

# *Frozen Kingdoms*

## Hook:

Watch an episode of Frozen Planet

## Class text:

Shackleton's Journey by William Grill

### Geography – Polar Regions (Arctic & Antarctic)

- To locate the polar regions (Arctic circle and Antarctic circle) on a map
- To research facts about the topography, climate, wildlife and humans in the polar regions.
- To understand what is meant by 'polar day' and 'polar night' and be able to explain why these areas have months of no sunlight followed by months of no darkness.
- To plot the routes travelled by Arctic and Antarctic explorers on a map.
- To investigate which natural resources are found in the polar regions and how they are used by humans.
- To describe the different indigenous groups that live in the polar regions and locate their settlements on a map.
- To compare the similarities and differences between the Arctic and the Antarctic.

### SCARF – Me and my relationships:

- To recognise and describe the difference between online and face-to-face bullying and demonstrate strategies to deal with bullying and support those who are being bullied.
- To consider what information is safe/unsafe to share offline and online and reflect on the consequences of not keeping personal information private.
- To recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face.
- To recognise disrespectful behaviour online and know how to respond to it.
- To recognise which situations are risky and suggest what someone should do when faced with a risky situation.
- To describe some of the health risks caused by vaping and understand that there are potential health risks of vaping that are not yet fully known.
- To identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks.

### Science – Plant and animal life cycles.

- To investigate which plants reproduce either sexually or asexually and understand the different processes.
- To describe some methods for asexual reproduction in plants.
- To know that animals usually produce offspring via sexual reproduction and be able to define what sexual reproduction means.
- To understand that some animals can reproduce via asexual reproduction and give some examples of animals who use it?
- To compare the life cycles of a mammal, amphibian, insect and a bird.

### History:

- To study the impact that polar explorers had on the world.
- To investigate how polar exploration has changed throughout history.
- To question why most polar explorers in history are men and find examples of female polar explorers.

### Computing – e Safety:

- To generate a SCRATCH quiz about the Arctic and Antarctic regions

### Art – Inuit Art:

- To appreciate different types of Inuit Art
- To understand the history and cultural beliefs of Inuit Art
- To recreate their own version of Inuit Art

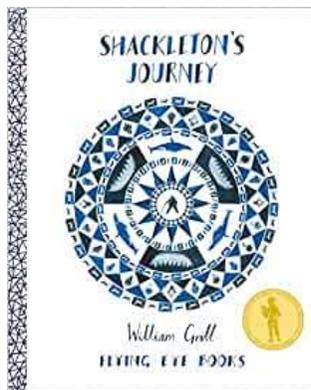
### Music – Pop (Make you feel my love):

- To listen and appraise various Pop pieces
- To learn the beats and rhythms of famous Pop pieces
- To learn and perform 'Make you feel my love' using instruments.
- To compose your own tune.
- To perform your own tune.

### French – Family

- To learn the French words for different family members.
- To describe family members in French

### DEAR – Reading aloud



### PE – Netball

- To pass the ball accurately using a chest, bounce and overhead pass.
- To understand that you can't move once you have caught the ball
- To know where to pass the ball and why
- To receive the ball at pace in space
- To shoot accurately and consistently
- To defend effectively and prevent the attacking team from getting the ball.
- To organise their team and encourage others
- To respect the rules and control their emotions

### PE – Gymnastics:

- To warm up and cool down themselves
- To create movements in time to the music
- To link movements varying shape and space
- To work together to create a sequence to music

### RE – Do clothes express belief?

- To recognise the religious significance behind a range of dress codes.
- To explore whether clothing rules and restrictions can express belief and give people a sense of identity.

### Miss Smith's book recommendations:

- Race to the Frozen North by Matthew Henson
- The Last Bear by Hannah Gold
- The Polar Bear Explorers' Club by Alex Bell
- Arctic Star by Tom Palmer
- Pugs of the Frozen North by Philip Reeve & Sarah McIntyre
- The call of the wild by Jack London
- Ice Trap! Shackleton's Incredible Expedition by Meredith Hooper & M. P. Robertson.