



To the Ends of the Earth – Term 4

Southville Primary School

Year 3

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
- Bristol - compare climate, landforms and human activity with the polar regions	- Liz Bagshaw talk - polar scientist (and previous yr3 parent)	Inuit communities	Magazine article
Diversity, Equity and Inclusion	Linked Learning		
-Matthew Henson - polar explorer -Inuit community	Year 6 - forces Year 4 - water cycle		
Driver 1: Geography	Driver 2: Science		
<i>How do the Arctic, Antarctica, and our local area compare, and why do they differ?</i>	<i>How do forces and magnets affect the way things move?</i>		
Driver 1 Objectives	Driver 2 Objectives		
Locational knowledge <ul style="list-style-type: none"> locate the Arctic and Antarctica on a map describe and understand key aspects of physical geography such as the geographical features of the polar regions, contrasted with the geographical features of Bristol 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). 	Forces and magnets <ul style="list-style-type: none"> 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. 		
Driver 1 Disciplinary Knowledge and Skills	Driver 2 Disciplinary Knowledge and Skills		
<p>The use of knowledge and how children become a little more 'expert' as a geographer.</p> <ul style="list-style-type: none"> Asks geographical questions: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? Builds knowledge of a places, people, environments and processes and makes connections between them Considers the impact of human and geography on the environment, including the climate sustainability Compares the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? Collects and analyses data 	<p>This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes:</p> <ul style="list-style-type: none"> Planning: Asking questions, fair testing, setting up simple tests Doing: Using different equipment safely, making systematic and careful observations Recording: Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables) Concluding: Suggesting answers, reporting, presenting (in oral and written forms) 		

<ul style="list-style-type: none"> ● Looks at and interprets a range of sources: maps, diagrams, globes, aerial photographs ● Communicates geographical information: creating maps, graphs, presenting, writing 	<ul style="list-style-type: none"> ● Evaluating: Seeking patterns, making predictions for the future
Driver 1 Key Vocabulary	Driver 2 Key Vocabulary
<ul style="list-style-type: none"> ● Tier 1: map, globe, explorer, scientist, snow, ice, cold, iceberg, polar bears, penguins, whales, seals. Arctic, Antarctic ● Tier 2: polar region, compare, comparison, climate, continent, Antarctica, natural, community, mountain, volcano, explorer, climate change, pledge, Google Earth, ● Tier 3: human geography, physical geography, longitude, latitude, climate zones, ice flow, ice sheet, melt lakes, glacier, tundra, Transantarctic mountain range, dry valleys, glaciers, Antarctic ice cap, Inuits 	<ul style="list-style-type: none"> ● Tier 1: push, pull, surface, force, speed, grip, slippery ● Tier 2: resistance, magnetic, friction, attract, repel, pole, North Pole, South Pole, contact force, non-contact force, motion, surface, direction, resistance, balance, movement, position. ● Tier 3: investigation, variable, fair test, observe, measure, record, results, conclusion, prediction, hypothesis, force meter, gravity, air resistance, mass, newton.

Driver 1 Sequence	Driver 2 Sequence
<ol style="list-style-type: none"> 1. WALT: Locate the Arctic and Antarctica on a world map. 2. WALT: Begin to describe the key physical features of the polar regions. 3. WALT: Investigate how climate, landforms, and geographical location influence life in these regions. 4. WALT: Investigate how human activity affects the Arctic and Antarctic environments. 5. WALT: Explore how people and animals adapt to extreme environments. 6. WALT: Compare Bristol's human activity with the Arctic and Antarctica. 7. WALT: Analyze real-world climate data to understand patterns in the Arctic and Antarctica. 8. WALT: Ask questions to gain further knowledge of scientists' work in Polar regions and of living in the Polar region. 	<ol style="list-style-type: none"> 1. WALT: Identify and label push and pull forces. 2. WALT: Understand that some forces need contact between two objects. 3. WALT: Use fair tests to understand how friction affects movement on different surfaces. 4. WALT: Predict and test which materials are magnetic. 5. WALT: Describe how magnets attract and repel each other. 6. WALT: Set up a fair test and conduct a test. 7. WALT: Record findings and discuss results.