2 The climate, weather and seasons in hot and cold deserts WALT: I can identify the climate, weather and seasons in hot and cold deserts. Outcome: Children sort pictures and statements about hot and cold deserts.</p>	<p>Lesson 3 Physical features of Sahara WALT: I can identify key physical features of the Sahara and use relevant geographical vocabulary. Outcome: Children label physical features of the Sahara on maps and aerial photographs.</p>	<p>Lesson 4 Physical features of Antarctica WALT: I can identify key physical features of Antarctica and use relevant geographical vocabulary. Outcome: Children label physical features of Antarctica on maps and aerial photographs.</p>	<p>POP Quiz Provide children with a template brochure for visiting the Sahara and Antarctica (model completing one for the UK) Children fill in the sections with the information that they have learned so far (I.e Label a map, weather, physical features.)</p>
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zones arid, polar and temperate (linking to unit one.)				
<p>Lesson 6</p> <p>Human features of Sahara</p> <p>WALT: I identify human features of the Sahara</p> <p>Outcome: Children consider how humans live, travel to, eat and work in the Sahara desert.</p>	<p>Lesson 7</p> <p>Human features of Antarctica</p> <p>WALT: I identify human features of Antarctica</p> <p>Outcome: Children consider how humans live, travel to, eat and work in Antarctica.</p>	<p>Lesson 8</p> <p>Human impact on environment and climate change in hot and cold deserts</p> <p>WALT: I can discuss how humans have an impact on the environment.</p> <p>Outcome: Children are introduced to the idea of climate change and its impact on polar and desert regions. Consider what we can do to help.</p>	<p>Lesson 9</p> <p>Collaborative research project, create poster and plan presentation.</p> <p>WALT: I can use geographical vocabulary to present what I know about the Sahara and Antarctica.</p> <p>Outcome: Children work in small groups to present what they now know about the Sahara and Antarctica. Create a poster on their topic area.</p> <p>N.B May need an extra session.</p>	<p>Celebration</p> <p>Each group presents what they have learned about their topic (see below) and presentations are filmed, posters displayed.</p> <p>Children could then answer the unit enquiry question and justify their decision.</p>

<p>Content: What will we learn? What are the core concepts? Develop knowledge about the world and use subject-specific vocabulary relating to human and physical geography. To locate the Equator, North and South Poles and their relevant weather and seasonal patterns. To use world maps, atlases and globes to identify the hot and cold areas of the world in relation to the equator and the north and south poles. Identify seasons and weather in hot and cold deserts. To use aerial photographs to recognise basic human and physical features. To analyse the human features</p>	<p>Coherence: How does this link to previous learning? Builds on children's knowledge of continents and oceans from year one unit three. Builds on children's understanding of weather, climate and seasons from year two unit one.</p>	<p>Creativity: How will we show we understand in multiple ways? Written and verbal answers/discussions. Diagrams. Labelling maps/aerial photographs.</p>	<p>Compassion: What opportunities are there to teach compassion? Consider the human impact on our environment and the effect of this in hot and cold deserts.</p>	<p>Community: What links are there to local resources?</p>
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of hot and cold deserts thinking about how humans live, eat and work. To consider human impact on our environment and the effect of this in hot and cold deserts.				
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Collaborative research project, 6 groups.

Sahara – where, climate, weather,

Sahara – physical features

Sahara – human features

Antarctica – where, climate, weather

Antarctica – physical features

Antarctica – human features