

<u>Year Group: 2</u>	<u>Topic: Geography:</u> <u>What is Antarctica like?</u>	<u>Term: Aut 2</u>	<u>Main Focus: Geography</u>
<u>Rationale For Topic</u> This topic explores weather and climate in Antarctica, where Antarctica is located, famous Antarctic explorers and how climate change is affecting our world due to melting ice caps. We will also recap human and physical features from our previous unit and identify them in a polar region. We will compare the weather, climate and seasons in Antarctica to our previous learning of islands in Aut 1.			
<u>Lesson Number</u>	<u>Learning Objective (s):</u>	<u>Success Criteria:</u>	<u>Brief outline / reasoning for sequence</u>
1	LO: To locate Antarctica	- To know where Antarctica is on the map - To label Antarctica on the map - To know where the South Pole is.	Begin by watching a video about Antarctica and discuss what we have found out. https://www.bbc.co.uk/bitesize/articles/zjg46v4 Locate Antarctica on a globe or world map; mark the South Pole. Children then locate and label Antarctica on their maps. Discuss what it means to live “at the bottom of the world”—contrast summer daylight vs. winter darkness BBC https://www.bbc.co.uk/bitesize/topics/zj2w6rd/articles/z4w_hsk7?utm_source=chatgpt.com#zwmybqt Children post it note a fact they have learnt about Antarctica around their map.
2	LO: To describe the climate of Antarctica	- To know there are two main seasons in Antarctica - To know average temperatures for these seasons - To record weather using symbols	Recap last week’s learning by watching the video again and discussing Antarctica’s location. The focus for this lesson is the weather of Antarctica. Discuss the seasons and daylight hours. Children then complete a 5 day weather forecast for Antarctica using illustrations and writing sentences. Children then role-play: “How would you feel in –60 °C and a big wind?”

3	LO: To know the physical features of Antarctica	- I will understand what a physical feature is - I will record some physical features found in Antarctica - I will sort the Human and Physical features of Antarctica out into the correct group.	We will begin by learning about the difference between human and physical features. We will then look at some images of Antarctica and discuss what we can see. Then we will identify whether these are human or physical. Children will have cards with human/physical features (e.g. research stations, icebergs, islands) and will sort these into physical and human features.
4	LO: To learn about Antarctic explorers and think about what we would want to find out	- I will know some key Antarctic explorers and the challenges they faced - I will explain what I would pack for an Antarctic exploration and what I would like to find out - I will think of questions I would like to ask an Antarctic explorer	Today we will look at some key Antarctic explorers from the past (Shakleton/Amundson etc.) and their voyages. We will discuss the challenges they faced due to equipment/weather and how difficult their journey would have been. We will also discuss how today's voyages are easier and why. Children will then imagine being a scientist: "What would you take to live in Antarctica for a month?". Children will draw and write about what they would pack/need and what they would be looking for. As a class we will then think of questions we would like to ask Lloyd Peck..
5	LO: To question an expert	- To create relevant questions - To learn from an expert who has experienced Antarctica first hand	Visit from LLoyd Peck.
6	LO: To know how climate change is affecting Antarctica	- To know what climate change is - To know how we can help	We will first begin by learning about what climate change is. Then we will look at ways that we can help prevent climate change and ways we can help the planet. We will

		stop climate change - To know how climate change is affecting the polar regions	focus on the melting ice caps and how this affects wildlife, water levels and the indigenous people that live in polar regions. We will look at some data showing temperatures and water levels and percentage of ice caps lost. Children will then create a poster after watching this video to stop climate change. https://www.youtube.com/watch?v=BCkEs4Cyv9M
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