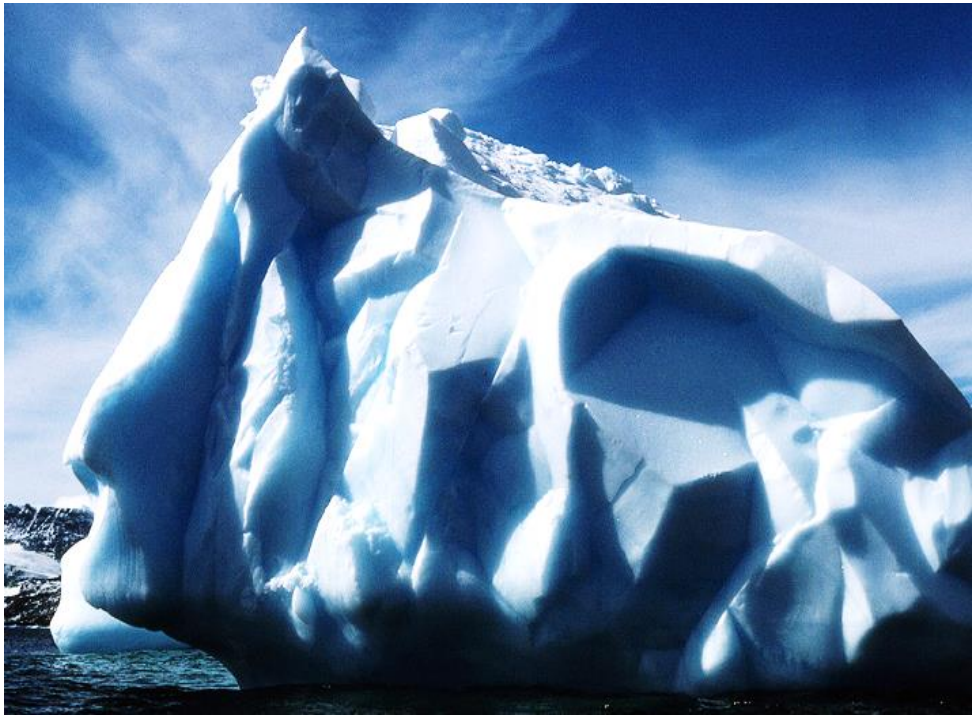
Year 3: To the Ends of the Earth



Essential Learning

By the end of this term, you will have learned…

- all about the Arctic/Antarctic and their geographical features and the effects of tourism.
- about the native animals of the Arctic/Antarctic
- where the equator, northern and southern hemispheres are
- use maps, atlases, globes to locate countries
- about explorers in the past and present
- what is involved in planning a polar expedition, including: routes, clothes, food and equipment.
- about how things move on different surfaces
- about how magnets attract or repel each other and attract some materials and not others
- how to compare and group everyday materials as magnetic and non-magnetic.
- how magnets have two poles and how they attract or repel each other.
- about the magnetic field of the Earth.

Hook Day

Introduction to the Antarctic.

View from an expert

Icy Art

Block 1 : 3 weeks

Narrative writing

Immersion in books

Arctic vs. Antarctic the differences

Block 2: 2 weeks

Explorers -diary writing

Shackleton

Planning an exploration

Explorer's diary

Magnetic Poles

Block 3: 2 weeks

Animals-info poster

Climate change/tourism Lantern parade art

Compass points

Year 3: To the Ends of the Earth / National Curriculum Links

Science

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Geography

- 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
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and time zones (including day and night)
- describe and understand key aspects of: physical geography,
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (Citizenship).

Art

- Art inspired by icy landscapes

History

- Significant individuals in British exploring history

DT

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Key vocabulary:

Force, pull, push, squeeze, bend, stretch, twist, squash, direction, arrow, stop, friction, rough, smooth, surface, gravity

- names for some metals eg iron, copper, aluminium
- terms relating to magnets eg attract, repel, magnetic, non-magnetic, attraction, repulsion
- terms relating to springs e.g. compress, extend, energy
- nouns and related verbs eg attraction/attract, repulsion/repel
- expressions making comparisons e.g. more, less, stronger, weaker, closer, further

• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures	North Pole, South Pole, Arctic, Antarctica, Latitude, Longitude, Compass, Ice Temperature, Polar, Glacier, Explorer, Survival, Climate change, Climate, Tourism, Environment, Continent, Ice Shelf, Settlement, Population, Native, Creatures

Writing genres	**Key texts**
Narrative Diary entries Explanation poster	**Shackleton's Journey by William Grill** **Ultimate Explorer Guide for Kids by Justin Miles** **Arctic and Antarctic Eyewitness—DK** **You Wouldn't Want to Be a Polar Explorer! (Revised Edition) by Dr Jen Green** **Ice Bear by Nicola Davies** **Island by Nicky Singer** **Polar Explorers for Kids: Historic Expeditions to the Arctic and Antarctic with 21 Activities (For Kids Series) by Maxine Snowden**